CLIL Activities

A resource for subject and language teachers

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Liz Dale and Rosie Tanner

CLIL Activities

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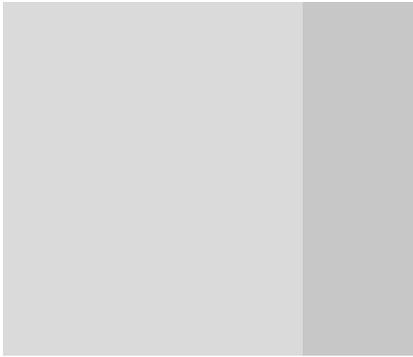**Vocabulary Activities**
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CLIL Activities

A resource for subject and language teachers

Liz Dale and Rosie Tanner

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Introduction

If you are reading *CLIL Activities*, you may be

- a subject teacher who is teaching your subject through English in a bilingual setting.
- a language teacher working in a bilingual setting.
- a subject or language teacher in training to become a teacher in a bilingual setting.

We have designed *CLIL Activities* to help you in your professional development and to provide practical ideas and background on integrating language and content. We hope this book will also stimulate you to collaborate with colleagues, and to integrate subject and language teaching in your own setting. *CLIL Activities* is a sister volume to *CLIL: Content and Language Learning* (Coyle, Hood and Marsh, 2010), which gives an overview of CLIL theory and some practical applications. This volume provides practical classroom ideas for CLIL teachers, and while it is aimed principally at secondary school teachers of 11- to 19-year-olds, many of the ideas and principles presented are relevant to primary and higher education, too. The ideas in *CLIL Activities* have largely been developed, tried and tested by language and subject teachers at secondary schools across Europe. We hope that they inspire you to experiment.

    The book is divided into three parts – Part 1: *Background to CLIL*, Part 2: *Subject pages* and Part 3: *Practical activities*. Part 1 outlines some theoretical principles underpinning the design and content of the book. In Part 2, four pages are dedicated to each of nine subjects or sets of subjects: art, design and technology; economics and business studies; geography; history; information and communication technology (ICT); maths; music and drama; physical education (PE); and science (biology, chemistry and physics). Each set of subject pages includes information about the language of the subject, an annotated sample text used in the subject, and sample language and content aims. Part 3 provides CLIL teachers with classroom activities to support their learners in learning language and content. This final part is divided into six chapters: 1. *Activating*, 2. *Guiding understanding*, 3. *Focus on language*, 4. *Focus on speaking*, 5. *Focus on writing*, 6. *Assessment, review and feedback*.

Part 1: Background to CLIL

What is CLIL?

CLIL is an abbreviation for Content and Language Integrated Learning. It is a way of teaching where subject content – for example, history, science or physical education – is taught in another language (often English). We like the following definition of CLIL by Coyle, Hood and Marsh (2010, p. 1):

> Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

What speaks to us in this definition is the idea of interwovenness. As a CLIL subject teacher, you interweave language into your lessons; and as a CLIL language teacher, you interweave the subject into your language lessons. For us, M. C. Escher's famous woodcut print entitled *Sky and Water I* (1938) offers an excellent pictorial representation of this idea of interwovenness that characterises the CLIL approach. In CLIL, you can imagine the birds to be the subject elements and the fish to be the language elements. Sometimes as a teacher you focus on the birds – the content of your lesson – and sometimes you focus on the fish – the language. But sometimes you are focused on both, and the birds and the fish – the content and the language – are more intertwined and connected.
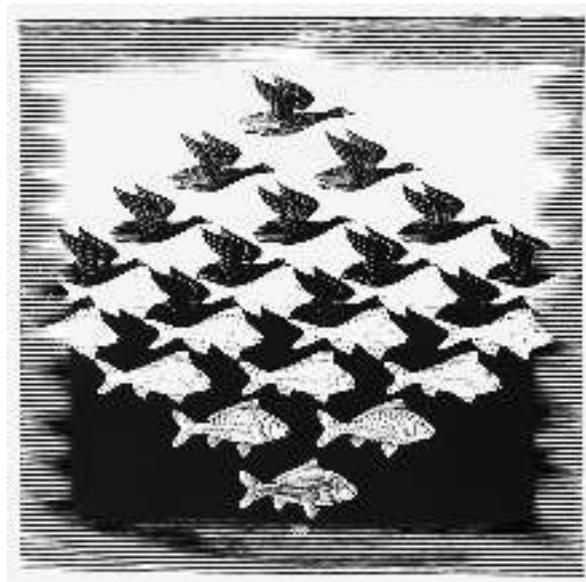
Sky and Water I (1988) by M.C. Escher

