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TEACHING CULTURE AT SCHOOL THROUGH COMBINING THE ELEMENTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING AND THE THEORY OF MULTIPLE INTELLIGENCES

CLIL AS AN UMBRELLA TERM

CLIL stands for Content and Language Integrated Learning. It is commonly referred to as an umbrella term which embodies any dual-focused educational action in the course of which an additional language, not the mother tongue of the learners, is used in order to teach and learn a non-language subject (Marsh 2002: 32). Furthermore, it is the term adopted by the European Network of Administrators, Researchers and Practitioners in the 1990s. The adoption of that label was a vital step to encourage further thinking and development and to position CLIL alongside bilingual education, content-based instruction and immersion (Coyle 2007: 18).

The aims of teaching through CLIL are addressed by Mehisto, Marsh and Frigols (2008: 7):

We have known for a long time that teaching languages and other subjects separate from one another, in a vacuum, does not produce optimal outcomes. Both language and content teachers have already made important strides in revitalizing their teaching for this modern age within and even across their subjects. CLIL provides the opportunity to go a step further. It creates fusion between content and language across subjects and encourages independent and co-operative learning, while building common purpose and forums for lifelong development. This provides significant added value for language learning.

According to the EU document Content and Language Integrated Learning (CLIL) at School in Europe (2006) up to the 1970's the CLIL method was mostly used in places that were in some way language specific (places close to the national borders, cities where there was more than one main language of communication,

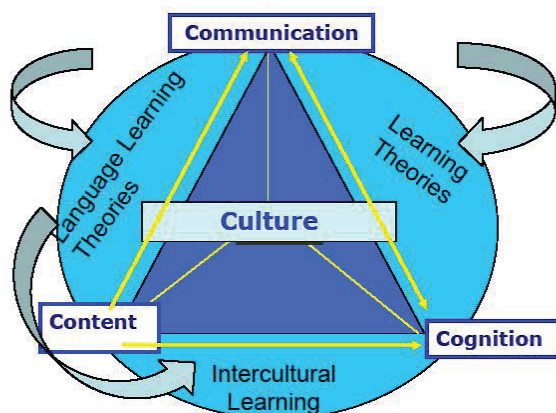
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etc.). From then on CLIL has become a widespread method of teaching throughout Europe. According to the latest Eurydice report (2012: 39):

In nearly all European countries, certain schools offer a form of education provision according to which non-language subjects are taught either through two different languages, or through a single language which is ‘foreign’ according to the curriculum. This is known as content and language integrated learning (...). Only Denmark, Greece, Iceland and Turkey do not make this kind of provision¹.

Culture, being one of the four Cs in the methodology of CLIL approach (Coyle, 1999), has been given equal emphasis together with content, communication and cognition. Even further, according to Coyle (2008: 34) culture is visualised in the centre of the diagram as the element coining the conceptual framework² of CLIL and affecting all the remaining Cs.

The 4Cs Conceptual Framework



Meeting Minds: towards holistic views of the curriculum

Figure 1. The Conceptual Framework of CLIL (Coyle, 2008)

This is a clear evidence of the significance culture is given by the CLIL experts and demonstrates the vivid correlation between teaching culture and the other spheres of CLIL. Cultural elements are noticeable throughout the content curricula of all the subjects in education. Whether this is Mathematics, Geography, Science, Information Technology, Music, Art, etc. there are possible paths of including cultural elements into teaching³. The intensity and acuteness of these correlations is

¹ For more information see Eurydice 2012 Report, p. 39-45.

² See Coyle (1999) for more information on the 4 Cs Conceptual Framework.

³ For practical examples of this correlation see appendix 1.

dependant mainly on the expertise, creativity and willingness of the teacher, who is *the main character* in constructing learning situations that will allow culture to be incorporated into the educational process. A parallel situation occurs when discussing the possibility of including cultural elements into teaching communication skills, for example: introducing to a stranger, buying goods, role-playing, non-verbal communication (body language), etc.

