CLIL has often been mainly identified as a way to teach content through language. This time I will focus on how it can be the perfect springboard to dive into cultural issues.

CLIL incorporates four elements identified as the 4 Cs, where culture is the underlying concept for the other three aspects: content, communication and cognition.

Culture, as the set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group, is usually broken down in 11 aspects for the sake of organizing information. These aspects are:

1. Food  
2. Clothing  
3. Recreation  
4. Government  
5. Education  
6. Language  
7. Religion  
8. Transportation  
9. Economy  
10. Environment  
11. Arts

These aspects or topics are easily found in EFL materials. Therefore, it becomes evident that there are numerous opportunities for linking content to culture in order to achieve these clear benefits of CLIL:

- Build intercultural knowledge and understanding
- Develop intercultural communication skills
- Provide opportunities to study content through different perspectives

You can get started by following five easy steps:

**STEP 1** Select a topic or aspect of culture from the course book you are using.

For example, select foods from around the world.
STEP 2 Find a natural link between the material in the course book and real life.

Try discussing food in different cultures, healthy and unhealthy eating habits, and various recipes.

STEP 3 Find authentic material that supports your choice and ideas.

A) This is a beautiful photo essay about food in different cultures.:  
http://www.time.com/time/photogallery/0,29307,1626519_1373664,00.html

B) This is a collection of recipes from around the world.:  
http://www.epicurious.com/articlesguides/blogs/80dishes

STEP 4 Design a meaningful task to be done with the authentic material found.

A) Ask students to choose one of the pictures in the photo essay and do oral presentations where they can name the food they see, analyze healthy and unhealthy choices, and compare with their own typical diet.

B) Have students choose a country and try out a recipe.

STEP 5 Provide necessary scaffolding during task.

General suggestions:

- Pre-teach necessary vocabulary through pictures, mindmaps, etc.
- Monitor students’ work and provide language/grammar support as needed, either individually or for the whole class.
- Organize rehearsals for oral presentations and role plays.
- Suggest strategies to optimize learning and organization.

In this particular case, you can provide help with vocabulary related to food and cooking. The use of countable and uncountable nouns will surely come up, too, as will the use of imperatives in instructions for recipes.
Another example:

**STEP 1** Topic
Travel and geography

**STEP 2** Real life application
Planning a trip

**STEP 3** Authentic materials
http://traveldk.com/

**STEP 4** Task
Ask students to choose a country or their own country (in multicultural settings) and **plan a one-week trip** including the main sights and landmarks. You can limit their budget or the type of traveler (family, adventure, backpacker, luxury) to get them to think more critically.

**STEP 5** Scaffolding
In this particular case, you can provide help with vocabulary related to travel and geography, travel related verbs, and descriptive language.
References