CLIL, content-based language teaching (CBLT) and immersion

There are differences between content-based language teaching (CBLT) and content and language integrated learning (CLIL), the main one being that CBLT deals with teaching content in language lessons, whereas CLIL deals with teaching a subject at the same time as teaching language. CLIL is also different from immersion, where learners learn all their subjects in another language and there is no focus on language in subject lessons, for example in an international school. These ideas can be visualised as a continuum. On the left-hand side of the continuum, content-based language teaching is where language teachers teach another language through content – so the focus is on language and the input for language classes is topics based on subject content. On the right-hand side of the continuum, learners are working all the time in another language. CLIL can be placed somewhere in the middle of the continuum: learners are learning content through another language. Typically, they have a number of lessons in one or more subjects per week in another language (for example, geography, history, science, PE or music) and the rest of their lessons in their first language. We summarise these differences in the table below.

Some differences between teachers of content-based language teaching (CBLT), CLIL and immersion				
More language ◀——————————————————————▶ **More content**				
	CBLT	**CLIL**		**Immersion**
Who teaches?	language teachers	CLIL language teachers (in language lessons)	CLIL subject teachers (in subject lessons)	immersion subject teachers
What kind of language work do they do?	work on language through content	work on general language while supporting subject-related topics and language in their language lessons	work on the language of their subject	little or no attention paid to language per se as teaching is done in another language
What is the aim?	to teach language	to teach language	to teach content and some language	to teach content
What do they teach?	non-curricular subject matter (extra topics) in another language	the language curriculum as well as the language of the subjects to support subject teachers	curricular subject matter and subject language	curricular subject matter

Who do they work with?	often work alone in teaching language related to topics OR work with language department colleagues	work with language department colleagues and subject teachers on developing subject and language with learners	work with language teachers on developing subject and language with learners	work with their subject department colleagues
How do they assess?	assess and mark language	assess and mark language	assess and mark content (and sometimes language)	assess and mark content
What do they give feedback on?	give feedback on language	give feedback on language	give feedback on content (and sometimes on language)	give feedback on content but not on language
What kind of knowledge do they refer to?	language knowledge rather than content knowledge	knowledge of the content of the subject teachers' lessons, which is sufficient to be able to work on related ideas and language during language lessons	content knowledge and knowledge about the language of their subject, such as text-types, vocabulary, typical writing or speaking activities, language functions	content knowledge
What assumption do they have about learning?	that language is learned in context, through topics	that language depends on content; content depends on language	that content depends on language; language depends on content	that content is learned without explicit attention to language

Teaching in another language versus teaching through another language

As a CLIL subject teacher, rather than teaching a subject *in* another language – doing the same in another language as you do in your monolingual classes – we suggest teaching your subject *through* another language. By this, we mean that subject teachers pay attention to both language and content in their lessons, to help learners learn both language and content as they learn a school subject.

CLIL snapshots

Many teachers have inspired us to write this book. Below we provide some snapshots of 'CLIL moments'. These classroom scenes show motivated learners and teachers actively engaged in CLIL. They illustrate the wide variety of activities we have seen in our visits to CLIL schools. They also show just how inventive CLIL teachers can be in their daily interactions with learners, and how creative and stimulated learners can be when learning in CLIL lessons. These are some of the practical classroom activities which have informed and inspired us in the writing of this book.

