

Checklist: How 'CLIL' are you?

Statements	always	often	sometimes	occasionally	never
ACTIVATING					
1. At the start of a lesson or topic, I find out what learners know about the topic.					
2. At the start of a lesson or topic, I find out what language related to the topic learners already know.					
3. I use visuals (photos, video, drawings, etc.) to introduce new topics.					
4. I use hands-on activities (experiments, objects, etc.) to introduce new topics.					
5. I use graphic organisers (mind maps, tables, charts, diagrams), which learners complete, to find out and organise what learners know about a topic.					
6. I ask learners to talk to each other when I am activating their prior knowledge.					
GUIDING UNDERSTANDING					
7. I provide different sorts of input (multimodal input) – texts, pictures, real objects, videos, models – to help my learners understand the topic.					
8. I formulate and use different kinds of questions – some related to LOTS (lower-order thinking skills) and others related to HOTS (higher-order thinking skills) to help learners understand input and process information actively.					
9. I encourage my learners to interact in my classes and use a lot of pair and group work.					
10. I use graphic organisers or other forms of support to help my learners understand input.					
11. I use a number of strategies or activities to help learners improve their reading and listening skills.					
12. I work actively with my learners on developing their thinking skills.					
FOCUS ON LANGUAGE					
13. I use a variety of activities to help my learners to recycle vocabulary related to my subject.					
14. I help learners notice how language is used in my subject, for example we look together at the grammar or we work on the vocabulary of the subject.					
15. I help learners notice the similarities and differences between English and their first language.					

Checklist: How 'CLIL' are you? (*cont.*)

16. In my classes, learners use a personal vocabulary file actively.					
17. I help my learners learn and use subject-specific terminology.					
18. I discuss ways of learning words with my classes.					
FOCUS ON SPEAKING					
19. Learners often speak in English during my classes, i.e. I encourage spoken output.					
20. I use speaking frames or graphic organisers to support learners' speaking.					
21. I use a varied repertoire of speaking activities.					
22. I use a lot of pair and group work.					
23. My learners learn to speak about my subject for different audiences, informally and formally.					
24. I create speaking activities with information gaps so learners need to communicate.					
FOCUS ON WRITING					
25. Learners often write in English for me, i.e. I encourage written output.					
26. My learners learn to write different types of texts in my subject.					
27. I use writing frames or graphic organisers (e.g. diagrams, tables, model texts) to help my learners organise their writing.					
28. I help learners with the different stages in writing (brainstorming, organising ideas, drafting, editing)					
29. When learners write for me, they know what the aim is, who their audience is and the text-type they are writing.					
30. I help learners move from concrete to abstract language in their writing.					
ASSESSMENT, REVIEW AND FEEDBACK					
31. I use a variety of ways to assess my learners on both content and language.					
32. My learners give each other feedback on their spoken/written language.					
33. I give feedback to my learners on their language.					
34. I give marks for my learners' use of language as well as for my own subject.					
35. I provide clear assessment criteria when learners present or write for me.					
36. I know how to design and use a rubric.					