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ȘCHIOPU LUCIA

TEACHING NON-LINGUISTIC SUBJECTS THROUGH ENGLISH: CLIL STRATEGIES AND PRACTICE

TEACHER' S GUIDE

Chișinău 2026

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FOREWORD

In an increasingly interconnected world, the need to integrate language learning with subject knowledge has become a defining priority in modern education. This guide is designed for the *"Didactics of Non-Linguistic Subjects in English: Content and Language Integrated Learning (CLIL) for Primary and Preschool Education", with a special focus on* ***Content and Language Integrated Learning (CLIL)*** for primary and preschool education.

The program aims to equip future educators with both the theoretical foundations and the practical strategies necessary to implement CLIL effectively in the classroom. CLIL is not simply a methodology, but a comprehensive educational approach that develops learners' subject competences while simultaneously fostering language proficiency, critical thinking, and intercultural awareness.

This guide introduces the essential principles of CLIL, examines its pedagogical models, and provides practical tools for curriculum design, lesson planning, and assessment. By bridging theory and practice, it supports students in developing the skills required to create dynamic, learner-centered environments where language becomes a natural medium for learning science, mathematics, arts, and other disciplines.

Through this program, teachers will learn to:

- Integrate subject and language objectives in lesson planning.
- Apply CLIL methodologies tailored to young learners in primary and preschool contexts.
- Use innovative strategies to support bilingual and multilingual development.
- Reflect critically on their teaching practices within a global educational perspective.

We hope this guide will serve not only as a roadmap for academic study but also as an inspiration for future professional practice. By embracing CLIL, educators contribute to preparing children for lifelong learning, intercultural communication, and successful participation in a multilingual and multicultural society.

1.CURRICULUM DESIGN AND DEVELOPMENT IN CLIL

👉 The term **curriculum** refers to the structured plan of education that guides teaching and learning in schools. It encompasses a set of **objectives, content, learning experiences, teaching strategies, and assessment methods** designed to achieve educational goals. In essence, the curriculum represents the roadmap that connects what is intended to be taught, how it is taught, and what students are expected to learn (Coyle, Hood, & Marsh, 2010).

Curriculum is not a singular, uniform concept. Over time, educators and researchers have identified **different types of curriculum**, each highlighting particular aspects of the educational experience (Huang, 2024) (See Table 1.):

1. **Formal Curriculum**

   The **formal curriculum** is the officially documented plan of instruction, typically prescribed by educational authorities. It includes subject syllabi, textbooks, lesson plans, and learning outcomes. For example, the national curriculum for science or mathematics in primary school constitutes the formal curriculum.

2. **Informal Curriculum**

   The **informal curriculum** refers to the unplanned learning experiences that occur naturally within the school environment. These include social interactions, group work, and extracurricular activities that contribute to the development of skills, values, and attitudes.

3. **Hidden Curriculum**

   The **hidden curriculum** consists of implicit lessons about norms, values, behaviors, and attitudes that students acquire indirectly. It is embedded in the school culture and daily routines. Examples include learning respect, teamwork, and responsibility through classroom rules and peer interactions.

4. **Written / Planned Curriculum**

   The **written curriculum** is the intended curriculum prepared by educators and policymakers. It outlines objectives, content, and teaching strategies in lesson plans, unit guides, and official documents.

5. **Taught Curriculum**

   The **taught curriculum** represents what teachers actually deliver in the classroom. It may vary depending on teaching style, available resources, and classroom dynamics.

6. **Learned / Experienced Curriculum**

   The **learned curriculum** focuses on what students actually internalize and understand. It is influenced by their engagement, prior knowledge, and individual learning processes.

7. **Evaluated Curriculum**

   The **evaluated curriculum** assesses how effectively the curriculum meets its objectives. It includes various assessment methods, such as exams, projects, portfolios, and performance-based evaluations.

Table 1. Types of Curriculum (Coyle, Hood, & Marsh, 2021**)**

Aspect	Definition / Description	Example / Notes
Curriculum	The overall plan of education, including objectives, content, learning experiences, teaching methods, and assessment.	The full plan for a primary school year in Science and English.
Formal Curriculum	Officially prescribed curriculum, documented in syllabi and textbooks.	Ministry-approved Science curriculum for Grade 2.
Informal Curriculum	Unplanned learning experiences occurring in the school environment.	Social skills learned during group activities or recess.
Hidden Curriculum	Implicit lessons about values, norms, and behaviors conveyed through school culture.	Teamwork, respect, punctuality, classroom routines.
Written / Planned Curriculum	The intended curriculum set by educators and policymakers.	Lesson plans, unit outlines, objectives.
Taught Curriculum	The curriculum actually delivered by teachers.	How a teacher explains photosynthesis in class.
Learned / Experienced Curriculum	What students actually learn and internalize.	Students understand and can describe the water cycle.
Evaluated Curriculum	Assessment of how well the curriculum meets its objectives.	Exams, projects, portfolios, and standardized tests.
Curriculum Models	Frameworks guiding curriculum design and development.	Tyler's model, Taba's model, Constructivist model, CLIL.

Curriculum design has long been guided by systematic models that offer educators a framework for planning and implementing learning. Among the most influential are Ralph Tyler's Objective Model (1949) and Hilda Taba's Grassroots Model (1962). While both share the goal of making curriculum development more purposeful, they differ in their starting points, approaches, and levels of teacher involvement.

👉 Tyler's Model is often referred to as the "objectives model" because of its strong emphasis on defining clear educational objectives at the outset. Tyler proposed four fundamental questions to guide curriculum development (Huang, 2024):

1. What educational purposes should the school seek to attain?
2. What learning experiences can be provided to achieve these purposes?
3. How can these learning experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

From these questions, Tyler built a linear process: begin with objectives, select and organize learning experiences, and finally evaluate outcomes. This model is systematic, logical, and product-oriented, as it measures success primarily by whether learners achieve the predetermined objectives. One of its strengths lies in its clarity and structure, making it easy for educators and policymakers to apply. However, it has also been critiqued for being overly rigid, focusing heavily on behavioral outcomes, and leaving less room for emergent learning.

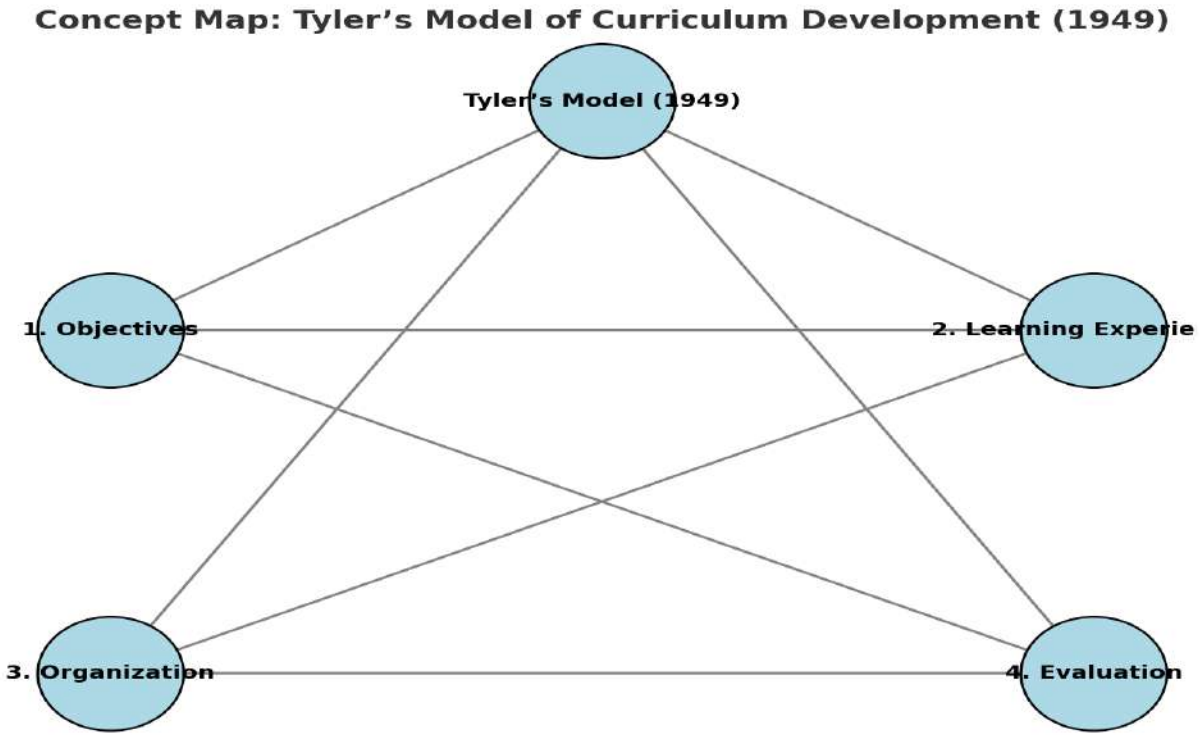


Fig. 1. Tyler's Model

👉 In contrast, **Hilda Taba's Model** placed teachers at the center of curriculum development. Believing that teachers are closest to the learners and the classroom realities, Taba proposed a "grassroots" approach rather than a top-down imposition. Her model is inductive rather than deductive. Instead of starting with broad objectives, Taba suggested beginning with **specific teaching-learning units** designed by teachers, which can later be expanded into a wider curriculum (Huang, 2024). She outlined **seven steps** in her model:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning activities

7. Evaluation

Through this process, Taba emphasized the importance of diagnosing learner needs before formulating objectives, thus ensuring that the curriculum is relevant and responsive. Her model integrates content, learning experiences, and evaluation more dynamically and gives teachers a creative and active role in curriculum planning.

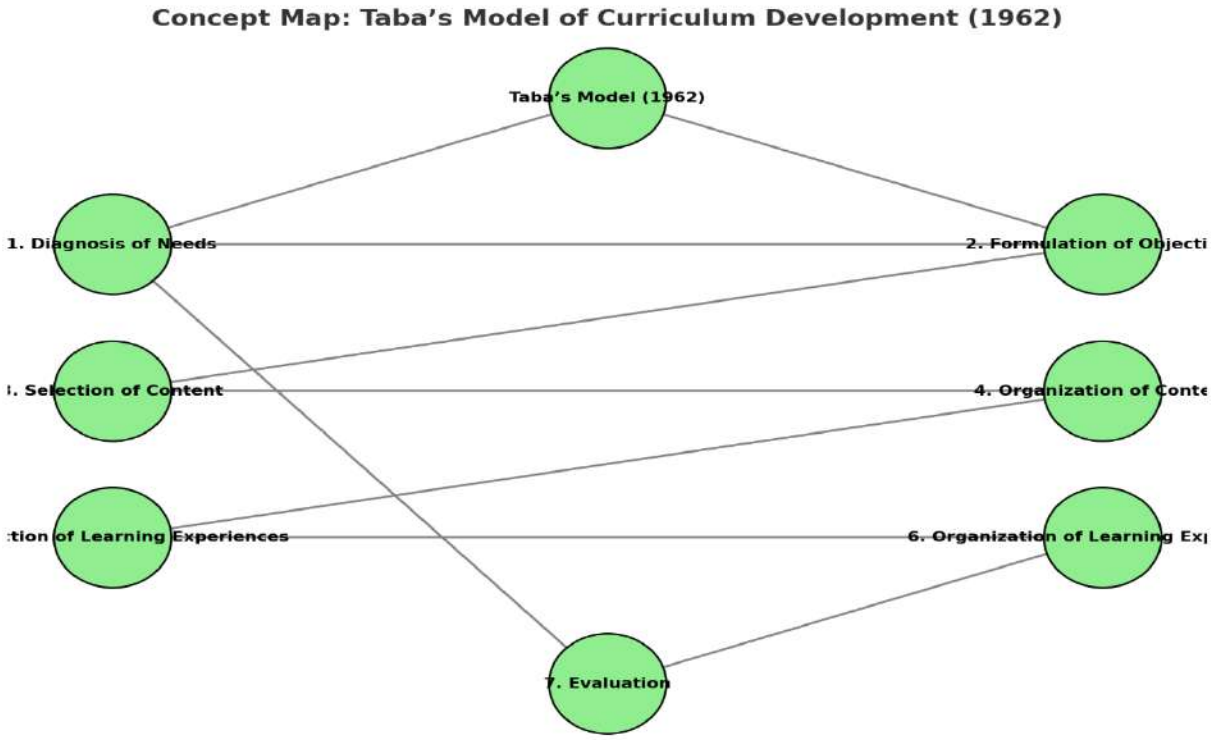


Fig. 2. Taba's Model

👉 In essence, both models aim to bring order and effectiveness to curriculum development, but their philosophies differ. Tyler's model is **objective-driven, top-down, and systematic**, while Taba's is **teacher-driven, bottom-up, and responsive to learners' needs**. Together, they provide complementary perspectives: Tyler offers a structured framework, while Taba empowers teachers and contextualizes curriculum in real classroom practice (Huang, 2024) (see Table 2.).