Activating: China (geography)

A geography teacher is starting work on the topic of China with her class of 14- to 15-year-olds. She asks all the learners to bring in any recent quality newspapers and news magazines from home – either in their first language or in the language in which they are learning. She also brings some copies to the class herself. At the start of the lesson, she asks her learners to write down, in the language in which they are learning, at least five things they know about China. She divides the class into pairs and gives each pair one second language and one first language newspaper or magazine. She asks the pairs to find any articles on China and to write down each headline of the articles they find. As the learners work, she hangs up four posters on the walls around the classroom, each one with a different title: 'Economic issues', 'Political issues', 'Historical/social issues' and 'Environmental issues'. She then asks the learners to write the headlines they have found on the most relevant poster. Next, as a class, they discuss two aspects of the headlines written in the second language: firstly, whether they are placed in the most appropriate category, and secondly, whether there are any headlines which don't fit into any of the categories. She asks the learners to refer back to their initial list of five things they know about China to see if any of their points have been missed in the headlines. They have. She asks the learners to say which new category might be added; the class decides to add an extra category: Cultural issues.

Guiding understanding: sources on the Romans (history)

A history teacher wants his class of 12- to 13-year-olds to learn about Roman reactions to the lifestyle and ways of warfare they encountered when they invaded Britain and the Iberian peninsula. He uses photocopies of illustrations and eyewitness accounts by Romans. These include drawings of houses, everyday objects, people dressed for battle and weapons, and short accounts from primary sources by Roman authors. He divides the class into pairs and asks the learners to skim the illustrations and texts and discuss if they were describing lifestyle or ways of warfare. He gives each pair two A3 sheets of card, a blue one headed 'Warfare' and a yellow one headed 'Lifestyle'. He then asks the learners to cut up the texts and illustrations, pasting all those to do with lifestyle on the yellow cards, and all those on the subject of warfare on the blue cards. He then gives the learners a graphic organiser: a table with four columns headed 1. Text/illustration, 2. Lifestyle, 3. Warfare, 4. Objective/subjective. He asks the learners to complete the table, summarising the information from each text or illustration and deciding for each one whether the information in it is objective or subjective. Finally, he asks the learners to note down five key words to describe lifestyle and five key words to describe ways of warfare.

Focus on language: animal poem poster (general science)

At the end of a unit on classification, a biology teacher asks her 12- to 13-year-old learners to create a 'poem poster' on their favourite invertebrate or vertebrate animal. The requirements for the poster include the use of scientifically accurate and relevant information about the animal they choose, illustrations and a poem of twelve lines describing the animal. The scientific information includes the animal's classification, its main body features, its natural habitat, its feeding habits, its way of reproducing, its natural enemies, environmental adaptations and any threats to its survival. On the back of the poster, learners are asked to list their resources. The teacher introduces the poster with an example she has made herself and asks the learners to find all the adjectives she has used in the poem. She then gives the learners a list of words used to describe the features of animals and asks them to find any words which are not adjectives. The learners make colourful, creative posters and original poems about many different animals – a dolphin, a tiger, an elephant, a mole – which illustrate clearly that they have learned valuable biology knowledge and skills about classification. Here are two examples, including the learners' original errors, created by learners at van den Capellen school in Zwolle, the Netherlands.

African elephant

African elephants are very big
And they are also a little bit thick
Tusks, so are called their two teeth
Fruits, flowers, roots and grasses is what they eat
The women are pregnant for two years
And they also have very big ears
An elephant's tusk is a union of the upper lip and nose
Elephant's live together very close
Were they live is the savannah
You have the Asian and the Africana
People poach on the ivory of the beast
And when they are 71 they have mostly been deceased

The Tiger

Sneaking trough the woods,
Ready to take their prey,
Sneaking trough the woods,
Deadly, yes, they are,

Sneaking trough the woods,
Very big and strong
Sneaking trough the woods,
Two pairs of legs, no wings

Sneaking trough the woods,
A head, sharp teeths,
Sneaking trough the woods,
A fat, long tail,

Sneaking trough the woods,
Hunters looking for him,
Sneaking trough the woods,
It's the tiger!