Dakowska (2007) concentrates on the possibilities of using the CLIL method in acquiring the intercultural communicative competence. She argues that bilingual education is a resourceful and efficient method of teaching in order to acquire both the target language and content learning objectives. She also claims that by teaching other subjects through the foreign language, learners increase intercultural competence, which is indispensable for living in another culture. This is particularly essential in today's age with the mounting significance of globalisation. This appears to be one of the key factors of the ever growing popularity of CLIL throughout Europe.

The majority of authors display interest in aspects of acquiring L2 and the contents of other school subjects, but not much attention is paid to the sphere of increasing intercultural communicative competence by use of the CLIL method. Bilingual education offers immense opportunities for developing intercultural competence, knowledge and awareness through other school subjects, which provide the necessary input for the comparison of the pupil's own culture and the cultures of others. Hence, children learn to critically analyse the contents of lessons in L1 and L2 and expand their view on other perspectives.

THE THEORY OF MULTIPLE INTELLIGENCES (MI THEORY) – A FRESH LOOK AT OUR BRAIN

Gardner's theory explains the essence of human capacities, their values, both for the individual and for society, changing our ideas about the nature of intelligence. His research abolishes the thesis about the existence of only one type of intelligence that can be measured using psychometric techniques. According to the Theory of Multiple Intelligences, there are many relatively distinct intelligences, existing at the same time, and not all have been yet fully described and examined. All the spheres of intelligence are equal – none is more important than others. MI theory was developed on the basis of seven intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, and intrapersonal (Gardner, 2006:43). Further studies have extracted the one more, eighth intelligence – naturalistic, and possibly the ninth – existential intelligence.

Gardner believes that every person has all types of intelligence, which interact with each other, intermingle and complement each other. Their combination creates a unique, dynamic profile of intelligence, which is subject to a process of change.

Knowing this profile, i.e. the strengths and weaknesses of each child, is a great chance to promote the overall development – expand the talents and support the weak spheres.

SMART SCHOOL – THE SCHOOL’S CONTEXT

Bilingual Primary School Smart School is situated in Zamość, lubelskie district, south-east of Poland – a city of about 65 000 citizens. It was founded on the 1st of September 2011 preceded by a long and intensive period of both legal and administrative preparation. The idea standing behind the beginning of the school comes from the bottom-up approach to innovative education. Namely, it was the parents of the children attending at that time grade one of state school in Zamość that came with the idea of opening a new school, based on their disappointment with what they had met in the state system of education. The school started with 32 children (12 in pre-school, 10 in grade one and 10 in grade two of primary school), six teachers, a headmaster, vice-head and two members of administrative staff. Throughout the five years of existence the school has experienced many changes. It developed rapidly in the number of pupils and staff – in school year 2015/2016 the school educated 175 pupils (aged 3-13) in both kindergarten and primary school and employed 36 teachers. During that fruitful time the school also established its own definition of bilingual education having taken into consideration the very unique profile of its students, their parents and the teaching staff.

From the very beginning it was agreed that the school will aim at educating graduates that will be equipped with all the skills and knowledge necessary to become successful in their future careers, both on nationwide and international scale. To be able to meet the requirements of the constantly changing professional market, it was obvious that intensive foreign language education will be one of the top priorities. Hence, the group of the creators of the school, including: headmasters, teachers, methodological advisors, parents and external experts agreed that two main principles will lead the educational process in Smart School, namely: Bilingual Education and Multiple Intelligence Theory.

BILINGUAL EDUCATION IN SMART SCHOOL

Learning content through another language is one of the main objectives of the school. All children in all classes of the school and the kindergarten are familiar with acquiring knowledge by the means of two languages: Polish and English. Of course, the forms and methods of work are suited to the children’s age.