Table 2. Tyler's Model versus Taba's Model

Aspect	Tyler's Model (1949)	Taba's Model (1962)
Approach	Deductive (top-down)	Inductive (bottom-up)
Starting Point	Educational objectives	Diagnosis of learners' needs
Process	Linear: Objectives → Experiences → Organization → Evaluation	Seven steps beginning with needs, then objectives, content, activities, evaluation
Role of Teachers	Limited (implementers of set objectives)	Central (designers and initiators of curriculum)
Focus	Predetermined behavioral objectives	Learner-centered, responsive to needs
Flexibility	More rigid and structured	More dynamic and adaptable

Strengths	Clear, systematic, easy to apply	Relevant, teacher-driven, responsive
Limitations	Overly rigid, less responsive to individual needs	Can be time-consuming and less standardized

👉 The constructivist model of curriculum is based on the belief that learners actively build their own understanding of knowledge rather than passively receiving it from teachers. This approach comes from the theories of educational psychologists such as Jean Piaget, who emphasized cognitive development through interaction with the environment, and Lev Vygotsky, who highlighted the social and cultural dimensions of learning (Coyle, Hood, & Marsh, 2021).

In the constructivist view, curriculum should not simply be a list of facts and skills to be transmitted. Instead, it should be designed to provide learners with opportunities to explore, question, and connect new ideas with what they already know. Knowledge is seen as constructed, not delivered. This means that each learner creates meaning in a personal way, influenced by their experiences, background, and social interactions.

👉 The constructivist curriculum consists of several key elements. First, it emphasizes active learning, where students are encouraged to engage in projects, discussions, problem-solving tasks, and hands-on activities. Second, it promotes collaborative learning, recognizing that interaction with peers and teachers helps deepen understanding. Third, it values authentic contexts, meaning that the learning tasks should be connected to real-life situations and meaningful problems rather than abstract drills. Finally, assessment in this model is often formative and reflective, focusing on the learning process as much as the outcomes. Portfolios, projects, and self-assessment are common methods used instead of relying only on tests.

One of the major strengths of the constructivist model is that it nurtures critical thinking, creativity, and problem-solving skills, which are essential for learners in a rapidly changing world. It also makes learning more engaging and relevant, as students see the connection between classroom knowledge and their everyday lives. However, the model also has challenges. It can be time-consuming, requires well-prepared teachers, and may lack the strict structure that some educational systems demand.

👉 Content and Language Integrated Learning (CLIL) is a modern approach to curriculum design that combines the teaching of subject content with the development of a foreign or second language. Emerging strongly in Europe in the 1990s, CLIL is now widely recognized as an effective way to promote both subject learning and language proficiency in an integrated manner. It is particularly valuable in contexts where schools aim to prepare learners for participation in global academic, professional, and cultural environments.

The CLIL curriculum rests on the idea that language is best acquired when used in meaningful contexts. Instead of studying a language in isolation, students learn it while engaging with real subject matter such as science, history, geography, or mathematics. In this way, CLIL serves a dual purpose: developing content knowledge and fostering communication skills. For example, a science lesson about the water cycle taught in English helps learners simultaneously understand scientific processes and acquire the relevant English vocabulary and structures (Coyle, Hood, & Marsh, 2021).

The CLIL curriculum is often explained through the 4Cs Framework, introduced by David Coyle (Coyle, Hood, & Marsh, 2021):

1. Content – subject matter and knowledge from disciplines such as science, history, or arts.
2. Communication – the language of learning, for learning, and through learning; students develop vocabulary, grammar, and discourse skills while engaging with content.
3. Cognition – the development of thinking skills, from lower-order (remembering, understanding) to higher-order (analyzing, creating, evaluating).
4. Culture – fostering intercultural awareness, global citizenship, and respect for diversity.

In terms of what it consists of, the CLIL curriculum integrates objectives from both the subject discipline and the target language. Teachers design lessons so that learners practice listening, speaking, reading, and writing while also achieving content outcomes. Materials are often adapted to make subject matter accessible at different language levels, and scaffolding techniques—such as visuals, glossaries, sentence starters, and group tasks—are widely used. Assessment also reflects the dual focus: teachers evaluate both the mastery of subject knowledge and the progress in language competence, often through project work, presentations, and portfolios (Coyle, Hood, & Marsh, 2021).

The strengths of the CLIL curriculum lie in its authenticity, motivation, and efficiency. Learners see language as a tool for real communication, which makes the learning process more meaningful. It also enhances cognitive flexibility, intercultural skills, and subject knowledge. However, the model also faces challenges, such as the need for teachers to be proficient in both the subject and the language, the requirement of additional resources, and the varying readiness of students with different language levels.

Table 3. Constructivist vs. CLIL Curriculum

Aspect	Constructivist Curriculum	CLIL Curriculum
Philosophy	Knowledge is actively constructed by learners through experience and interaction.	Language is best learned when integrated with meaningful subject content.
Main Focus	Developing critical thinking, problem-solving, and personal meaning-making.	Dual focus: learning subject content and acquiring a second/foreign language.
Role of Teacher	Facilitator, guide, and co-constructor of knowledge with students.	Both subject expert and language supporter; scaffolds learning in two domains.

Role of Students	Active learners who explore, question, and construct knowledge.	Learners engage with subject matter while practicing the target language.
Curriculum Content	Projects, real-life problems, authentic tasks, discovery-based learning.	Subject content (e.g., science, history, math) taught through the target language.
Learning Approach	Learner-centered, inquiry-based, collaborative, reflective.	Integrated, bilingual/multilingual, task-based, supported with scaffolding.
Assessment	Emphasis on formative assessment, portfolios, projects, reflection.	Assessment of both subject knowledge and language progress (dual objectives).
Strengths	Encourages creativity, independence, deep understanding.	Builds both academic knowledge and language competence; authentic and motivating.
Challenges	Requires time, skilled teachers, and flexible curriculum structures.	Requires teachers skilled in both subject and language; resource intensive.

A CLIL curriculum is designed to integrate content learning and language development in a unified framework, ensuring that learners gain both subject knowledge and the language skills needed to access and communicate that knowledge. Its core elements include clearly defined content and language objectives**,** which outline what students should learn and how they will use language to do so. Cognitive skills, such as analysis, evaluation, and synthesis, are explicitly targeted, along with cultural objectives that develop learners' intercultural awareness. Effective teaching methods — such as Task-Based Learning or the Genre-Based Approach — are central, supported by authentic and adapted learning resources that make both content and language accessible (Huang, 2024).

Equally important are assessment and evaluation strategies that measure both content mastery and language proficiency, using tools such as rubrics, portfolios, projects, and feedback systems, often guided by frameworks like Kirkpatrick's Four Levels or the CIPP Model. A CLIL curriculum also emphasises the teacher's role, requiring subject expertise, language awareness, intercultural competence, and the ability to scaffold learning effectively. Structured programme design, including sequencing of modules, time allocation, and alignment of objectives with activities and assessment, ensures coherence and effectiveness. Ultimately, the curriculum must integrate content, communication, cognition, and culture — the four pillars of CLIL — to create a meaningful and holistic learning experience.

Table 4. Key Elements in a CLIL Curriculum

Element	Description	Examples in CLIL
1. Content Objectives	Statements about the subject knowledge or skills students should acquire.	Understanding climate change processes; analysing historical events; solving a mathematics problem.
2. Language Objectives	Goals for the language students will need to access and communicate content.	Using cause–effect connectors; understanding subject-specific vocabulary; forming academic questions.

3. Cognitive Skills	Thinking skills students are expected to develop, aligned with Bloom's Taxonomy.	Analysing data, evaluating arguments, synthesising information, critical thinking.
4. Cultural Objectives	Goals for developing intercultural awareness and competence.	Comparing cultural approaches to science, discussing global perspectives.
5. Mediation	Processes and skills for interpreting, transforming, and communicating content knowledge.	Summarising a science article in own words; explaining a concept to peers; producing visual representations of content; translating content into accessible language.
6. Teaching Methods	Instructional approaches integrating content and language learning.	Task-Based Learning, Project-Based Learning, Genre-Based Approach, Scaffolding.
7. Learning Resources	Authentic or adapted materials to support both content and language learning.	Textbooks, academic articles, videos, charts, realia, digital resources.
8. Assessment & Evaluation	Methods and tools to measure both content mastery and language competence.	Rubrics, portfolios, tests, projects, peer/self-assessment, Kirkpatrick's or CIPP models.
9. Teacher Competencies	Skills needed to deliver CLIL effectively.	Language awareness, subject expertise, intercultural competence, scaffolding skills.
10. Programme Structure	Organisation of modules, lessons, sequencing, time allocation.	Thematic units, cross-curricular integration, integration of formative and summative assessment.
11. Alignment of Objectives and Outcomes	Ensuring teaching, assessment, and learning objectives are consistent.	Mapping objectives to activities and assessment tasks.

Mediation in CLIL is considered an important element of a CLIL curriculum, especially in modern CLIL frameworks that emphasise interaction, communication, and learner autonomy.

Mediation refers to the process of helping learners access, interpret, transform, and communicate content knowledge, often by bridging gaps between language proficiency and subject understanding. It involves activities where learners interpret information, explain concepts to others, summarise ideas, or reframe content in simpler or more accessible language. Mediation supports both content and language learning, because it requires students to process subject knowledge cognitively while producing language in meaningful ways.

Mediation is the ability to process and adapt information for another person—summarizing, explaining, simplifying, or facilitating communication—so that meaning becomes accessible and shared (Vuorikari, Kluzer & Punie, 2022).

In a CLIL curriculum, mediation fits naturally with the language and communication objectives, and it often appears as a cross-cutting skill alongside the core elements of content, language, cognition, and

culture (the 4Cs framework). Examples include: summarising a science article in one's own words, explaining historical events to peers, or translating subject knowledge into diagrams or presentations. In this way, mediation strengthens comprehension, promotes higher-order thinking, and supports language acquisition.

Mediation is an essential communicative activity in modern language teaching where learners interpret, transform, or relay information so that another person can understand it. Instead of focusing on their own message (like in speaking or writing tasks), learners act as intermediaries between a text and another person, or between two people.

The concept comes from the CEFR (Companion Volume, 2020), which expanded mediation into a full set of communicative competences.

There are the following types of Mediation **(**Redecker, & Punie, 2017)**:**

Mediating Texts

Learners help others understand written or spoken texts by:

summarizing

paraphrasing

simplifying complex language

relaying specific information

adapting a text to a new audience (age, level, background)

Example: Read a short article and explain the main idea in simple English for a classmate.

Mediating Concepts

Learners help people work together to build meaning, especially in group work.

This includes:

organizing discussion

connecting ideas

resolving misunderstandings

guiding problem-solving

Example: Lead a group discussion by clarifying each member's ideas and helping the group reach consensus.

Mediating Communication

Learners support communication between people with different perspectives, languages, or needs.

Skills include:

- using neutral language

- reformulating politely
- cultural sensitivity
- turn-taking

Example: A student explains a cultural custom to an international visitor in a respectful and accessible way.

Classroom Activities That Develop Mediation Skills are:

✓ Summarizing a text for a younger learner

✓ Explaining instructions from one classmate to another

✓ Transforming an academic text into a simple infographic

✓ Mediating a disagreement in a group task

✓ Rewriting a text at A2/B1 level

✓ Creating a bilingual glossary

✓ Taking notes during a lecture and sharing them with peers

✓ Interpreting data from charts/tables for a partner

Examples at Different Levels (CEFR)

A2 Level

Explain the main idea of a picture story.

Tell a classmate what the teacher said in simple words.

B1 Level

Summarize a short article for the group.

Simplify instructions from a manual.

B2 Level

Present the key arguments of a text neutrally.

Mediate a small-group discussion to reach a decision.

C1 Level

Reformulate complex academic content for non-experts.

Facilitate intercultural communication during a debate.

SEE APPENDIX 4!

PRACTICAL ASSIGNMENTS

1. Individually, write a 2,500–3,000 word research paper comparing two curriculum models (e.g., Tyler's Model, Taba's Model, the Spiral Curriculum, or Understanding by Design).

2. Discuss:
    a. The theoretical foundations of each model.
    b. Strengths and limitations.
    c. Applications in different contexts (higher education, vocational training, K–12).
    d. Support with at least 10 scholarly sources.

Criterion	Weight
Content depth and accuracy (concepts, examples)	40%
Critical analysis (comparison, justification)	25%
Use of curriculum terminology	15%
Academic language and structure	20%

3.In groups of 3–4, design a curriculum framework for a given discipline (e.g., language learning, STEM education, teacher training).

4. Deliver a 20-minute academic presentation including:

a. Needs analysis and rationale.

b. Curriculum aims and objectives.

c. Structure and sequencing.

d. Assessment and evaluation strategies.

e. Include a written curriculum outline (2–3 pages) and a presentation handout.

f. Facilitate a peer review session where other groups give feedback.

Criterion	Weight
Quality of design (clarity, feasibility, theoretical grounding)	35%
Justification of curriculum choices	20%
Communication and presentation skills	25%
Academic language use	20%

4.Write a 1,500–2,000 word reflective essay answering:

What does “curriculum” mean in your discipline?

How should curriculum development respond to social, cultural, and technological changes?

How would you improve curriculum design in your field?

Use examples from literature and personal experience.

Criterion	Weight
Depth of reflection and conceptual understanding	40%
Use of terminology and references	20%

Criterion	Weight
Critical thinking and argument structure	20%
Language clarity and academic style	20%

QUIZ

1. Define “curriculum” and cite one academic source.
2. Explain the difference between **explicit curriculum** and **hidden curriculum** with examples.
3. Name and briefly describe two major curriculum models (e.g., Tyler’s Model, Taba’s Model, Spiral Curriculum).
4. What is curriculum alignment and why is it important?