Focus on speaking: Lego® bricks and horses (biology)

A biology teacher has a practical idea to encourage his 14- to 15-year-old learners to speak. He gives learners Lego bricks and horses to demonstrate their understanding of homeostasis – how the pancreas regulates glucose in the blood. He uses this activity to consolidate what learners have already learned about homeostasis. In groups of four learners get a pile of coloured Lego bricks and horses; the bricks represent food entering the body. The white bricks represent glucose in the food, and the horses represent the messengers the body sends to different organs in order to maintain the sugar balance. Each of the four learners receives a role: digestive system (stomach), transport system (blood), pancreas or liver. The learners then use the Lego bricks to demonstrate and explain to each other how the body maintains its blood-sugar levels. They first practise in groups, and then present the process to the class.

Learner A: (stomach)	I am the digestive system. The food (holds stuck together coloured Lego bricks) enters the stomach, and I break it down into different bits (gives broken up bits of Lego to circulatory system – learner B).
Learner B: (blood)	I am the circulatory system. I transport the different bits, including the sugar (white Lego bricks) around the body (gives white bricks to pancreas – learner C).
Learner C: (pancreas)	I am the pancreas. I notice that there is a lot of sugar (white Lego bricks) in the blood. I send insulin (a brown Lego horse) to the liver to say that there is a lot of sugar in the blood (gives brown horse to liver – learner D).
Learner D: (liver)	I am the liver. The insulin makes me (and the muscles) store the sugar (puts white Lego bricks on brown horse).
Learner C: (pancreas)	I am the pancreas. I notice that there is very little sugar in the blood. I send glucagen (white horse) to the liver (gives white horse to liver – learner D).
Learner D: (liver)	I am the liver. I release some sugar into the blood (takes white Lego bricks from brown horse and gives to circulatory system – learner B).

Focus on writing: Sahara brochure (geography)

At the end of a unit on deserts, a geography teacher asks her 13- to 14-year-old learners to do a mini-project: to produce an illustrated brochure for an expedition through the Sahara desert. In groups of four they gather information from the Internet to create a brochure containing the following information: an introduction to the destination, a map of the route (avoiding conflict zones), a paragraph on landscape, culture and people, a packing list (including reasons why each item is helpful in the desert), a risk assessment chart on hazards and ways of avoiding them, a food web of plants and animals, a sample diary excerpt from a previous participant and a conclusion. Learners produce imaginative brochures. Below is a sample of some original writing – including their errors!

Extract from brochure on the Sahara
We will move through the lands Libya, Egypt and Sudan to reach our end: the city Khartoum. We are travelling east after we all reach Tripoli. At the intersecting point of the Nile right above Cairo, the pyramid Khufu can be seen. When we arrive at Cairo, we will go further south along the river Nile. After a little while we will change our course and head out for the magnificent oasis Ai-Fayyum, where we stay for two days and rest. Then we will move on along the Nile and reach Khartoum.

Assessment, review and feedback: using multiple intelligences (history)

A history teacher is applying multiple intelligence theory to his ways of assessing. He gives his 13- to 14-year-old learners a choice about how to display their knowledge and skills about historical change between 1350 and 1600 and creates assignments for them which aim to appeal to different intelligences. Some write a rap about it (musical and linguistic intelligences); some write an essay (linguistic and logical intelligences); some make drawings (visual-spatial and bodily-physical intelligences); some work together on their assessment (interpersonal intelligence) and others choose to work alone (intrapersonal intelligence). Here is an example of two beautifully drawn comparative posters drawn by a learner who is not very strong, linguistically. He spent many extra hours creating these posters and was extremely motivated by the idea of being able to show his understanding visually. The posters show, in an amazing amount of detail, not only his skill as an artist, but also his depth of understanding of the changes during this historical period.

Posters showing historical change from 1350 to 1600

Team teaching (art, design and technology)

As part of an art project, learners in their first year of CLIL have produced some aboriginal paintings, using aboriginal techniques, colours and symbols to tell their own modern Dreamtime stories. Their art is framed and the paintings and the artistic statements are exhibited at school. For example, one learner's aboriginal painting shows the story of how she fell off her bicycle when she was small; another about driving to a shopping centre; another about a family reunion. To accompany their aboriginal art, learners work in their language lessons on writing an artistic statement to explain their work. During one of the last lessons, both the language teacher and the art teacher are present: the language teacher helps learners work on their artistic statements and the art teacher supports their artwork. Here is an example of a painting and its accompanying artistic statement. (NB This is the learners' original work, including errors!)