1. Pre-school education. The youngest children attending kindergarten are 3 years old. It is when they meet their form teacher and language teacher who work

together in a team to provide children with bilingual education. The language teacher spends at least 15 hours a week in one group. The role of the language teacher is to skilfully plan the process of correlating English with integrated education. To do so, with the help of the form teacher a language teacher creates in advance a monthly plan of language development together with the correlation of integrated education and the English language. After a month's work the plan is supplemented with the adjustments that were introduced during the process of education and kept in school's documentation.

2. Integrated subjects education – grades 1-3 of primary school. During this period of education all pupils undergo a widespread process of correlating all spheres of education with English. There are two models of teaching that may be differentiated at this level of schooling:

- a) Two teachers (form teacher and language teacher) working together in one class.
- b) One teacher that is qualified to teach both the integrated education and English.

The organisational model of teaching English at this stage of education is, by far, similar to the one introduced in the kindergarten, but with six 45-minute long English classes a week. The process of bilingual education takes place during the chosen parts of the integrated education. The language teacher, as in the case of the kindergarten, prepares a monthly schedule of correlating contents of different educations and English.

3. Subject divided education – grades 4-6 of primary school. The choice of subjects taught in the CLIL system is conditioned by qualified teacher's availability. From the beginning of the school's existence the lack of teachers able to teach any non-language subject in English has been the major drawback. For the last four years the subjects taught partially in English have been IT and Science, purely because only in these areas of education the school authorities have been able to employ adequate professionals.

TEACHING CULTURE THROUGH CLIL

Bilingual education focuses not only on developing the L2 competence, making it the language of learning the content, but also on immersing the students into the history, culture and everyday life of the target language speakers. Therefore, the aim of teaching content through English in Smart School is also to prepare its graduates to successfully work and live in English-speaking countries throughout the world.

The programme of CLIL centred education in Smart School has been constructed to cover all the areas of education, bearing in mind the pupils' level of English that will vary in different grades. The teachers choose the spheres of correlating content with English so that the students are able to follow the educational process

without any hindrances. To do so, they prepare in advance a monthly plan of CLIL correlation (appendix 1) that is then followed and supplemented by on the spot observation of additional correlation paths that appear during particular lessons. As presented in the exemplary plan, cultural links tend to be articulated very frequently, as the correlation topics are in the majority of cases based on comparing various phenomena (geographical, historical, social, religious, educational, etc.) in diverse cultures, parts of the world or nations. Therefore, the elements of culture are apparent in most of the CLIL lessons and occupy a fundamental position in the process of bilingual education.

Apart from the CLIL lessons, raising cultural awareness is also visible in other elements of the school file. The particular classrooms are decorated to reflect various continents (Australian class, African class, Asian class, etc.).



Picture 1. African classroom (04.2016)

During each school year the class occupying the particular classroom creates numerous projects focused on various aspects of history, geography, culture and everyday life in this specific region of the world, for example: designing and building the labyrinth in the Egyptian pyramid.



Picture 2. Building the labyrinth in the pyramid (10.2015)

After a year, each group of pupils change classrooms, so that the adventure with the culture of another continent starts again.

Moreover, the students are frequently visited by native speakers of English coming from different regions of the world, who come to the school as a result of numerous projects led by the teachers (Erasmus Plus, E-Twinning, Latitude), or other occasions. The meetings allow children to practise their English in conversation, but more importantly, help them understand the cultural differences, teach interesting facts and dispel various myths. One of such occasions included the lesson of English led by Philip – a boy from Basildon, England, who visited his relatives in Zamość for a short holiday (the blonde boy to the right hand side of the picture below). The meeting was a result of the boy's enquiry, who asked his relatives to enable him visit the Polish school and learn more about the way our children are educated.



Picture 3. The visit of British native speaker in class 2b (04.2015)

It is an apt example of the fact that young children are naturally curious about the life of their peers in other countries and they are eager to discover their culture, lifestyle and traditions.

