C L I L   M E T H O D O L O G Y

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	INSPIRE	DELIVER	ADVANCE

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

TEACHER → STUDENTS

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

TEACHERS
STUDENTS
PARENTS
SCHOOL MANAGERS
MEMBERS OF COMMUNITY AND WORKING LIFE
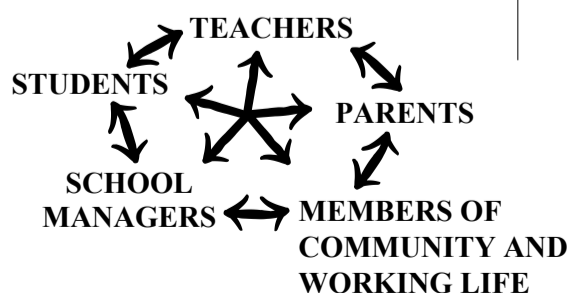
to co-operate to diversify and improve the learning environment

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

on development / personal growth

✓ 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.