5. Which of the following best defines Tyler’s curriculum model?

A) Curriculum based on student creativity and discovery learning.

B) Curriculum defined as a set of objectives with assessment and content aligned.

C) Curriculum structured solely around textbooks.

D) Curriculum that ignores assessment.

6. The “hidden curriculum” refers to:

A) The formal syllabus and lesson plans.

B) Unintended lessons learned through school culture, routines, and interactions.

C) A curriculum in secret language learning programs.

D) Online curriculum materials.

7. Curriculum alignment means ensuring that:

A) Learning objectives, teaching methods, and assessment tasks are consistent.

B) Curriculum follows only national education standards.

C) Teachers use the same textbooks.

D) Assessment is separate from teaching.

8. Which curriculum model is designed around stages of cognitive development and revisiting topics over time?

A) Taba’s Model

B) Spiral Curriculum

C) CIPP Model

D) Outcome-Based Education

2.DEFINING CLIL: CONCEPTS, PRINCIPLES AND SCOPE

👉 Coyle, Hood & Marsh (2010) present Content and Language Integrated Learning (CLIL) as a teaching approach where a subject (like science, history, or geography) is taught through a foreign or second language. The goal is to develop both:

- Content knowledge (the subject matter)
- Language competence.

In *CLIL: Content and Language Integrated Learning* (2010), Coyle, Hood & Marsh define CLIL as:

> "A dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language."

This means that in a CLIL lesson:

- A subject (for example, science or history) is taught through a foreign or second language,
- and the language itself is also learned at the same time.

👉 In Dalton-Puffer (2007), *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*, CLIL is discussed with a focus on classroom interaction and language use, rather than just the curriculum or method. Dalton-Puffer emphasizes, similar to Coyle et al., that CLIL is dual-focused:

- Content learning: Students learn a subject (e.g., science, history).
- Language learning: Students simultaneously develop proficiency in the target language (L2/foreign language).

👉 In Llinares, Morton, & Whittaker (2012), *The Roles of Language in CLIL*, CLIL is defined with a strong emphasis on the interdependent roles of language in learning content. Here's a clear summary: CLIL is described as:

> "An educational approach in which language is both the medium and object of learning, enabling students to develop content knowledge while simultaneously acquiring the target language."

Key points in their definition:

1. Dual-focused: Both content (subject knowledge) and language (L2 proficiency) are explicit goals.
2. Language as a tool and object is:
    - Medium of instruction: Language is used to teach and learn content.
    - Object of learnining- students learn the lnguage itself
3. Interactional emphasis: Language is not only delivered by the teacher; students actively use language to construct knowledge, discuss, problem-solve, and reflect.

4. Scaffolding and support: Effective CLIL requires careful support for both academic language and cognitive processing.

Content and Language Integrated Learning (2010), Coyle, Hood & Marsh introduce the Language Triptych as a key planning tool for CLIL lessons.

It helps teachers analyze and plan all the types of language students need in order to learn both the *subject content* and the *foreign/second language*.

The triptych contains three interdependent dimensions (Coyle, Hood, & Marsh, 2010):

👉 1. Language OF Learning

This is the subject-specific language students must master to access the content of the lesson or unit. It includes:

- Key concepts and terms (e.g., *photosynthesis, monarchy, friction*).
- Grammar structures and collocations typical of the discipline (e.g., *if…then* clauses in science experiments, *past tense* in history).
- The discourse of the subject (e.g., how to write a lab report or explain a process).

Purpose: Without this language, students cannot *understand* or *express* the new knowledge.

👉 2. Language FOR Learning

This refers to the functional and interactive language students need in order to work with others, process information, and demonstrate understanding during lessons.

Examples:

- Classroom interaction: *Can you explain that again?, I think… because…*
- Task management: *Let's compare our results, We need to agree on the next step*.
- Cognitive operations: *predict, classify, analyze, justify*.

Purpose: It allows students to *negotiate meaning*, *ask questions*, *cooperate*, and *participate* actively.

👉 3. Language THROUGH Learning

This is the new, emergent language that develops as a result of engaging in learning tasks.

- It appears spontaneously as students think, problem-solve, and create.
- Often unpredictable: new vocabulary, expressions, or structures surface as students explain ideas or respond to feedback.
- Teachers can notice, record, and recycle this language for future learning.

Purpose: It captures the *dynamic growth of language* that occurs when students are pushed to express new concepts.

👉 Key Insights

- The three dimensions work together, not in isolation. A good CLIL lesson ensures a balance—students are introduced to Language of Learning, supported to use Language for Learning, and encouraged to discover Language through Learning.
- Teachers identify *Language of Learning* before the lesson (keywords, grammar), plan opportunities for *Language for Learning* (group work, sentence frames), and stay alert to capture *Language through Learning* as it emerges.

👉 Coyle, Hood, & Marsh, (2010) explain three key aspects of language in CLIL:

- Language of learning: Subject-specific vocabulary and grammar students need to understand the content.
- Language for learning: Functional language for classroom interaction (asking questions, explaining).
- Language through learning: New language that emerges as students think, problem-solve, and create.

✨ EXAMPLE. Topic: Water cycle (Science, English as L2)

- Language of Learning: *evaporation, condensation, precipitation*, phrases like *water changes from liquid to gas*.
- Language for Learning: *What happens next?, I agree because…, Let's check our diagram*.
- Language through Learning: A student invents a new phrase such as *the clouds are getting heavy*—the teacher highlights this and extends vocabulary (*dense, saturated*).

👉 Dalton-Puffer is particularly concerned with how language functions in CLIL classrooms. She defines CLIL in terms of interactional and communicative patterns, noting:

- Students need functional language to participate, negotiate meaning, and construct knowledge.
- Teachers mediate both content and language, often scaffolding discourse so students can express complex ideas in L2.

👉 The 4Cs Framework: Coyle introduces the new classic 4Cs model to design and evaluate CLIL lessons:

- Content: Progress in knowledge, skills, and understanding of the subject.
- Communication: Using language to learn and learning to use language.
- Cognition: Developing thinking skills from lower-order (remembering) to higher-order (analyzing, creating).
- Culture/Community: Building intercultural awareness.

In Marsh (2002), *CLIL/EMILE – The European Dimension: Actions, Trends and Foresight Potential*, Marsh outlines the special features of CLIL from a European perspective, focusing on policy, implementation, and pedagogical aspects.

Dual-Focused Education consists of:

- CLIL integrates content learning and language learning simultaneously.
- Both are explicit objectives; success is measured by progress in subject knowledge and language proficiency.

European Dimension consists of:

- CLIL promotes multilingualism and cultural awareness, in line with EU policy goals.
- CLIL encourages cross-cultural competence, helping students understand content from multiple perspectives.

So, Marsh (2002) stipulates:

a. Dual-focus (content + language)
b. Flexible implementation across subjects and levels
c. Cognitive and linguistic integration
d. Learner-centered and interactive pedagogy
e. European/multicultural perspective
f. Teacher collaboration and professional development
g. Integrated assessment

Coyle (2006), in "Content and Language Integrated Learning: Motivating Learnes and teachers" talks about motivation as a central theme. She explains in detail how CLIL can enhance engagement and commitment for both students and teachers by making language learning purposeful, meaningful, and integrated with content.

👉 **CLIL Motivation represents:**

a. Authenticity and Meaning

- Students use the target language to learn real subject content, not just to practice grammar or vocabulary in isolation.
- The language has a clear purpose, which makes learning more relevant and engaging.

✨ Example: Learning science through English allows students apply language to solve experiments or explain processes, rather than only memorizing phrases.

b. Cognitive Challenge

- CLIL tasks often involve higher-order thinking: analyzing, comparing, predicting, or creating.

- Engaging with challenging content motivates students because it stimulates curiosity and intellectual engagement.
- Students feel a sense of achievement when they can use the target language to express complex ideas.

c. Integration of Language and Content

- Learners see immediate practical application of language skills.
- Using language in meaningful content-related tasks reduces the abstract, artificial feel of traditional language lessons.

d. Student Autonomy and Interaction

- CLIL encourages group work, discussions, and problem-solving, allowing learners to take responsibility for their learning.
- Active participation and collaboration enhance intrinsic motivation, as students feel they are making a real contribution.

👉 Motivation for Teachers represents:

a. Professional Growth and Innovation

- CLIL challenges teachers to develop new teaching strategies that integrate language and content.
- Teachers experience creative freedom in designing tasks, using visuals, scaffolding language, and fostering interaction. This renewed professional identity motivates teachers, as they become both content and language facilitators.

b. Enhanced Student Engagement

- Seeing students actively using language to learn content is rewarding and motivating for teachers.
- Teacher motivation is reinforced when learners are engaged, thinking critically, and successfully communicating in the target language.

c. Collaborative Opportunities

- CLIL often encourages team-teaching or collaboration with language specialists.
- Teachers gain support and inspiration from colleagues, which strengthens their motivation to implement innovative approaches.

d. Challenge and Satisfaction

- Although teaching CLIL is demanding (requires planning, scaffolding, and addressing language gaps), teachers report high satisfaction when students succeed.
- Motivation comes from making a tangible difference in students' learning and observing language development alongside content mastery.

👉 Coyle emphasizes that CLIL creates a virtuous cycle of motivation:

Engaged students → teachers feel successful → teachers innovate → students are further motivated → learning outcomes improve.

👉 In Castellano-Risco (2024), *Lexical Demands in CLIL Primary-School Textbooks: A Corpus Linguistic Perspective*, the author investigates the lexical challenges posed by Content and Language Integrated Learning (CLIL) textbooks in primary education. The study employs a corpus-based methodology to analyze a substantial dataset of 1.5 million words from CLIL textbooks across four disciplines: Arts & Crafts, Music, Natural Science, and Social Science (Geography and History). Main issues identified are the following:

1. Lexical Complexity in CLIL Textbooks
   - Lexical Diversity: The range of unique vocabulary items used in the textbooks.
   - Lexical Density: The proportion of content words (nouns, verbs, adjectives, and most adverbs) to the total number of words in a text.

Formula:

Lexical Density = Total Number of Words: Number of Lexical Words ×100

- **Lexical words (content words):** nouns, lexical verbs (not auxiliaries), adjectives, adverbs.
- **Grammatical words (function words):** pronouns, articles, auxiliary verbs, prepositions, conjunctions, etc.

Examples:

1. *Spoken sentence:* "I think it's going to rain soon."
   - Lexical words: think, going, rain, soon (4)
   - Total words: 7
   - Lexical density = 4:7×100=57%
2. *Written sentence:* "Heavy rainfall is expected to cause flooding in low-lying areas."
   - Lexical words: heavy, rainfall, expected, cause, flooding, low-lying, areas (7)
   - Total words: 11
   - Lexical density = 7:11×100≈64%

Interpretation of text lexical complexity:

- **Below 40%:** Typical of spoken, informal communication.
- **40–60%:** Semi-formal, instructional texts.
- **Above 60%:** Written, academic, and information-rich texts.

2. Disciplinary Variations
    - The study highlights that different subject areas exhibit varying levels of lexical complexity. For instance, Natural Science texts may present more specialized terminology compared to Arts & Crafts materials.
3. Developmental Progression
    - An analysis of textbooks across different academic years reveals a progression in lexical demands, reflecting the increasing complexity of content and language as students advance through their primary education.
4. Implications for L2 Learners
    - The findings underscore the potential challenges CLIL textbooks pose for second language (L2) learners, particularly regarding vocabulary acquisition and comprehension.

PRACTICAL ASSIGNMENTS

1. Prepare a 10–12 minute academic presentation defining CLIL. Include:
    a. Definition(s) and key characteristics.
    b. The 4Cs framework with practical examples.
    c. Discussion of how CLIL can be applied in your discipline.
2. Prepare a handout or visual aid summarizing main points.
3. After the presentation, engage in a peer Q&A session.

Evaluation Rubric

Criterion	Weight
Clarity and accuracy of CLIL definition	35%
Use of examples and practical application	25%
Organization and argumentation	20%
Language use and academic presentation skills	20%

4. Conduct a mini-literature review (1,500–2,000 words) comparing CLIL and traditional content teaching approaches.
5. Include:

a. Definition and key features of each approach.
b. Comparative analysis of outcomes (language learning, content mastery, cognitive skills).
c. Reflection on which contexts CLIL is most effective and why.

6. Use at least 5 peer-reviewed sources.

Evaluation rubric

Criterion	Weight
Understanding of CLIL and traditional teaching	40%
Analytical comparison and critical reasoning	25%
Use of academic terminology and references	15%
Language clarity, coherence, and academic style	20%

QUIZ

1. Define CLIL in your own words and cite at least one scholarly source.
2. Explain the **4Cs Framework** in CLIL and give one example for each "C".
3. List two major differences between CLIL and traditional language teaching.
4. What are two main challenges teachers face when implementing CLIL?
5. **Which of the following is NOT one of the 4Cs of CLIL?**
   A) Content
   B) Cognition
   C) Creativity
   D) Culture
6. **Which statement best describes CLIL?**
   A) Teaching content only, without language focus.
   B) Teaching language without reference to subject content.
   C) Integrating content and language learning in a single lesson.
   D) Learning a language through translation exercises.
7. **In CLIL, the language component should focus on:**
   A) Only vocabulary lists.
   B) Academic language and discourse relevant to the subject.
   C) Grammar in isolation.
   D) Everyday casual conversation.