In conclusion, the possibilities of developing cultural awareness the CLIL method offers are one of its main advantages. Apart from developing purely linguistic skills, by learning content through another language pupils may immerse into the culture of the target country. It is the role of bilingual teachers and school governing bodies to create learning situations that will allow introducing cultural elements into the school curricula (as in the case of CLIL education). This will equip children with the knowledge of other cultures, which may become crucial for their future carrier and life.

TEACHING CULTURE THROUGH MI THEORY

The Multiple Intelligence Theory (MI Theory) itself has not been designed to suit the purposes of the educational sector.⁴ Nevertheless, in *Frames of Mind* (1993) Gardner touched on some educational implications of the theory in the concluding chapters. This decision turned out to be another crucial point, because it was educators, rather than psychologists, who found the theory of most interest.

The vast possibilities of adapting Gardner's theory into education were rapidly spotted and thoroughly used in numerous schools, first within the U.S. and next on other continents, including Europe. Thanks to EU funding Polish educators also introduced the elements of MI Theory through various large-scale projects e.g. *First students' experiences – the path to knowledge*⁵, also called the *Pierwszaki* programme. Smart School based its educational ideas in terms of Gardner's Theory on the results of this programme. All the children starting education in the school and final year of pre-school education undergo a complex procedure that aims at describing their intelligence profile according to the MI Theory. First, a two-month-long observation of the child in the school environment takes place. The form teacher and the school psychologist work together in a team to be able to most precisely observe each pupil and then draw conclusions. After the observation period, the teacher and parents separately complete a test by Zatorska and Kopik (2012) that was originally designed to suit the needs of the above mentioned programme⁶. With the help of the school psychologist, during a one-to-one session, a child fills in the questionnaire that aims at disclosing their strengths and weaknesses. The results of these tests are discussed with the child's parents during an individual meeting with the form teacher that takes place around the third month of child's presence in the school. The conclusions coming from the tests plus the observation period and the parents-teacher meeting form a unique profile of the child's intelligence. The results are presented both to parents and the child, so that all the involved parties are aware of the outcomes of the process. The profile is then updated every year with a similar set of tools and a constant record of the child's development in all spheres of intelligence is kept in school documentation.

During everyday education implementations of MI Theory in Smart School may be divided into two categories: the so called *Gardner classes (GC)* and regular classes with the elements of Gardner's theory. Both these cases of introducing MI Theory are mainly implemented through English, having in mind the bilingual character of the school. It is during the *Gardner classes* that the cultural elements are introduced on the widest scale, as these meetings are frequently centred on showing the variations

⁴ For more information on MI Theory see: Gardner 1993, 1999, 2001, 2002, 2006.

⁵ For more information about *The Pierwszaki programme* go to www.pierwszaki.eu (accessed: 29.06.2016).

⁶ See Zatorska, Kopik (2012) for more information and the MI test and the programme.

or exemplifications of the same phenomenon in different regions of the world. For the purpose of the present quest the *GC* will be the main focus of our investigation. The exemplary topics of the meetings are: “The meaning of plants in different cultures”, “Why do people travel to other countries?”, “Celebrating the Carnival in different cultures of the world”, etc. The 90-minute-long classes are designed to stimulate children’s “strong” intelligences and enhance the “weaker” spheres. Every week, groups of around 30 pupils at the same or similar age meet to investigate a particular happening, problem, incident, natural phenomenon, etc. The topics always include some project work and are skilfully chosen to suit various needs of the classes⁷. First, they give the necessary thematic background for designing specific tasks that will enable group work. Second, they introduce children into “the global picture” of the specific theme through case study of its different variations throughout the world. What is more, they serve the purpose of practising peer learning through cooperation in a group of pupils. The members of groups are not randomly chosen, in contrast, their choice is determined by the tasks designed by the teacher. There are two patterns that may be distinguished according to the needs of a particular topic:

1. The same activity for all the groups. The students of different intelligence profiles are joined to create one group. The project work is designed to cover different spheres of intelligence, according to Gardner’s MI Theory. Hence, the tasks will involve some mathematical calculations, preparing some verbal presentation, designing a theme-specific chant, creating a content-subjected work of art, preparing a power-point presentation, etc. This broad scope of input will create learning opportunities for all the children in the group, as the strong spheres of intelligence of particular pupils will be stimulated. The pupils will learn from one another, as they will cooperate in a group to perform the given activity. Strong mathematicians will lead the group in solving calculations, linguistically intelligent pupils will create the basis of the verbal presentation, high artistic intelligence will help some of the children to prepare the draft of the art project, etc. Under the guidance of the teacher the particular members of the group will learn from their peers, who are more proficient in various types of intelligence.

2. Different activities for specific groups. The groups are created to be as homogeneous in terms of intelligence profiles as possible. The specific groups (logical-mathematical, linguistic, musical, artistic, etc.) are presented with different tasks that will be centred on their strong spheres of intelligence. All the tasks are designed to investigate a common phenomenon, for instance, the early mentioned topic of “Celebrating the Carnival in different cultures of the world”. Within this topic, the groups would solve different tasks tailored to develop strong intelligenc-

⁷ See exemplary plan of *GC* in appendix 2.

es of their members, for example: mathematicians would calculate the distance between different cities in the world known for celebrating the Carnival, linguists would prepare a poem about it, artists would create a carnival mask and musicians would prepare a karaoke version of their favourite carnival song. The complexity of the particular activities will activate the learners into using the utmost of their dominating intelligence. Therefore, the group members will practise their strong intelligences to become even more proficient and expertise and to develop their talents.

Regardless of the group division pattern, each meeting is summarised by the presentation of the results of group-work. All the pupils and their supervising teachers meet together to demonstrate the outcomes of their cooperation. This is another unique experience for both the presenters and the audience to practise their presentation skills and learn. The pictures presented below were taken during such presentations:



Picture 1. Presentation of *GC* results, topic: Polish natural resources, date: 11.2013



Picture 2. Presentation of *GC* results, topic: Famous sights of London, date: 11.2014



Picture 3. Presentation of *GC* results, topic: Eskimos and their natural habitat, date: 02.2015

Gardner Classes create a meaningful environment for introducing the elements of culture into the educational process. The language of instruction, group communication and presentation of the results is mainly English, therefore the dual focus of the classes adds to their value for educating the students to become both fluent in the English language and more aware of a wide range of cultural issues.

CONCLUSION

The aim of this paper has been to reveal the possible paths of incorporating cultural elements into education, both during foreign language, and other, non-linguistic classes. The brief, theoretical study of the educational concepts of CLIL and MI Theory allowed to understand their importance and usefulness in educational aspects.

Based on the practical solutions introduced in Bilingual Primary School Smart School, the ways of combining both scientific theories in education have been portrayed. Through the skilful correlation of CLIL and MI Theory in everyday education, the implementation of cultural elements has been achieved on a large scale. On the daily basis pupils undergo a well-planned, immense programme of cultural adaptation, learning about the history, geography, culture, customs and traditions of other societies. This will, in the future, result in preparing graduates of the school to successfully work and live in any country and will make them “the citizens of the world”.

APPENDICES

Appendix 1.**Template for CLIL Month Plan****Unit name:** Carnival**Subject/Course:** Early Years**School year and month:** 2016/02**Grade:** Class IIA / IIB**Connections with National Curriculum (both language and content):**

- expanding the knowledge and skills about Carnival celebrations
- learning the ways of describing clothes/costumes in English
- similarities and differences about Carnival traditions in Poland, the UK and the USA
- learning about the tradition of the Valentine's Day

