CLIL METHODOLOGY

VISION

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

GOALS

In CLIL, ìnstruction and leaming take piace 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 proficìency 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 leaming in language classes
- integrating several subjects
- organizing learning through cross-curricular themes and projects
- supporting reflection on thè learning process

Safe and enrichfng 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 awarenes

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

Active learning
- students communicating more ihan thè teacher
- students help set content, language and learning skills outcomes
- students evaluate progress in achieving learning outcomes
- favouring peer cooperative work

- negotìating 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 informatton in user-friendly ways
- responding to different learning styles
- fostering creative and criticai 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 thè locai community, authorities and employers