8. **Which model is most closely associated with CLIL's structured approach?**

A) Taba's Curriculum Model

B) The Four-Phase Learning Cycle

C) The 4Cs Framework

D) Bloom's Taxonomy

3.CLIL AND APPLIED LINGUISTICS

👉 Llinares & Morton (2017) in *Applied Linguistics Perspectives on CLIL* offers a comprehensive examination of Content and Language Integrated Learning (CLIL) through four key applied linguistics lenses: Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis (DA), and Sociolinguistics.

Second Language Acquisition (SLA) Perspectives:

Here's a detailed explanation of Liss Kerstin Sylvén's examination of motivation in CLIL from *Llinares & Morton (2017)*: Sylvén focuses on how motivation influences learning outcomes in CLIL contexts, especially because learners must simultaneously engage with both content and a second language. She draws on two major frameworks:

*1. Dörnyei's L2 Motivational Self System (*Chen, 2025):

- Ideal L2 Self: Learners are motivated by the image of themselves as proficient users of the target language in the future.
- Ought-to L2 Self: Motivation comes from perceived obligations, such as expectations from parents, teachers, or society.
- L2 Learning Experience: Motivation is influenced by situational factors, including classroom environment, teaching methods, and peer interactions

*2. Lambert & Gardner's Integrative and Instrumental Motivation (*Chen, 2025)

- Integrative Motivation: Learners are motivated by a desire to connect with the target language community or culture.
- Instrumental Motivation: Motivation is driven by practical benefits, such as academic success or career advancement.

Application in CLIL:

- Motivation in CLIL is multidimensional, combining internal aspirations (Ideal L2 Self) with external factors (obligations, practical benefits).
- Teachers can enhance motivation by designing tasks that are meaningful, relevant, and achievable, providing both language scaffolding and content support.
- Understanding these motivational frameworks helps explain why some students thrive in CLIL environments while others struggle, highlighting the importance of teacher awareness and classroom climate.

Nashaat-Sobhy investigates how Content and Language Integrated Learning affects students' pragmatic competence—that is, their ability to use language appropriately in social contexts, including *speech acts*,

politeness strategies, and discourse conventions. Contrary to expectations, students in CLIL classrooms did not demonstrate higher pragmatic competence than their peers in non-CLIL classrooms. The study suggests that mere exposure to content through a second language does not automatically enhance pragmatic skills (Llinares, & Morton, 2017). Factors such as general language proficiency, age, and cognitive maturity had a greater impact on pragmatic development than participation in CLIL per se.

CLIL programs may need to explicitly integrate pragmatic instruction rather than assuming it will develop naturally through content learning.
Teachers can incorporate role-plays, simulations, and communicative tasks that focus on pragmatics alongside content and language objectives.
Assessment of pragmatic skills should consider both linguistic ability and social-contextual awareness, ensuring that learners are not only accurate but also contextually appropriate in their language use (Dalton-Puffer, 2007).

👉 In „Developing the Voice of the Historian in CLIL: Genre Analysis" Anne McCabe and Rachel Whittaker explore how Content and Language Integrated Learning can foster students' understanding and use of academic genres, with a particular focus on history texts. Their study investigates how learners develop the voice of the historian, that is, the ability to present historical information with accuracy, analytical depth, and an awareness of perspective, while simultaneously using a second language (Llinares, & Morton, 2017).

In CLIL history classrooms, genre serves as a framework for both content and language learning. Historical writing is not merely about conveying facts; it involves structuring information, making arguments, and interpreting evidence. McCabe and Whittaker argue that explicit teaching of genre conventions—such as the use of causal connectors, chronological sequencing, and evaluative language—helps students navigate the dual demands of content mastery and language development (Llinares, & Morton, 2017).

Developing the Historian's Voice

- Analytical Perspective: Students are encouraged to move beyond mere description, adopting the analytical stance of historians by evaluating sources, comparing events, and discussing causes and consequences.
- Critical Language Use: CLIL students must use language to express nuance, uncertainty, and argumentation, reflecting the conventions of historical discourse.

- Integration of Form and Meaning: Through genre-focused instruction, learners learn how form supports meaning—for instance, using hedging expressions ("might have been," "possibly") to present interpretations responsibly.

👉 Ana Llinares and Tom Morton investigate how students in CLIL classrooms use spoken language to achieve different communicative purposes, focusing on the functions of speech rather than just linguistic form. Their study examines how learners deploy language to construct knowledge, negotiate meaning, and interact in content-based tasks, highlighting the intersection between content learning and language use (Llinares, & Morton, 2017).

Key Focus: Speech Functions

- Students use language to present factual content, explain concepts, and describe processes, reflecting their grasp of both subject matter and target-language structures.
- Learners frequently ask questions, seek clarification, and paraphrase, demonstrating engagement with content and collaboration in the classroom.
- CLIL students are encouraged to support opinions with evidence, fostering reasoning and critical thinking in the target language.
- Group tasks require learners to coordinate, negotiate roles, and manage discourse, which promotes both communicative competence and social interaction skills.

☞ *Implications for CLIL Teaching*

- Teachers should design activities that elicit specific speech functions, such as debates, presentations, and collaborative problem-solving tasks.
- Emphasis on speech functions encourages students to use language meaningfully, integrating both content mastery and communicative skills.
- Assessment should consider both accuracy and appropriateness of language use, capturing how effectively students perform different communicative functions.

This research highlights that CLIL is not just about learning vocabulary or grammar; it is about using language as a tool for thinking and interacting. Understanding speech functions allows educators to create richer, more communicative learning environments, where students can develop both content knowledge and pragmatic competence.

👉 Multimodal Resources in *CLIL Science Teaching* by Gail Forey and John Polias examine how multimodal resources—including images, diagrams, gestures, spoken language, and written text—are used in CLIL science classrooms to support content learning and language development. They argue that

understanding these resources through genre-based research is essential to effectively integrate content and language instruction (Llinares, & Morton, 2017).

Key Points of Multimodal Resources are:

1. Multimodality as a Learning Tool
   - Science concepts are often abstract or complex, so teachers rely on multiple modes of representation to make content accessible.
   - For example, diagrams, graphs, and lab demonstrations complement spoken explanations, allowing students to connect visual, verbal, and practical knowledge.
2. Genre-Based Approach
   - Forey and Polias highlight that science texts and tasks follow specific genres (e.g., lab reports, experimental procedures, scientific explanations).
   - Understanding these genres helps students organize information, structure arguments, and use appropriate academic language.
   - Genre-based research informs how teachers can scaffold both content and language, ensuring students can interpret and produce science-specific texts.
3. Integration of Content and Language
   - Multimodal resources support language acquisition in context, as students learn scientific vocabulary and expressions while engaging with content.
   - Tasks often require interpreting diagrams, describing experiments, and presenting findings, promoting active use of both content knowledge and English language skills.
4. Pedagogical Implications
   - Teachers should explicitly teach students how to read and produce multimodal texts, linking visual, written, and spoken elements.
   - Using multimodal resources strategically enhances comprehension, engagement, and communication, while fostering critical thinking skills.

👉 Forey and Polias demonstrate that multimodality is a core feature of CLIL science education, bridging content understanding and language development. By combining genre awareness and multimodal

strategies, students can effectively participate in scientific discourse, developing both disciplinary literacy and communicative competence in English (Llinares, & Morton, 2017).

👉 Discourse Analysis and Classroom Interaction in CLIL by Christiane Dalton-Puffer provides a comprehensive overview of how discourse analysis (DA) can illuminate the processes of content and language learning in CLIL classrooms. Her work emphasizes that learning is not only about mastering subject knowledge or language rules but also about how learners use language to interact, negotiate meaning, and co-construct knowledge (Dalton-Puffer, 2007).

Key Points of Discourse Analysis are (Dalton-Puffer, 2007):

1. Classroom Interaction as a Learning Tool
    - Dalton-Puffer highlights that interaction is central to both content and language learning.
    - Through group work, discussions, and teacher-student exchanges, learners actively process content while simultaneously practicing language.
    - Interaction provides opportunities for feedback, clarification, and scaffolding, which are crucial in CLIL contexts where learners are working in a non-native language.
2. Insights from Discourse Analysis
    - DA examines turn-taking, question-answer sequences, scaffolding strategies, and repair mechanisms to understand how meaning is negotiated in real time.
    - It reveals patterns in how teachers guide discussions, elicit student responses, and manage language complexity to facilitate comprehension and learning.
3. Supporting Content and Language Learning
    - Effective CLIL instruction relies on teachers' ability to mediate interaction, adjusting their language and questioning strategies to learners' proficiency levels.
    - Classroom discourse shapes learners' engagement, comprehension, and production of both subject content and language structures.
4. Pedagogical Implications
    - Teachers should design interaction-rich activities that require learners to explain, justify, and discuss content in the target language.

- Awareness of discourse patterns allows educators to provide timely support, model academic language, and foster meaningful peer collaboration.

👉 Dalton-Puffer's work underscores that classroom interaction is a powerful driver of learning in CLIL. By applying discourse analysis, educators and researchers can understand how language is used as a tool for thinking, reasoning, and learning content, highlighting the interplay between social interaction and academic development.

👉 Gail Forey and John Polias explore how classroom interaction functions as a central component of learning in CLIL contexts, emphasizing interactional competence—the ability of both students and teachers to effectively negotiate meaning, manage discourse, and engage collaboratively in content and language tasks (Dalton-Puffer, 2007).

Key Points of Interactional Competence are (Dalton-Puffer, 2007):

1. Defining Interactional Competence
   - Interactional competence goes beyond linguistic accuracy; it includes the pragmatic, social, and strategic skills learners and teachers use to communicate effectively.
   - In CLIL classrooms, competence involves navigating both subject content and target language demands, often simultaneously.
2. Negotiating Meaning
   - Students and teachers continually clarify, reformulate, and elaborate on ideas to ensure mutual understanding.
   - Techniques such as asking for clarification, paraphrasing, and providing examples help maintain the flow of communication and support comprehension.
3. Discourse Management
   - Teachers scaffold learning by managing turn-taking, guiding discussions, and structuring tasks, ensuring that interactions remain productive.
   - Students learn to initiate contributions, respond appropriately, and coordinate collaboratively during group or whole-class activities.
4. Pedagogical Implications

○ Effective CLIL teaching requires explicit attention to interactional skills, integrating them into lesson design and assessment.
○ Activities that promote negotiation of meaning—such as debates, problem-solving tasks, and peer teaching—help students develop both content knowledge and communicative competence.

👉 Forey and Polias demonstrate that interactional competence is a key driver of learning in CLIL classrooms. By analyzing how participants negotiate meaning and manage discourse, educators can design more interactive, communicatively rich learning environments, where students gain both subject mastery and language proficiency.

PRACTICAL ASSIGNMENTS

1. How **task-based language teaching** can be integrated into CLIL lessons.
   What is the role of **genre-based approaches** in CLIL materials design.
2. Design a CLIL lesson plan for a subject of your choice (e.g., history, biology, engineering) integrating applied linguistics principles.
3. Your lesson plan must include:
    a. Content objectives and language objectives.
    b. A clear explanation of how linguistic principles (e.g., scaffolding, input enhancement, task-based learning) will be implemented.
    c. Sample materials, activities, and assessment tools.
4. Write a 3–4 page rationale explaining your choices based on theory.

Evaluation rubric

Criterion	Weight
Alignment of objectives, content, and language	35%
Use of applied linguistics principles	25%
Creativity and practicality of lesson design	20%
Academic clarity and justification	20%

5. Write a **1,500–2,000 word reflective essay** answering:

a. How does applied linguistics inform CLIL practice?

b. What linguistic challenges arise in CLIL classrooms?

c. How can linguistic knowledge improve CLIL lesson design and implementation?

6. Support your reflection with **academic references and real examples**.

Evaluation Rubric

Criterion	Weight
Depth of reflection and conceptual understanding	40%
Connection to applied linguistics theory	25%
Use of examples and references	15%
Academic style and language	20%

4.LESSON PLANNING IN CLIL

A CLIL lesson is structured to integrate subject content with language learning in a way that supports both understanding and communication. Typically, it follows a series of interconnected stages that guide learners from activating prior knowledge to applying new content and language in meaningful contexts. These stages ensure that students not only acquire subject-specific knowledge but also develop the vocabulary, grammar, and skills needed to communicate effectively in the target language.

The main stages of a CLIL lesson usually include (Hamayan, & Genesee, 2016):

A. **preparation and activation**, where students recall prior knowledge and are introduced to key concepts and language;

B. **input and comprehension**, where new content is presented through visuals, texts, or experiments with scaffolding for language support;

C. **processing and practice**, where learners engage in activities such as group discussions, problem-solving, or tasks that reinforce both subject content and language; and finally

D. **output and reflection**, where students produce their own responses, presentations, or written work, consolidating knowledge while practicing communication. Together, these stages make learning both cognitively engaging and linguistically accessible.