Unit Aims:	<ul style="list-style-type: none"> – Vocabulary development about Carnival and Valentine's Day – Practising the vocabulary linked with Carnival celebrations and clothes – Discovering cultural and historical roots of Carnival in Poland, the UK and the USA – Practising the vocabulary linked with Carnival in Poland, the UK and the USA
Unit Objectives: (content, cognition, communication, culture)	<ul style="list-style-type: none"> – Vocabulary about Carnival and Valentine's Day: celebration, clothes, costumes, colours, decorations, heart, love, friend, cupid, valentine card, flowers, chocolates – Grammar structures: What are you wearing? What is he/she wearing? I'm / He/ She is wearing... What colour is...? – Carnival and Valentine's Day traditions in Poland, the UK and the USA
Summary of the unit	Projects about Carnival (designing a Carnival costume)
Unit Materials and Resources:	Flashcards, video and presentations about Carnival in Poland, the UK and the USA
Unit Assessment and Evaluation	Projects about Carnival in the UK

Topics of lessons:

Lesson 1. Clothes

Lesson 2. What are you wearing? – Carnival costumes

Lesson 3. Carnival traditions and other celebrations in Poland

Lesson 4. Carnival traditions in the UK and the USA

Lesson 5. Valentine's Day

Areas of content selection:

General studies	Vocabulary connected with Carnival celebrations
Mathematics	Math tasks (addition, subtraction & multiples) – using Carnival decorations
Science	Geographical location of Poland, Great Britain and the USA
Music	Valentine’s Day songs for children
Art	Making a Carnival costume, making valentine cards
IT	Videos and presentations about: Carnival in the UK
PE	The fancy dress ball, Carnival dances
RE	The ways of celebrating happy moments in different religions

Appendix 2.**Intercultural education programme in Smart School during Gardner Classes**

Year/month: 2015/03

Theme: Feasts and ceremonies in different cultures of the world

Introduction:

Class is introduced to the theme of cultural diversity – viewing pictures of people from different parts of the world; guessing where they come from; whose items, toys, clothes can be shown on those pictures

The proposed general issues:

Do other countries also celebrate the festival of trees and plants? How important are the plants in different cultures? How particular festivals are celebrated: the festival of dates in Tunisia, tomatoes in Spain and flowers in the Netherlands?

1. Feast of crops in Madagascar.
2. Feast of fruit trees in Morocco.
3. Feast of crops in Asian countries
4. Tu-Biszwat: Jewish festival of trees.
5. Harvest and harvest traditions in Poland

In the sphere of integrated education:

1. Effort and its effects, the road to success, what is the concept of “harvest” literally and figuratively, what will be “the crop” of our new school year?
2. Joint efforts – road to success; project: orchard, field, patch.
3. What is the division of responsibilities in the group, why work together?

In the area of mathematics and natural sciences:

The design of mini-business: “Our orchard” – children calculate project costs and potential earnings associated with orchard. Trip to the orchard, a conversation with a farmer, children form a mini analysis of the project, taking into account weather factors and the natural disasters affecting crops.

In the sphere of art and music:

Rituals of different cultures in multimedia presentations, learning the selected song and dance associated with the selected crops in chosen culture

Works of art with the use of sensory material and different techniques.

Culinary: variations of bread from around the world – baking Polish traditional bread

Proposed meeting: a farmer

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NAUCZANIE KULTURY W SZKOLE POPRZEZ ŁĄCZENIE ELEMENTÓW ZINTEGROWANEGO NAUCZANIA PRZEDMIOTOWO-JĘZYKOWEGO I TEORII INTELIGENCJI WIELORAKICH

