

CLIL METHODOLOGY

VISION

CLIL graduates build successful personal and professional lives in the local community, nationally or internationally, while maintaining their cultural identity and coping with the challenges of intercultural communication/globalisation.

GOALS

In CLIL, instruction and learning take place through a language other than a student's first language (L1). CLIL programmes create conditions that support:

- ✓ grade-appropriate levels of academic achievement in all subjects taught through the CLIL language;
- ✓ age-appropriate functional proficiency in listening, speaking, reading, and writing the CLIL language;
- ✓ age-appropriate levels of L1 competence in listening, speaking, reading, and writing;
- ✓ an understanding and appreciation of the cultures associated with the CLIL language and the L1;
- ✓ the cognitive and social skills and habits required for success in an ever-changing world.

Core features of CLIL methodology

Multiple focus

- ✓ supporting language learning in content classes
- ✓ supporting content learning in language classes
- ✓ integrating several subjects
- ✓ organizing learning through cross-curricular themes and projects
- ✓ supporting reflection on the learning process

Safe and enriching learning environment

- ✓ using routine activities and discourse
- ✓ displaying language and content throughout the classroom
- ✓ building student confidence to experiment with language and content
- ✓ using classroom learning centres
- ✓ guiding access to authentic learning materials and environments
- ✓ increasing student language awareness

Authenticity

- ✓ letting the students ask for the language help they need
- ✓ maximizing the accommodation of student interests
- ✓ making a regular connection between learning and the students' lives
- ✓ connecting with other speakers of the CLIL language
- ✓ using current materials from the media and other sources

Active learning

- ✓ students communicating more than the teacher
- ✓ students help set content, language and learning skills outcomes
- ✓ students evaluate progress in achieving learning outcomes
- ✓ favouring peer co-operative work

- ✓ negotiating the meaning of language and content with students
- ✓ teachers acting as facilitators

Scaffolding

- ✓ building on a student's existing knowledge, skills, attitudes, interests and experience
- ✓ repackaging information in user-friendly ways
- ✓ responding to different learning styles
- ✓ fostering creative and critical thinking
- ✓ challenging students to take another step forward and not just coast in comfort

Co-operation

- ✓ planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers
- ✓ involving parents in learning about CLIL and how to support students
- ✓ involving the local community, authorities and employers

METHODOLOGY AS CAPITAL FOR CO-CONSTRUCTING LEARNING

Cognition
Community / Content / Communication

Cognition

- ✓ content, language and learning skills outcomes are articulated in co-operation with students
- ✓ learning builds on a student's existing knowledge, skills, attitudes, interests and experience
- ✓ students analyze achievement of learning outcomes independently, with other students and with the teacher, and work to set new outcomes
- ✓ students synthesize, evaluate and apply knowledge and skills acquired in several subjects

Community

- ✓ students feel that being members of a learning community is enriching
- ✓ students have the selfconfidence and skills to work within a group and the local community, balancing personal interests with those of others
- ✓ teachers, students (and parents, employers, etc) are partners in education
- ✓ students can define their role within the classroom, the local and the global context

Content

- ✓ content is clearly linked to the community within and outside of the classroom
- ✓ students apply new content and develop related skills through experiential activities
- ✓ content is substantive without being overwhelming
- ✓ content from various subjects is integrated
- ✓ cultural content is integrated into all subjects

Communication

- ✓ students actively use the right to participate in activities and communication, in the classroom and in the community
- ✓ desk placement, displays on classroom walls and other available resources support learning and communication
- ✓ students and teachers co-construct and negotiate meaning
- ✓ language/communication skills are developed in all subjects

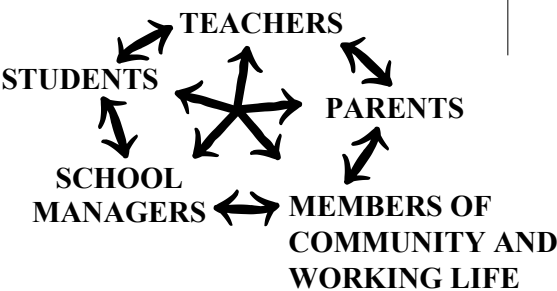
CONNECT

STUDENTS → students
→ teachers
→ speakers of the CLIL language
→ parents
→ community and working life
→ wider world

NEW LEARNING → existing student knowledge, skills, interests, feelings and attitudes

INSPIRE

TEACHER → STUDENTS
to think, to learn independently and in a group, as well as to apply content and language-related learning



to co-operate to diversify and improve the learning environment

DELIVER

on content, language and learning skills outcomes / on commitments and plans

on development / personal growth

ADVANCE

- ✓ on previous learning;
- ✓ through demonstrating growth by assessing progress made in achieving learning outcomes;
- ✓ by making decisions about how to move forward;
- ✓ by creating something new.