Here's a concept map showing the stages of a CLIL lesson: **Preparation & Activation → Input & Comprehension → Processing & Practice → Output & Reflection**, with a cycle back to preparation to support continuous learning.

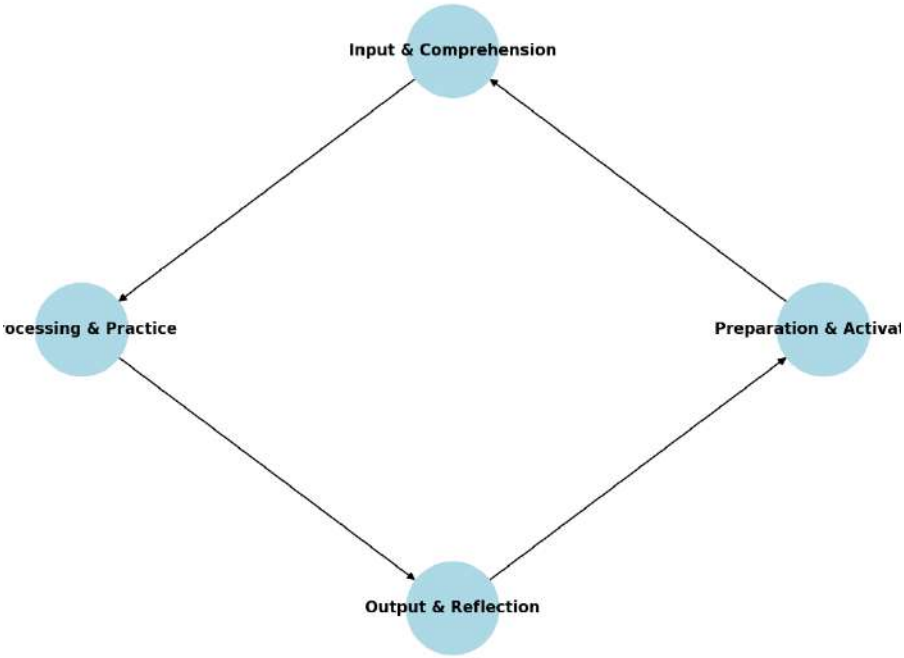


Fig. 3. A CLIL Lesson Framework

👉 Here's a clear description of each stage of a CLIL lesson (Hamayan, & Genesee, 2016):

1. Preparation & Activation

In this stage, the teacher introduces the topic, activates students' prior knowledge, and sets the context for learning. Key vocabulary and language structures are pre-taught or highlighted to support comprehension. Activities such as brainstorming, using visuals, asking guiding questions, or short warm-up tasks help students connect what they already know with what they are about to learn.

2. Input & Comprehension

Students are exposed to new subject content through materials such as texts, diagrams, experiments, videos, or teacher explanations. The teacher scaffolds understanding by using visuals, gestures, simplified language, or glossaries. The focus here is both on grasping the subject matter and on noticing the target language needed to talk about it.

3. Processing & Practice

In this stage, learners actively work with the new information. They practice language while engaging with the content through tasks such as group work, problem-solving, experiments, or information gap activities. The teacher provides structured opportunities for students to apply subject knowledge while reinforcing the use of key vocabulary and language patterns.

4. Output & Reflection

Students demonstrate their understanding by producing their own output—oral or written. This might be a short presentation, a poster, a report, or a class discussion. Reflection is encouraged so that students think about both what they learned (content) and how they expressed it (language). The teacher gives feedback, guiding students to consolidate knowledge and improve language use.

👉 Here's a structured version of the **stages of a CLIL lesson**, with suggested **time limits** for a 40–45 minute lesson (typical primary/secondary format):

1. Preparation & Activation (5–7 minutes)

- **Focus:** Connect prior knowledge, introduce key vocabulary, set context.
- **Activities:** Brainstorming, picture prompts, short Q&A, mind maps, word-matching.
- **Teacher role:** Scaffold language, activate curiosity, clarify objectives.

2. Input & Comprehension (10–12 minutes)

- **Focus:** Present new content with language support.
- **Activities:** Reading a short text, watching a video clip, observing an experiment, teacher explanation with visuals.

- **Teacher role:** Provide comprehensible input, highlight key terms, check understanding with guiding questions.

3. Processing & Practice (15 minutes)

- **Focus:** Work with new knowledge actively while practicing language.
- **Activities:** Group discussions, pair-work tasks, problem-solving activities, completing diagrams or charts, hands-on experiments.
- **Teacher role:** Facilitate, monitor, and provide feedback; encourage use of target language.

4. Output & Reflection (8–10 minutes)

- **Focus:** Students produce output and reflect on learning.
- **Activities:** Presenting results, writing short summaries, peer feedback, class discussion, self-assessment.
- **Teacher role:** Guide reflection, consolidate content and language, assess outcomes. **SEE APPENDIX 1!**

These timings are flexible: in **primary classes**, "Preparation & Activation" may take longer because more scaffolding is needed, while in **secondary/advanced CLIL**, more time may go into "Processing & Practice."

👉 In, *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*, by Dalton-Puffer (2007) the study being empirical and discourse-focused, the author examines how CLIL actually works in classroom interaction. Here are the specific findings she reports (Dalton-Puffer, 2007):

1.Teachers Input
✅ Teachers tend to simplify language more than in L1 lessons, but simplification is not just about vocabulary; it includes sentence structure, repetition, and gestures.
✅ Teachers often code-switch between L1 and L2 to clarify content.
✅ Explanations frequently include cognitive and linguistic scaffolding, e.g., prompting students with questions like *"What do you think happens next?"*.
2. Student Participation
✅ Students in CLIL classrooms speak less than in L1 classes but when they do, it's often more cognitively demanding.

✅ Their language is shaped by the tasks and scaffolding—structured interaction frames (e.g., group discussions, reporting back) significantly affect quality of language output.
✅ Students show a gradual increase in L2 usage over time as familiarity with content grows.

The linguistic complexity of tasks is linked to content difficulty:

- Complex topics → students produce more formulaic or limited language.
- Easier content → students are more fluent and creative in L2.

Classroom Discourse Patterns

CLIL teachers use more questions than in monolingual lessons to check understanding.

Student output is often short answers, but guided discussion tasks encourage longer, more elaborated responses.

Language development occurs naturally as students engage with content.

Scaffolding is key—both linguistic (vocabulary, sentence frames) and cognitive (questioning, guiding tasks).

CLIL encourages academic language growth even if learners are not fully fluent in L2 at the start.

👉 In Llinares, Morton, & Whittaker (2012), *The Roles of Language in CLIL*, teaching in a CLIL classroom is described as highly interactive, language-mediated, and cognitively engaging. Here's a detailed explanation of how they view teaching (Llinares, Morton, & Whittaker, 2012):

1. Dual Focus: Content + Language. Teachers must plan lessons with both content and language objectives explicitly in mind. Language is both the medium and object of learning. Teaching involves scaffolding student language to enable comprehension and expression. Teachers provide:

- Key subject vocabulary (Language of Learning)
- Functional language for interaction (Language for Learning)
- Support for emergent language produced by students (Language through Learning)

CLIL teaching is interactive and learner-centered:

- Students actively use language to negotiate meaning, discuss, explain, and reason.
- Teachers act as mediators of knowledge, guiding both content understanding and language use.
- Group work.

Teachers design tasks that promote higher-order thinking, not just memorization:

- Analyze, compare, predict, justify, create.

Language and thinking are intertwined: expressing complex ideas requires cognitive and linguistic support.

Llinares et al. emphasize careful scaffolding:

- Sentence frames, prompts, and visuals to help students articulate ideas.
- Gradual release of responsibility: from guided tasks to independent work.

- Teachers monitor language development and intervene when necessary to support communication and comprehension.
- Teachers assess both content knowledge and language proficiency.
- Feedback is integrated: correcting misunderstandings in content and language simultaneously.

👉 Coyle, Hood & Marsh devote several chapters to lesson planning, explaining it as a process of integrating content and language goals rather than treating them separately.

Here is a detailed outline of their approach (Coyle, Hood & Marsh, 2010):

1. Starting with Dual Aims

- Content aim: What *subject knowledge, skills, or understanding* do learners need to develop?
  (e.g., explain the stages of the water cycle)
- Language aim: What *language functions, vocabulary, and structures* do they need to achieve the content goal?
  (e.g., use cause–effect phrases like "because," "as a result")

➡ Both aims must be written into the lesson plan.

2. Using the 4Cs Framework as a Planning Tool

They recommend framing every CLIL lesson around the 4Cs:

- Content – curriculum subject knowledge.
- Communication – language needed to learn and express content.
- Cognition – thinking skills (from remembering to creating).
- Culture/Community – links to learners' lives, intercultural awareness.

➡ Teachers check that each "C" is represented in activities.

3. Applying the Language Triptych. When identifying language objectives, teachers should map:

- Language OF learning (subject-specific words/structures),

- Language FOR learning (interactional language for tasks),
- Language THROUGH learning (language likely to emerge during problem-solving).

4. Sequencing for Progression

Lessons should move from:

→ Input/activation – Building background knowledge and activating prior learning (visuals, key questions).

→ Processing – Tasks where learners manipulate new content (group problem-solving, experiments).

→ Output – Opportunities for learners to *use* language to demonstrate understanding (presentations, written summaries).

They stress a "from supported to independent" progression (scaffolding).

5. Planning for Scaffolding

→ Using visuals, realia, graphic organizers, and sentence starters.

→ Providing language support at every stage, not only at the start.

→ Including *cognitive scaffolding* (guiding questions, thinking routines) to move students toward higher-order thinking.

6. Assessment Planning

→ Planning to assess both content and language.

→ Using *formative* assessment (checklists, observation grids, peer feedback) to monitor understanding during tasks.

→ Making assessment criteria explicit (rubrics showing both subject mastery and language use).

7. Teacher Collaboration.They emphasize co-planning between *subject teachers* and *language teachers*:

→ Sharing expertise on content sequencing and language demands.

→ Deciding who introduces key vocabulary, who designs interaction tasks, and how assessment will cover both areas.

Creating Effective Tasks for CLIL Lessons

👉 Creating effective tasks in CLIL lessons is a central component of successful content and language integration. Tasks in CLIL are not merely activities; they are purposeful learning experiences designed to engage students cognitively while simultaneously developing their subject knowledge and language skills. Effective CLIL tasks align closely with the dual objectives of the CLIL framework: achieving content mastery and fostering language development. They are grounded in sound pedagogical principles, informed by applied linguistics, and designed to promote active learning, higher-order thinking, and learner autonomy (Hamayan, & Genesee, 2016).

In designing such tasks, teachers must consider not only the content and language demands but also the cognitive processes involved, the level of learner proficiency, the cultural context, and the intended learning outcomes. Task elaboration in CLIL involves careful planning of objectives, selection of appropriate methods, creation of scaffolding supports, and integration of authentic materials. This process ensures that tasks are both meaningful and accessible, promoting deep engagement and enabling learners to use language as a tool for real-world thinking and communication.

Principles for Creating Effective CLIL Tasks are the following (Hamayan, & Genesee, 2016):

1. **Dual Alignment Principle**
    - Tasks must align with both **content objectives** (subject knowledge and skills) and **language objectives** (vocabulary, grammar, discourse).
    - Ensures both subject learning and language development occur simultaneously.
2. **Authenticity Principle**
    - Tasks should involve **real-world or meaningful contexts** that motivate learners and connect to real-life use of language.
    - Authentic materials (e.g., articles, videos, reports) increase engagement and relevance.
3. **Cognitive Challenge Principle**
    - Tasks should engage learners in **higher-order thinking** (analysis, evaluation, synthesis) rather than rote learning.
    - Encourages deeper understanding and transfer of learning.
4. **Scaffolding Principle**
    - Tasks should be supported with appropriate scaffolds to bridge language or content gaps.
    - Supports can include visuals, glossaries, graphic organisers, modelling, peer support, or simplified input.
5. **Learner-Centred Principle**

- Tasks should promote active learning, collaboration, autonomy, and learner choice.
- Encourages engagement and learner ownership of learning.

6. **Intercultural Awareness Principle**
   - Tasks should incorporate cultural perspectives and promote intercultural understanding.
   - Builds global competence alongside subject and language learning.
7. **Integration Principle**
   - Tasks should integrate the four Cs of CLIL: **Content, Communication, Cognition, Culture**.
   - Ensures a holistic approach to learning.
8. **Feedback and Reflection Principle**
   - Tasks should include opportunities for feedback and learner reflection to support continuous improvement.
   - Encourages metacognitive awareness and self-regulation.