Streszczenie

Zintegrowane nauczanie przedmiotowo-językowe (CLIL) znalazło swoje ważne miejsce w edukacji wielokulturowej i wielojęzycznej europejskiej społeczności XXI wieku. Według Coyle (1999) metodologia podejścia CLIL opiera się na czterech podstawowych pojęciach, znanych jako koncepty CLIL. Kultura, będąc jednym z nich (wraz z treściami edukacyjnymi, komunikacją i procesem poznawczym), ma duże znaczenie. Elementy kulturowe w nauczaniu, zarówno języków obcych jak i innych przedmiotów niejęzykowych, są nieodłączną częścią nowoczesnej edukacji. Jednakże Teoria Inteligencji Wielorakich (Gardner, 1993) zmieniła sposób, w jaki postrzegamy naszą inteligencję, i pozwoliła spojrzeć na edukację z nowej perspektywy. Oba te podejścia edukacyjne służą jako teoretyczne podstawy praktycznych rozwiązań edukacyjnych, potrzebnych do rozwoju świadomości kulturowej, zaprezentowanych w niniejszym opracowaniu.

Szkoły w ostatnich dekadach były zmuszone przejść transformację, aby stać się miejscami, w których uczniowie mogą zyskać nie tylko wiedzę teoretyczną, ale także umiejętności społeczne, kulturowe i pragmatyczne, by stać się „obywatelami świata”. Dwujęzyczna Szkoła Podstawowa Smart School w Zamościu jest jedną ze szkół, która oparła swą ideologię na tej transformacji. Jako dyrektor tej szkoły, a także czerpiąc z doświadczenia uzyskanego podczas badań naukowych w dziedzinie CLIL prowadzonych przeze mnie w Instytucie Anglistyki Katolickiego Uniwersytetu Lubelskiego, przedstawiam moje spostrzeżenia dotyczące sposobu, w jaki czynniki kulturowe mogą być z powodzeniem wprowadzone do procesu edukacyjnego, zarówno podczas zajęć języka obcego, jak i przez cały dzień nauki w szkole. Celem niniejszego artykułu jest podkreślenie istotnego miejsca, jakie zajmuje nauczanie elementów kulturowych w szkole i wyposażenie czytelnika w zasób oryginalnych pomysłów na włączenie elementów kulturowych do programów szkolnych poprzez połączenie metodyki CLIL i Teorii MI.

Słowa kluczowe: zintegrowane nauczanie przedmiotowo-językowe (CLIL); teoria inteligencji wielorakich; Gardner; elementy kulturowe w edukacji; Smart School.

TEACHING CULTURE AT SCHOOL THROUGH COMBINING THE ELEMENTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING AND THE THEORY OF MULTIPLE INTELLIGENCES

Summary

Content and Language Integrated Learning (CLIL) has found its valuable place in the education of the multilingual and multicultural European community of the XXI century. According to Coyle (1999) the methodology of the CLIL approach is based on four key concepts, known as the *conceptual framework*. Culture, being one of them (together with content, communication and cognition), is given a due significance. Cultural elements in teaching, both the foreign languages and other non-linguistic subjects, are an indispensable part of modern education, as the

world has become a “global village” and we all need to know far more than just the languages spoken by other nations. On the other hand, the Theory of Multiple Intelligences (Gardner, 1999) changed the way we perceive our intelligence and allowed to look at education from a new angle. Both these educational approaches serve as the theoretical foundations of the practical study presented in this paper.

Schools also had to undergo the shift to become places where pupils can gain not only the theoretical knowledge but also the social, cultural and pragmatic skills to become “the citizens of the world”. Bilingual Primary School Smart School in Zamość, Poland is one of the schools that based its ideology on this transition. Being the head-master of this school, and gaining from the experience attained during my ongoing PhD research in the field of CLIL in the Institute of English Studies of the Catholic University of Lublin, I will present my observations on how cultural elements may be successfully brought into the educational process, both during foreign language classes and throughout the entire school day.

The aim of this paper is to reveal the vital place of teaching culture and to equip the reader with a scope of genuine ideas on how to incorporate cultural elements into the school curricula by combining the methodologies of CLIL and MI Theory.

Key words: Content and Language Integrated Learning (CLIL); The Theory of Multiple Intelligences; Gardner; MI Theory; culture in education; Smart School.