Artistic statement
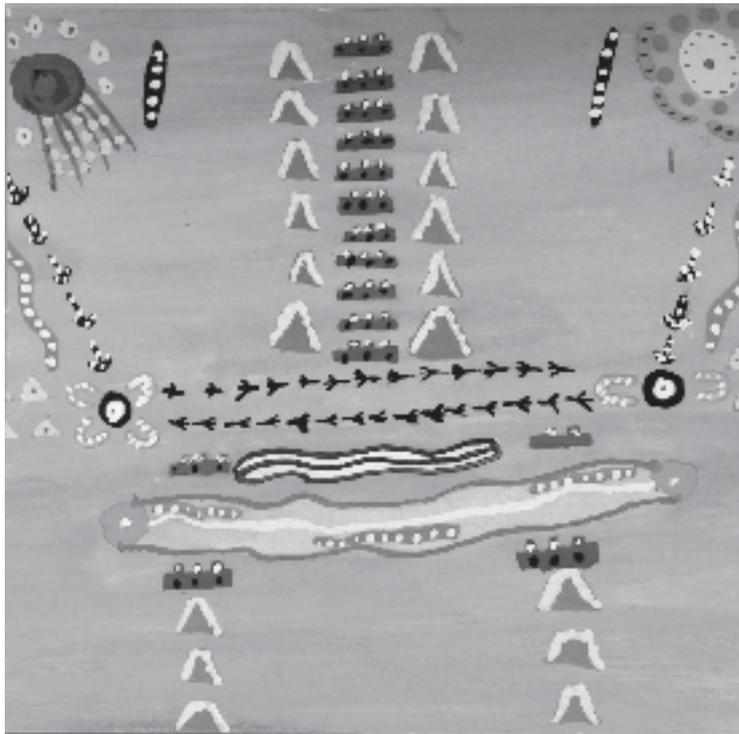
This painting is about a group of aboriginals. This group is divided in women and men. The children of both groups want to play with each other. But the parents believe that if the children don't see each other they will become stronger.

There is only one way which the children can try to see each other; A river with snakes. Everyday the children try to cross the river. Once it was done without being attacked by snakes.

Benefits of CLIL: why is integrating content and language a good thing?

Schools start working with CLIL for several reasons. In some countries, CLIL developed as a grassroots movement and in others, with the aid of government funding in large- or small-scale projects. Elsewhere, CLIL has been implemented in schools as part of a nationwide policy. In many cases, the appeal of CLIL to primary and secondary schools is the way it addresses the need for plenty of practice in a foreign language, without increasing the number of dedicated language classes.

Why embark on CLIL? Why choose CLIL? There are many benefits to integrating content and language. General learning theories as well as language learning theories suggest that CLIL has great educational potential and perhaps help to explain why, by 2004, 80% of the member states of the European Union provided some form of CLIL provision in mainstream education (Eurydice, 2006). What are these possible benefits of CLIL? Which insights into the way that people learn content and language underpin these suggestions? The following section summarises the main ideas about learning which inform CLIL. If you are interested in a more comprehensive description of these theories in relation to CLIL, see Coyle *et al*. (2010).

Benefits for learners

CLIL learners are motivated
Learning a subject through another language can also provide extra motivation for the subject – a subject taught in another language may be more appealing to learners simply because they feel they are developing language skills along with the subject. Learners blossom and feel challenged because they are learning both a subject and a language. They develop a strong sense of achievement as they notice their rapid progress in their other language.

CLIL learners develop cognitively and their brains work harder
Cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task. For example, it is likely that bilinguals form more connections in the brain, make new connections and expand their memory because they are learning in another language. Learning a subject through another language may broaden and deepen CLIL learners' understanding of subject concepts, their thinking skills and their creativity: their brains have to work harder when they learn through another language. As one CLIL learner put it, 'It is harder to learn like this, especially at the beginning, but if it makes you concentrate more, then you learn it better, and so it is better to do it this way' (Coyle, 2006, p. 7). CLIL learners may, therefore, be more likely to remember what they have learned – both the language and the content.