Steps for elaborating the tasks

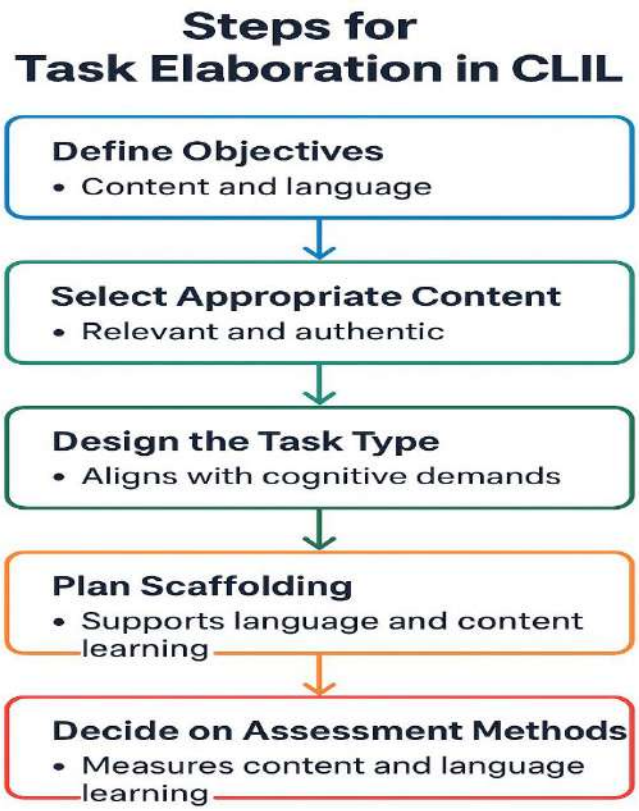


Fig. 4. CLIL Task Elaboration

This concept map illustrates the **Structure of Task Elaboration**, breaking down the essential components that teachers or instructional designers should include when developing a task. At the center is

the main concept, surrounded by key elements such as *Task Objective*, *Context / Rationale*, *Materials and Resources*, *Task Instructions*, and *Task Stages / Structure*. These components define the purpose of the task, the reasoning behind it, and the materials and step-by-step structure necessary for its implementation. It provides a systematic framework for ensuring clarity and coherence in task design (Hamayan & Genesee, 2016).

Additionally, the concept map includes elements like *Expected Outcomes / Performance Standards*, *Assessment / Evaluation Criteria*, *Timing*, *Differentiation / Adaptations*, and *Task Title / Name*. These aspects ensure that the task has measurable goals, clear evaluation guidelines, and appropriate adaptations for diverse learners. Together, they form a comprehensive model for creating effective and structured educational tasks, fostering consistency and purposeful learning outcomes. This concept map serves as a guide for organizing the pedagogical and logistical details of a task (Hamayan & Genesee, 2016).

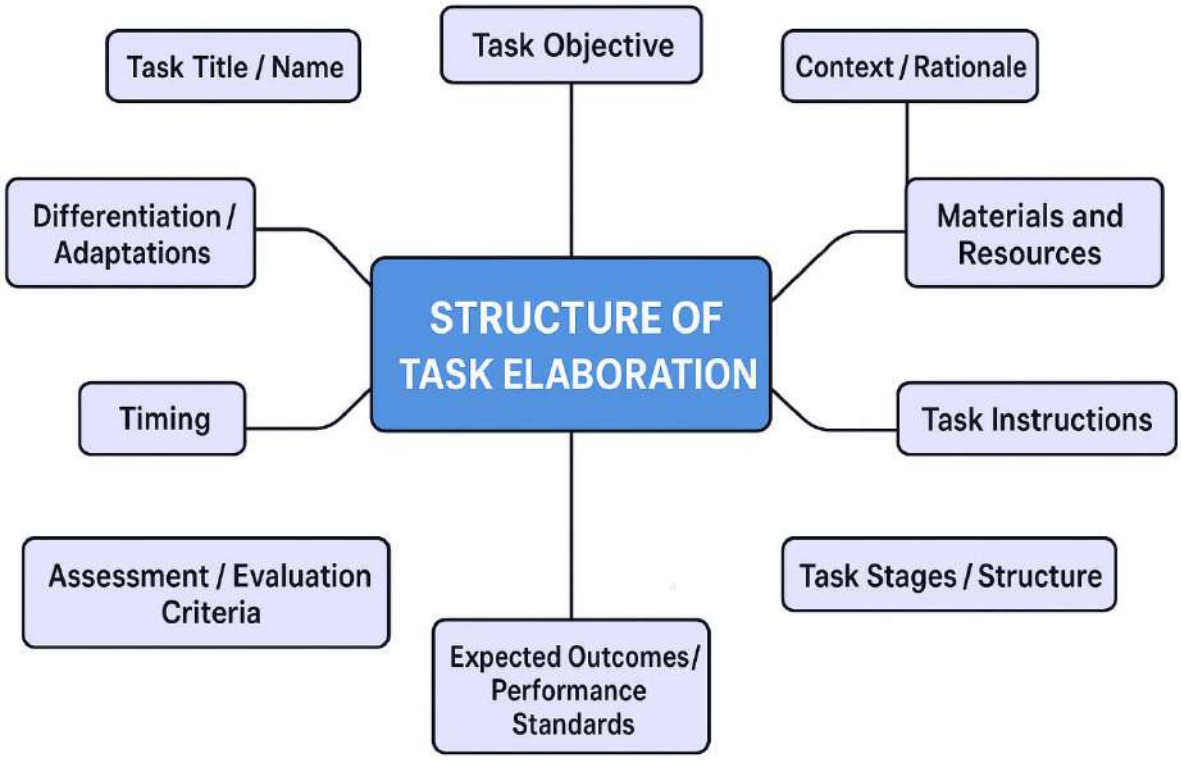


Fig. 5. Structure of Task Elaboration

Table 5. Types of tasks in CLIL (Hamayan & Genesee, 2016**)**

Task Type	Example	Content Objective	Language Objective
Problem-Solving	Design a sustainable energy plan for a school	Apply knowledge of renewable energy	Use cause–effect connectors; explain solutions in English
Project Work	Create a historical timeline of a country's independence	Understand historical events and chronology	Use past tense and chronological markers
Debate	Debate the pros and cons of social media	Analyse advantages/disadvantages of digital communication	Use persuasive language and discourse markers
Role-Play	Simulate a UN climate conference	Present climate change solutions	Use formal academic language and negotiation phrases

PRACTICAL ASSIGNMENTS

1. Choose a subject and topic relevant to your discipline.
2. Create a complete CLIL lesson plan (4–5 pages) that includes:
    a. Lesson Title and subject area.
    b. Aims and Objectives: content objectives and language objectives (linked to applied linguistics principles).
    c. Content Overview: key concepts and factual knowledge.
    d. Language Focus: vocabulary, grammar structures, discourse features.
    e. Methodology: instructional approach (task-based learning, scaffolding, input enhancement, etc.).
    f. Activities: pre-task, during-task, post-task phases.
    g. Assessment/Evaluation: criteria, methods, tools.
    h. Resources/Materials: authentic materials, adapted texts, multimedia.
3. Write a 2-page rationale explaining:
    a. How applied linguistics informs your choices.
    b. How the lesson integrates the 4Cs framework.
    c. How language and content objectives align.

Title: Delivering a CLIL Lesson

4. Deliver a 10–15 minute microteaching session based on your lesson plan.
5. Use your designed materials and teaching approach.
6. Incorporate applied linguistics strategies: scaffolding, content language integration, communicative tasks.
7. Prepare a short reflective report (1 page) on your teaching session, including feedback received.

Title: Critical Evaluation of CLIL Lesson Plans

Exchange your lesson plan with a peer.

Review their lesson plan focusing on:

a. Content clarity and accuracy.
b. Integration of language and content objectives.
c. Applied linguistics strategies used.
d. Feasibility and creativity of activities.

8. Write a 1–2 page peer review report with constructive feedback.

Evaluation Rubric for Lesson Planning Tasks

Criterion	**Weight**
Alignment of objectives (content + language)	30%
Integration of applied linguistics principles	25%
Creativity and clarity of lesson structure	20%
Quality of materials and activities	15%
Academic justification and reflection	10%

5.LEARNING OBJECTIVES IN CLIL: CONTENT, LANGUAGE AND COGNITION

👉 Educational objectives are precise statements that describe what learners are expected to know, do, or value at the end of a learning experience. They serve as the foundation of curriculum planning, guiding teachers in selecting appropriate content, teaching strategies, and assessment methods. Well-formulated objectives ensure alignment between instruction and evaluation, making the learning process purposeful and measurable. The formulation of objectives typically follows a structured approach that includes an action verb (what the learner will do), the condition (under what circumstances the action will occur), the criteria (how well the action must be performed), and the content or skill (what is being learned). Clearly defined objectives not only communicate expectations but also support the development of meaningful and observable learning outcomes (Curriculum integrated language teaching: CLIL practice, 2024).

👉 Educational objectives can be categorized based on the domain of learning they target. Cognitive objectives focus on knowledge and intellectual skills, guiding learners to understand, analyze, or apply information. Affective objectives emphasize attitudes, values, and emotional responses, fostering respect, empathy, and appreciation. Psychomotor objectives relate to physical skills and actions, highlighting precision, coordination, and practical abilities. In addition, objectives can be further classified according to instructional focus, such as content-oriented, learner-oriented, competency-based, performance-based, process-oriented, or attitude/value-oriented objectives. Each type requires a slightly different structure to clearly define the expected learning outcomes, ensuring that instruction is purposeful, assessable, and aligned with both the learners' needs and educational standards.

1. Content-Oriented Objectives

👉 Definition: Content-oriented objectives focus on what learners should know or understand after instruction. They emphasize the subject matter, facts, concepts, and information to be learned rather than the learner's behavior or performance.

✨ Example: Students will understand the causes and effects of air pollution.

Core Structure: After the lesson, learners will know/understand + [concepts / facts / principles / information].

🔷 Focus: Knowledge of subject matter (cognitive understanding).

🔷 Common Verbs: know, understand, identify, describe, define, explain, list, recognize.

🔷 Example: Students will understand the process of photosynthesis.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Identify (action verb) the main types of pollution from a given text (condition) with at least 80% accuracy (criteria) to demonstrate understanding of environmental issues (content/skill).

Focus: Knowing and understanding subject matter.

2. Learner-Oriented Objectives

👉 Definition: Learner-oriented objectives focus on what the learner will be able to do as a result of instruction. They describe observable changes in learner behavior, knowledge, or skills, using the learner as the subject of the statement.

✨ Example: By the end of the lesson, students will be able to explain how photosynthesis supports plant growth.

Core Structure: The learner will be able to + [action verb] + [object/content] + [conditions or criteria (optional)].

🔷 Focus: Observable change in learner's performance or ability.

🔷 Common Verbs: explain, demonstrate, summarize, construct, analyze, compare, distinguish, apply.

✨ Example: The learner will be able to explain the causes of climate change using examples from their environment.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Explain (action verb) the process of photosynthesis using a diagram (condition) clearly and correctly in 5–6 sentences (criteria) to show understanding of plant growth (content/skill).

Focus: Observable change in learner's knowledge or skill.

3. Competency-Based Objectives

👉 Definition: Competency-based objectives describe the specific abilities, skills, or knowledge learners must demonstrate to a defined standard of performance. They emphasize mastery and application of skills in real-life or work-related contexts.

✨ Example: The learner will be able to design and conduct a simple science experiment following safety procedures.

Core Structure: The learner will demonstrate the ability to + [action verb] + [specific skill or task] + [standard of performance].

🔷 Focus: Mastery of skills and abilities to perform tasks effectively in real-life contexts.

🔷 Common Verbs: demonstrate, perform, operate, apply, implement, construct, use, design.

✨ Example: The learner will demonstrate the ability to design a digital presentation on environmental protection using correct formatting and visuals.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Demonstrate (action verb) the use of digital tools for presentation (condition) by creating a 5-slide project that meets design and accuracy standards (criteria) to show ICT competence (content/skill).

Focus: Mastery of real-life or professional skills.

4. Performance-Based Objectives

👉 Definition: Performance-based objectives specify measurable and observable actions that show learning has occurred. They describe exactly what learners will do to demonstrate achievement, including conditions and criteria for success.

✨ Example: Given a map, the student will accurately identify at least 5 European capitals within 3 minutes.

Structure: Given [conditions], the learner will + [action verb] + [task] + [performance criteria].

🔷 Focus: Observable and measurable learner performance or behavior.

🔷 Common Verbs: write, complete, solve, produce, identify, classify, measure, calculate.

✨ Example: Given a set of math problems, the student will solve 8 out of 10 correctly within 10 minutes.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Solve (action verb) a set of 10 word problems (condition) with at least 9 correct answers within 15 minutes (criteria) to apply mathematical reasoning (content/skill).

Focus: Measurable performance under specific conditions.

5. Process-Oriented Objectives

👉 Definition: Process-oriented objectives emphasize the learning process, thinking skills, or strategies used to achieve understanding rather than just the final outcome. They value problem-solving, inquiry, creativity, and reasoning.

✨ Example: Students will use inquiry-based steps to investigate how temperature affects seed germination.

Structure: The learner will engage in + [cognitive or creative process] + in order to + [learning purpose or outcome].

🔷 Focus: The thinking, reasoning, or problem-solving process rather than the final result.

🔷 Common Verbs:

explore, investigate, analyze, hypothesize, plan, predict, reflect.

✨ Example: Students will investigate how water temperature influences the speed of sugar dissolution.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Investigate (action verb) the effect of sunlight on plant growth using an inquiry-based experiment (condition) and present findings logically and accurately (criteria) to develop scientific reasoning (content/skill).

Focus: Emphasis on cognitive process and inquiry, not just outcomes.

6. Attitude or Value-Oriented Objectives

👉 Definition: Attitude or value-oriented objectives aim to develop positive feelings, values, or dispositions toward learning, people, or ideas. They deal with the affective domain—interest, appreciation, responsibility, and respect.

✨ Example: Students will show respect for nature by participating in classroom recycling activities.

