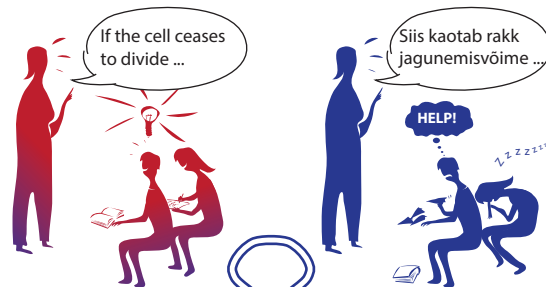


CLIL ESSENTIALS

Quality, ethical CLIL is:

- ✓ **not** simply a matter of changing the language of instruction
- ✓ **not** just for high achievers
- ✓ **not** elitist
- ✓ **not** a means for suppressing the L1.

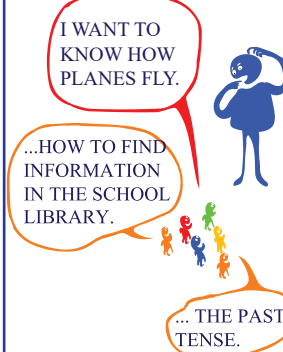


MANAGING THE AFFECTIVE SIDE



- ✓ students help set rules
- ✓ no labelling of students
- ✓ no ridicule or sarcasm

MAKING INTENDED LEARNING EXPLICIT & VISIBLE



STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS OUTCOMES

Content

1. You can name in writing the fifteen major tectonic plates.
2. You can explain how tectonic plates affect one another.

Language

3. You can use analogies in scientific descriptions, including explaining their limitations.

Learning skills

4. You will be able to summarise other students' ideas.

tectonic plates affect one another
make up the earth's crust
form major tectonic plates
are in constant movement
pass each other
collide into each other
move under (on top of) each other
melt into molten rock
become magma
release gases
cause volcanic eruptions

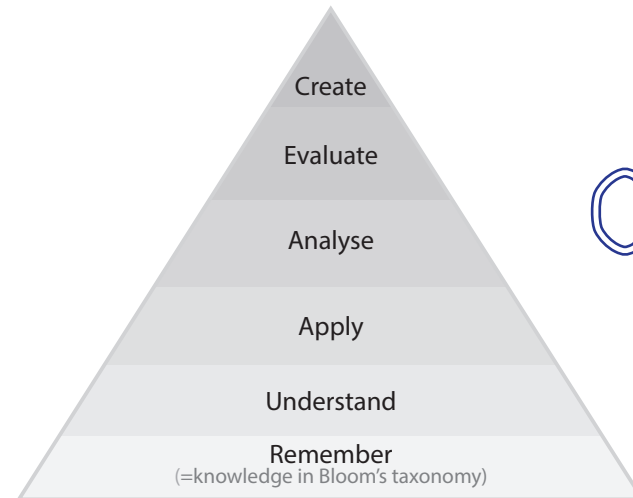
to move as slowly as fingernails grow
Shield volcanoes resemble a Roman soldier's shield lying on the ground.

'MJ predicts that the next level-seven eruption will occur in Italy in ... , because on average there is a level-seven eruption every ... years.'

HIGH EXPECTATIONS +
HIGH LEVELS OF
ENGAGEMENT FOR ALL

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

FOSTERING CRITICAL THINKING CONTENT & LANGUAGE



(Anderson, Krathwohl et al., 2000)

FOSTERING LEARNER AUTONOMY

- ✓ giving students choices to make
- ✓ teaching learning skills
- ✓ negotiating decisions about the learning process with students

CLIL is a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.*

TAKING TIME FOR MAKING LEARNING MEANINGFUL

- ✓ not just concentrating on understanding
- ✓ fostering relational links (e.g., drawing out and linking key concepts)
- ✓ connecting with students' interests
- ✓ fostering critical thinking and self-reflection

COOPERATIVE LEARNING

- ✓ positive interdependence
- ✓ face-to-face promotive interaction
- ✓ individual and group accountability
- ✓ interpersonal and small group skills
- ✓ group processing

(Johnson and Johnson, 2001)

SCAFFOLDING LANGUAGE INPUT & OUTPUT

e.g., shortening sentences and paragraphs; repeating nouns instead of using pronouns; underlining key phrases; brainstorming topic-related language; students writing own definitions; providing speaking and writing frames; organising vocabulary in categories: pre-using vocabulary and discourse patterns; ...

TRANSLANGUAGING

e.g. making limited and judicious use of listening, reading and/or watching about a topic in one language, and discussing or writing about it in another

MAKING ACADEMIC LANGUAGE VISIBLE

e.g., discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

REFLECTING ON TEACHING

- ✓ leading by example / showing that you too are a learner
- ✓ assessing and discussing your own work

CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event, ...

REFLECTING ON LEARNING

Every day discussing with students:

- ✓ progress in meeting goals
- ✓ the learning process
- ✓ what to change / how to move forward.

SCAFFOLDING CONTENT INPUT & OUTPUT

e.g., using advance and other graphic organisers; highlighting key facts; using subheadings; using analogies; building on students' existing skills, knowledge and understandings; making connections to students' lives; providing speaking and writing frames; reducing the number of facts/tasks presented/given at one time; ...

ASYMMETRY IN CLASS-ROOM TALK IN FAVOUR OF STUDENTS

- ✓ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- ✓ students speak, read and write more than the teacher