CLIL learners develop communication skills
The most obvious benefit of CLIL for learners is that their language skills and ability to communicate effectively improve. Through CLIL, learners develop an ability to understand a wide range of spoken and written language in both general and more specialised topics. They also learn to use the target language to achieve their communicative goal in a variety of situations, formal and informal, specialised and general.

CLIL learners make new personal meanings in another language
Constructivist theories of learning suggest learners build up knowledge for themselves and that learning involves making personal meaning of new material and combining it with what is already known. Learning takes place when learners themselves make sense of what they are learning. In CLIL lessons, learners link new information or ideas in another language to previous content or language knowledge in their first language. Relating activities in the classroom to real life helps learners to transfer the personal meanings they have from one language to the other.

CLIL learners' language progresses more
Several second language learning theories suggest that CLIL helps learners to learn another language more efficiently than separate language lessons. These theories imply that CLIL learners will learn the language quickly and achieve a high level of proficiency: they will become fluent and accurate. In order to learn a language, you need to hear and read it, understand it, use it to speak and write in meaningful interactions and notice how the language is used in practice: this all happens in CLIL lessons. Learners who spend time focusing on *how* language is used (form), as well as *what* is being said (meaning) also progress faster in learning a language and have less chance of *fossilisation* (a term referring to a state of learning where progress ceases despite continuing exposure to the language) than learners who simply use language without paying attention to form.

CLIL learners receive a lot of input and work effectively with that input
Language input is the language we read and hear. Input theories of second language acquisition suggest that language input should be meaningful, relevant and realistic, that there should also be plenty of it, and it should be *multimodal*. Multimodal input includes, for instance, 'live' or recorded spoken input, written input, visual input in the form of gestures, objects, videos, DVDs, photographs and pictures. However, input alone is not enough: learners also need to understand it! During CLIL lessons, learners are more likely to learn the second language if they do activities to help them actively process input.

CLIL learners interact meaningfully
Social constructivist theories of learning emphasise that learning is a social, dynamic process, and that learners learn when interacting with one another. Meaningful interaction is also important in CLIL. Learners who focus on communicating about the meaning of what they are learning are likely to be more effective language learners than those who concentrate mainly on grammatical accuracy. CLIL is, therefore, ideal for language acquisition because it provides meaningful interaction about both the content (meaning) needed for language acquisition and the language needed for subject development.

CLIL learners learn to speak and write
Output theory argues that in order to learn a language, learners need to produce language, in other words to speak or write. When they speak and write, they can experiment, be creative and make mistakes, and in CLIL, when teachers encourage their learners to speak and write, this helps learners to become more proficient users of language.

CLIL learners develop intercultural awareness

Through CLIL, teachers help learners to develop intercultural awareness: they learn about ideas and communicate with people from other cultures. Learners can develop and explore different, international perspectives on the subjects they are learning. Materials in the target language may contain cultural information or attitudes which are new to the learners and the teachers. CLIL learners also often have experience of communicating with learners in other cultures – through exchanges or video conferencing or email projects, for example.

CLIL learners learn about the 'culture' of a subject

Sociocultural theories of learning suggest that language, thinking and culture are learned through social interaction, and that all three are intertwined and interdependent. These ideas also show how learning a subject involves learning the language of a subject and how each subject has its own language and 'culture'. Historians, for example, value particular ways of thinking, and history teachers are not only teaching information about history but teaching their learners to think and act like historians, and use language in a way that other historians value. The way historians think and the language they use is different from the way in which scientists think and the language *they* use. So CLIL teachers are not only teaching information about a subject, but also teaching learners to think, write and speak like subject specialists.

CLIL learners are prepared for studying in another language

CLIL learners are often very confident and fluent in their second language at the end of their school careers. An ability to communicate effectively in an additional language prepares learners for studying and working in countries where the language is used. For example, many higher education institutions offer courses completely in English to attract international students; international corporations often use English as their sole language of communication.

CLIL learners learn in different ways

All learners are different and CLIL learners are as diverse as monolingual learners. An important difference is that using another language to learn may make these differences more significant for CLIL learners. The American professor Howard Gardner maintains that there are at least eight different kinds of intelligences and that we are all intelligent – to a greater or lesser extent – in at least eight different ways: linguistic, logical-mathematical, bodily-physical, visual-spatial, musical, naturalistic, interpersonal and intrapersonal (see *Key idea*: *multiple intelligences in a nutshell*). Good CLIL caters for a broad spectrum of multiple 'intelligences'.