Structure: The learner will demonstrate + [positive attitude/value/behavior] + by + [observable action].

🔷 Focus: Development of values, attitudes, and emotional responses (affective domain).

🔷 Common Verbs: appreciate, show interest in, respect, participate, accept, support, cooperate.

✨ Example: Students will show respect for classmates' opinions by listening actively during group discussions.

Structure: Action verb + Condition + Criteria + Content/Skill

✨ Example: Show respect (action verb) during group work discussions (condition) by listening to peers without interrupting and providing supportive feedback (criteria) to develop cooperation and empathy (content/skill).

Focus: Formation of positive attitudes and values.

👉 Elaborating objectives in CLIL (Content and Language Integrated Learning) requires balancing content goals and language goals within the same lesson or unit. Objectives must clearly reflect what students are expected to learn in both areas, while encouraging cognitive engagement and real communication.

Table 6. Defining objectives

Type of Objective	Definition	Example
Cognitive	Focuses on mental skills, knowledge, understanding, and thinking processes.	*Students will be able to explain the water cycle in English.*
Affective	Focuses on attitudes, values, motivation, and emotional development.	*Students will appreciate the importance of recycling in daily life.*

Psychomotor	Focuses on physical skills, coordination, and actions.	*Students will be able to plant seeds and observe their growth.*
Content (CLIL)	Specifies what learners should **know or understand** in the subject area.	*Students will identify the main stages of photosynthesis.*
Language (CLIL)	Specifies what learners should **communicate or express** in the target language.	*Students will describe the life cycle of a butterfly using complete English sentences.*

👉 Guide for formjulating objectives:

1. Starting with the 4Cs Framework (Coyle, 2010)

- ➡ Content – subject knowledge and skills (e.g., "Explain the water cycle").
- ➡ Communication – language needed to access and express content (e.g., "Use past tense to describe processes").
- ➡ Cognition – thinking skills required (e.g., "Analyze causes of climate change").
- ➡ Culture – intercultural awareness or global citizenship (e.g., "Compare local and global environmental issues").

💡 Every lesson does not need to target all 4Cs equally, but objectives should show a balance.

2. Separating Content and Language Objectives. Write two parallel sets of objectives:

- Content objectives: What subject knowledge students will learn.

✨ *Example*: "Students will identify three renewable energy sources and explain their advantages."

- Language objectives: The vocabulary, structures, or skills students need to achieve the content goal.

✨ *Example*: "Students will use cause-and-effect connectors (because, therefore) to explain advantages."

3. Including Cognitive Levels (Bloom's Taxonomy). Link objectives to thinking skills:

- Lower-order: identify, describe, list.
- Higher-order: compare, analyze, evaluate, create.

✨ *Example*: "Evaluate the environmental impact of different energy sources using comparative adjectives."

This ensures that students are thinking in the target language, not just memorizing.

4. Identifying the Language Triptych (From Coyle, Hood & Marsh, 2010)

→ Language of learning: Key vocabulary and grammar to access content.

Example: "volcano, eruption, magma, present simple."

→ Language for learning: Functional language for tasks.

Example: "I think…, In my opinion…, This means that…."

→ Language through learning: Emergent language students discover while working.

Example: New phrases during group discussions.

5. Making Objectives Measurable

- *Content*: describe, explain, classify, compare.
- *Language*: use, produce, ask, respond, summarize.

Avoiding vague terms like "understand" or "know."

6. Elaborating CLIL Objective Set

✨ EXAMPLE Topic: Climate Change (Science, English)

- Content objective: Students will explain the greenhouse effect and identify three human activities that contribute to climate change.
- Language objective: Students will use conditional sentences ("If…then…") to describe consequences of human actions.

👉 Structure of CLIL Objectives

A typical CLIL objective can be expressed as a clear statement of learning intention, where the formula shows *what students will do, under what conditions*, and *to what standard*.

Here's the definition and formula to elaborate objectives:

👉 Formula

Students will + [ACTION VERB] + [CONTENT] + [CONDITION] + [CRITERION

Component	Meaning	Examples
Action Verb	**Observable behavior that shows learning**	**identify, explain, compare, analyze, create**

Content	**Specific knowledge, concept, or skill**	**stages of the water cycle, key causes of WWII**
Condition	**The circumstances or support given**	**using a graphic organizer, after watching a video, during a lab experiment**
Criterion	**The expected level of accuracy or quality**	**with 80% accuracy, using at least 3 comparative structures, in a 5-minute oral pr**

✨ Example 1 (Science)

Students will describe *(action verb)* the process of photosynthesis *(content)* using a diagram and key vocabulary provided *(condition)* with at least 80% accuracy in a written explanation *(criterion)*.

✨ Example 2 (History)

Students will compare *(action verb)* the economic policies of two countries *(content)* after reading primary sources *(condition)* by producing a two-paragraph analysis using three comparative structures *(criterion)*.

✨ Example 3 (Language Arts)

Students will summarize *(action verb)* the plot of a short story *(content)* after listening to an audio version *(condition)* in a one-minute oral presentation using sequencing adverbs *(criterion)*.

A CLIL objective is a measurable statement of intended learning outcomes that combines

➡️ Action Verb (what students will do),

➡️ Condition (the situation, tools, or resources provided), and

➡️ Criterion (the level of performance or accuracy expected).

It ensures that content, language, and cognitive demands are all transparent.

A well-written CLIL objective integrates Content and Language and may also include Cognition and Culture.

There can be used the following formula:

[Students will + Content Verb + Content Concept] + [using/through + Language Function or Structure] + [to develop + Cognitive Skill/Cultural Awareness.

👉 CLIL Objective Formula

Students will + [ACTION VERB] + [CONTENT] + using/through + [LANGUAGE] + in order to + [COGNITIVE PROCESS] (+ [CULTURAL ASPECT, optional]).

Topic: Climate Change (Science + English)

Objective Type	Objective formulation
Content	Students will explain the greenhouse effect and identify three human activities that contribute to global warming.
Language	Students will use conditional sentences ("If…then…") and cause–effect connectors ("because," "therefore") to describe climate impacts.
Cognition	Students will evaluate the effectiveness of proposed solutions and justify their opinions.
Culture	Students will compare how two different countries address climate change.

👉 Objectives can be written in a dual-column format:

Content Objectives (WHAT students learn)	**Language Objectives (HOW they express it)**
Students will describe **the life cycle of a butterfly.**	**Students will** use sequencing language **(first, then, after that) and** present tens

✨ Full-Sentence Integrated Model!

"By the end of the lesson, students will explain the stages of the butterfly life cycle (content) using sequencing adverbs and present tense verbs (language) in order to analyze how environmental changes affect development (cognition)."

In CLIL (Content and Language Integrated Learning), objectives are deeply connected to Bloom's Taxonomy, because Bloom's framework helps teachers plan cognitive demand and ensure a balance between content learning and language development.

👉 CLIL objectives must address *both* content (subject knowledge/skills) and language (communication to express that knowledge).

➡️Bloom's levels (Remember → Understand → Apply → Analyze → Evaluate → Create) give a progression for designing:

- Lower-order thinking skills (LOTS) → remembering and understanding subject facts *and* basic vocabulary.
- Higher-order thinking skills (HOTS) → analyzing, evaluating, and creating using subject content *and* increasingly complex language.

➡️Coyle (2010) links thinking to Bloom's Taxonomy, suggesting tasks should promote a range of cognitive skills:

Cognitive Level	Examples in CLIL
Remembering	Recall key vocabulary, dates, formulas, or definitions.
Understanding	Explain concepts in L2, summarize a story or process.
Applying	Conduct an experiment, solve math problems, follow historical timelines.
Analyzing	Compare causes and effects, classify information, identify patterns.

Evaluating	Justify an opinion, critique an argument, assess data.
Creating	Design a poster, propose solutions, write a report, invent a story.

CLIL objective follows the formula

➡ Students will + [Action Verb] + [Content] + [Condition] + [Criterion]

and the Action Verb is chosen from a specific Bloom's level to match the intended cognitive characteristic.

Table 7. Bloom's Taxonomy in CLIL (Coyle, 2006)

Bloom's Level	**Purpose in CLIL**	**Example Action Verbs**	**Example CLIL Objective**
Remember	**Recall key facts and vocabulary**	**list, name, define**	***Students will** list **the main parts of a plant using a labeled diagram with 90% accuracy.***
Understand	**Explain concepts in own words**	**describe, summarize, classify**	***Students will** summarize **the causes of World War I after watching a video using linking words correctly.***
Apply	**Use knowledge in new contexts**	**demonstrate, solve, use**	***Students will** use **the simple past tense to describe the results of a chemistry experiment during a lab report.***
Analyze	**Break down and compare elements**	**compare, differentiate, examine**	***Students will** compare **two energy sources in a debate, using at least three supporting arguments.***
Evaluate	**Make judgments or defend choices**	**justify, assess, critique**	***Students will** evaluate **the impact of tourism on the local environment in a wri***

➡ Tasks must challenge both content knowledge and language use. For example, explaining a scientific process in L2 requires understanding the process and structuring language to express it. Metacognitive strategies are important: planning, monitoring, and evaluating one's own thinking.

Teachers support thinking through:

- Graphic organizers (charts, mind maps, diagrams)
- Questioning strategies (open-ended questions, prompts)
- Sentence starters and language frames to express reasoning
- Collaborative tasks (group problem-solving, discussion, debate)

PRACTICAL ASSIGNMENTS

1. Choose a subject and topic relevant to your field (e.g., environmental science, history, business English).
2. Write five learning objectives for a CLIL lesson, including:
    a. Content objectives (what students will learn about the subject).
    b. Language objectives (what language skills or structures they will practice).
    c. Cognitive objectives (thinking skills: analysis, synthesis, evaluation).
    d. Cultural objectives (cross-cultural awareness).
3. For each objective, justify your choice using applied linguistics principles and reference at least three scholarly sources.
4. Select a published lesson plan (CLIL or traditional content lesson).
5. Analyse its objectives and rewrite them to reflect CLIL principles.
6. Write a 1,500–2,000 word analysis including:
    a. The differences between the original and your rewritten objectives.
    b. Justification of changes based on applied linguistics theory.
    c. Discussion of the impact of objectives on teaching and learning.

QUIZ

1.Define a learning objective and explain why it is important in CLIL.

2.What is the difference between a content objective and a language objective? Give examples.

3.Explain the importance of aligning learning objectives with assessment and activities.

4.List and briefly explain two frameworks or taxonomies that can be used to formulate objectives in CLIL.

5. Which of the following is the clearest example of a language objective?

A) Students will learn about climate change.

B) Students will write a 500-word essay using cause–effect connectors to explain climate change.

C) Students will understand climate science.

D) Students will complete exercises.

6. Bloom's taxonomy is most useful for:

A) Selecting teaching resources.

B) Defining and categorising learning objectives.

C) Designing classroom seating arrangements.

D) Creating a grading rubric.

7. Which of these best describes an aligned learning objective?

A) An objective that is clearly stated and matched to activities and assessment.

B) An objective that focuses only on language learning.

C) An objective that is vague and general.

D) An objective that focuses only on content knowledge.

8. Which of these is NOT part of the 4Cs framework relevant to CLIL objectives?

A) Content

B) Communication

C) Creativity

D) Culture

9. You are planning a CLIL lesson on renewable energy.

a) Write one content objective and one language objective.

b) Explain how you would ensure they are aligned with your assessment and activities.

10. Critically evaluate the following objective:

"Students will understand global warming."

Rewrite it so it is measurable and aligned with CLIL principles, and justify your changes.

6.TEACHING METHODS IN CLIL

Didactic methods represent the structured ways through which teaching and learning are organized in order to achieve educational objectives. They constitute the operational core of the instructional process, shaping how content is transmitted, explored, practiced, and assessed in the classroom. Far from being isolated techniques, didactic methods reflect broader pedagogical principles, learning theories, and curricular orientations. The diagram above (See Fig. 6) synthesizes this complexity by presenting a comprehensive classification of didactic methods according to multiple criteria: source of knowledge, degree of student participation, cognitive objectives, instructional logic, teaching strategy orientation, organizational form, educational function, and level of digital integration.



Fig. 6. Classification of Didactic Methods

👉 In CLIL (Content and Language Integrated Learning), *methods* refer to the teaching approaches and classroom practices that integrate subject content with language learning.
Because CLIL is not a single method but a pedagogical framework, teachers usually combine strategies from both content-based instruction and language teaching.

Many teaching methods used in traditional classrooms can be effectively applied in CLIL as long as they are thoughtfully adjusted to integrate both content and language learning. Methods such as brainstorming, guided discussion, clustering, the Socratic method, Fishbone Diagram etc. are highly flexible and transferable. In a CLIL context, these methods are adapted by adding clear language objectives, scaffolding key vocabulary and structures, and encouraging meaningful interaction in the target language while learners engage with subject content. For example, a traditional discussion becomes a CLIL activity when students are supported with sentence frames, visuals, and subject-specific terminology. This adaptability makes such methods valuable in both settings, as they promote active learning, critical thinking, and learner engagement while ensuring that content understanding and language development progress together.

CLIL Methods can be grouped according to the 4Cs Framework: Content, communication, cognition and culture.