When CLIL teachers appeal to a variety of learning styles, using, for example, multiple intelligence theory, they give their learners the opportunity to process and produce information and language in a variety of ways. This can reinforce the learning of both content and language because it offers learners the chance to review content and language several times, in different ways. This helps information and language to be stored in the brain and makes it easier for learners to produce the information and language in new situations.

> ## Key idea: multiple intelligences in a nutshell
>
> *Linguistic-verbal*: You like working with words, reading and writing.
> *Logical-mathematical*: You like concepts, think logically and like puzzles and problems.
> *Bodily-physical*: You enjoy sports and games. You like to move around and learn by doing. You use body language to communicate.
> *Visual-spatial*: You think in images or pictures, learn by seeing and by using charts or diagrams.
> *Musical*: You enjoy learning and/or making music. You have a sense of rhythm and melody.
> *Naturalistic*: You enjoy the natural world, animals and are interested in the environment.
> *Interpersonal*-social. You like working in groups, and learn well if you study or discuss things with other people.
> *Intrapersonal*: You understand your own feelings and thoughts. You like to daydream and fantasise and to work alone. You like to know why you are doing something.

Benefits for teachers and schools

There are many benefits for CLIL teachers and schools, too. The implementation of CLIL encourages whole school development and innovation: implementing CLIL can be a powerful impulse for renewal and reflection in a school. It can also be an impulse for a school to think about language policy, not only for English but also for other languages taught in school. CLIL teachers often become enthusiastic as they think about and discuss learning, curriculum development and materials. They may reconsider how learners learn both language and content and as a consequence may often develop a completely new curriculum.

Non-native speaker teachers improve their language skills: through attending language development courses, teaching their subject in another language and using their language skills in practice, teachers become more fluent and develop a more sophisticated command of the language. Furthermore, if they go on CLIL methodology courses, teachers are exposed to new ideas about their subject and how their subject is best learned and taught. They also learn about the language aspects of their own subject. These new perspectives lead teachers to broaden their understanding of both the subject and the teaching of the subject. Our work in CLIL schools has shown us that CLIL provides a real impulse – often for other departments in the school – for more active learning.

Subject and language teachers start to collaborate more, for example on how to work on language in lessons or on cross-curricular projects. And with learners and teachers who have high-level communication skills in English, schools are better equipped to participate in and benefit from international educational projects. CLIL also encourages greater collaboration among subject teachers as well as between subject and language teachers.

The CLIL teacher's role

CLIL teachers have an important role in helping all those involved in CLIL to realise these potential benefits. In order to maximise the language learning and subject learning potential of CLIL, they need to develop a range of skills. CLIL subject teachers need to have a clear understanding of how their subject uses language so that they, in turn, can help learners to notice how language is used in

their subject and support them in overcoming the specific challenges associated with the language of their subject. They also need to learn how to activate their learners' existing knowledge about the topics they are teaching, to provide appropriate, multimodal input and to guide learners to actively understand and process input. Moreover, they need to encourage learners to interact in their classrooms, to use activities which encourage them to think and speak and write. CLIL teachers also need to know how to assess their learners' progress, in both content and language, and give them feedback which will help them to develop in both areas.

How 'CLIL' are you?

According to Coyle *et al.* (2010, p. 86) 'there is no single CLIL pedagogy'. This is true, but there are certainly characteristics which show that a CLIL classroom is different from a 'standard' classroom. To start you thinking about the extent to which you integrate your subject and language in your teaching, complete the 'How "CLIL" are you?' checklist. There are six statements per CLIL topic in this book, which correspond to the six chapters of practical ideas in Part 3. Tick one box only per statement (*always*, *often*, *sometimes*, *occasionally* or *never*) to see how 'CLIL' you are. You might also like to use the checklist with your team, as a basis for development.

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.					

Statements	always	often	sometimes	occasionally	never
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.					
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.					