Table. 8. Classification of traditional methods by 4Cs Framework

Category	**Methods**
Content	Concept Map, Cognitive Chains, Fishbone Diagram, Spider Web Map, Lotus Blossom Technique, Structured Review, Case Study, Dramatized Learning
Communication	Reciprocal Teaching, Jigsaw, Pair Rotation, Team Tournament Method, Pyramid Method (Think-Pair-Share-Group), Brainstorming, Clustering, Light Cards
Cognition	The Socratic Method, Group Problematization, Case Study, Fishbone Diagram (Cause-Effect), Brainstorming, Dramatized Learning, Reflective Journal, Alternative Interactive Assessment
Culture	Jigsaw, Dramatized Learning, Case Study, Reflective Journal, Group Problematization

1. CONTENT – Building and Expanding Subject Knowledge

These methods help students access, organize, and consolidate disciplinary content. They ensure learners understand subject matter through visual scaffolding, structured organization, and real-world application.

2. COMMUNICATION – Learning Through Language

These methods promote interaction, meaningful communication, and academic language use. They help learners use the target language to express ideas, negotiate meaning, and share understanding in content-rich contexts.

3. COGNITION – Developing Thinking Skills

These methods support higher-order thinking, problem-solving, and inquiry. They engage students in problem-solving, analysis, creativity, and reflection, essential for deeper CLIL learning.

4. CULTURE – Building Intercultural Awareness and Perspectives

Although fewer of the listed methods are explicitly cultural, several promote collaboration, empathy, and perspective-taking, which underpin the culture dimension in CLIL.

Concept Map- Helps students visualize and connect key content ideas.

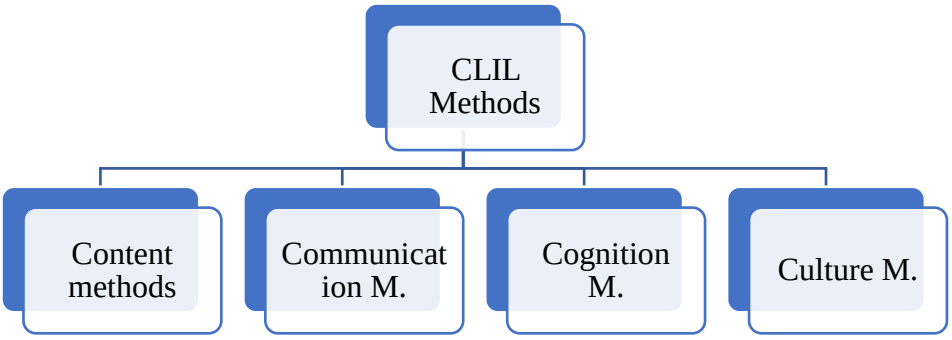


Fig. 7. Concept Map Method

Cognitive Chains- Show sequences or stages in scientific or historical processes.

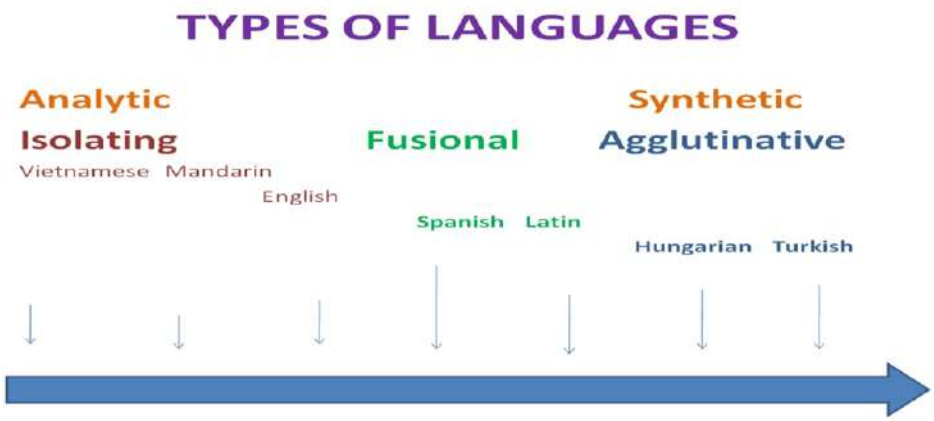


Fig. 8. Cognitive Chains Method

Fishbone Diagram- Cause–Effect Diagram- Supports analysis of causes and effects in content topics and clarifies logical relationships within subject matter.

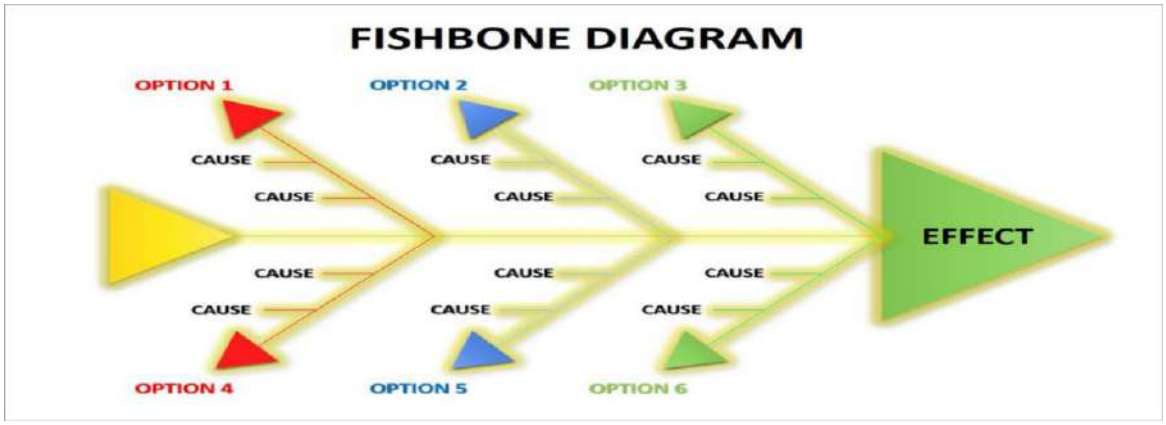


Fig. 9. Fishbone Diagram Method (Source: https://unichrone.com/blog/quality-management/fishbone-root-cause-analysis/)

Spider Web Map- Organizes content ideas around a central theme or concept.

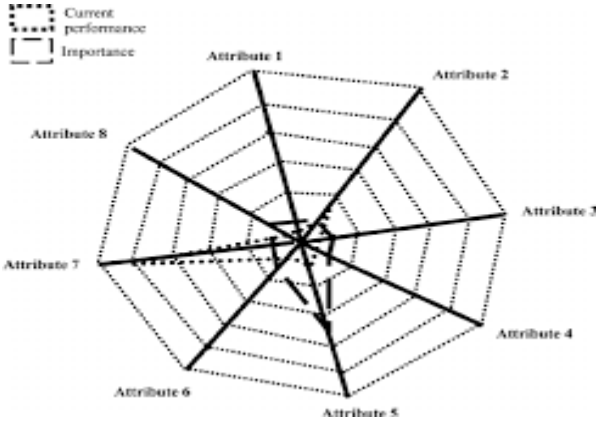


Fig. 10. Spider Web Map Method

Lotus Blossom Technique- Expands a main concept into subtopics and details.

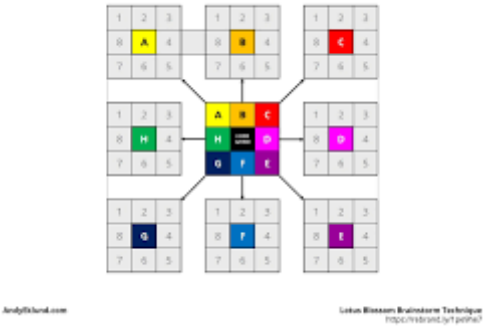


Fig. 11. Lotus Blossom Technique (Source: https://andyeklund.com/lotus-blossom/)

Structured Review - Summaries, timelines, charts that consolidate content learning.

Fig. 12. Structured review (Source: https://kib.ki.se/en/search-evaluate/systematic-reviews-researchers)

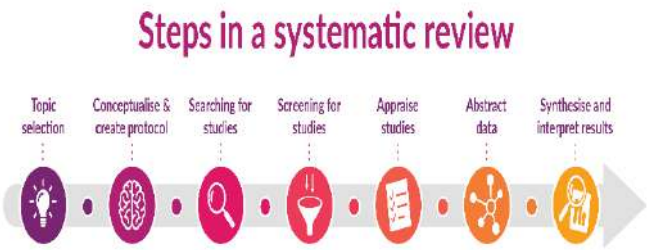


Fig. 13. Case Study Method (Source: https://www.earlyyears.tv/case-study-research-method/)



Case Study- Applies content knowledge to real-life or simulated scenarios.

Dramatized Learning (when content-focused)- Brings content processes or events to life through role-play.

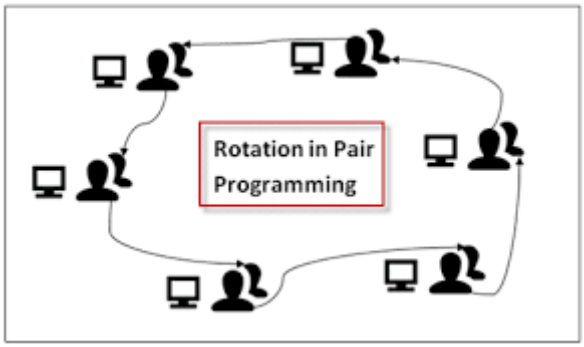


Fig. 14. Dramatized Learning (Source: https://www.twinkl.co.nz/resource/drama-techniques-word-cards-nz-a-254)



Jigsaw- Requires explaining and teaching content to peers.

Fig. 15. Jigsaw Method (Source: https://learningcurrents.weebly.com/the-jigsaw-method.html)

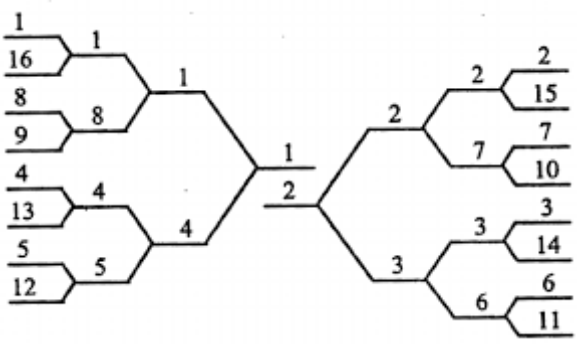


Pair Rotation- Increases speaking opportunities with varied partners.

Fig. 16. Pair Rotation Method (Source: https://www.design-reuse.com/article/60311-extreme-programming/)

Team Tournament Method- Encourages quick, spontaneous use of language for content review.

Fig. 17. Team Tournament Method (Source: https://www.researchgate.net/figure/The-Standard-Method-for-seeding-a-tournament-with-16-teams_fig3_248422647)



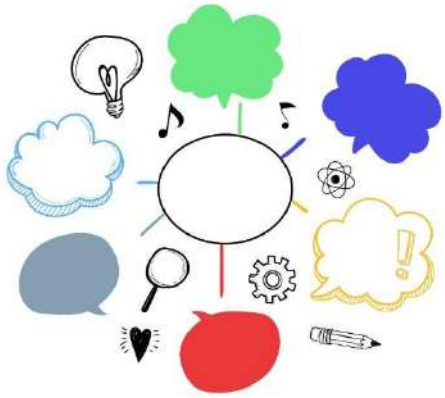
Think–Pair–Share - Supports gradual formulation of ideas before communicating them.

Fig. 18. Pyramid Method (Source: https://www.structural-learning.com/post/think-pair-share-a-teachers-guide)



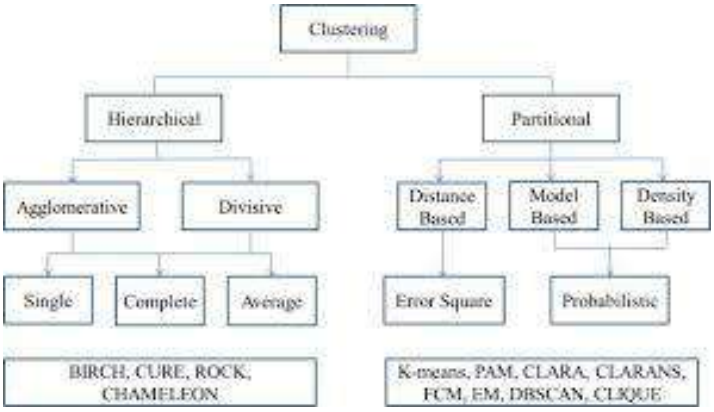
Brainstorming- Activates and generates vocabulary related to the topic.

Fig. 19. Brainstorming Method (Source: https://www.frezza.com/en/effective-brainstorming-techniques-for-teams/)



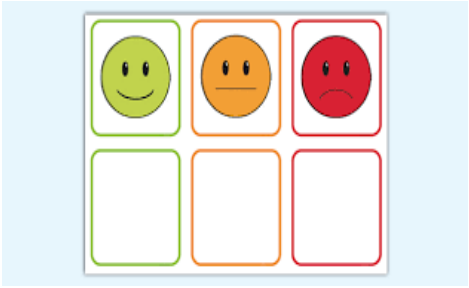
Clustering- Helps students organize and verbalize conceptual fields.

Fig. 20. Method of Clustering (Source: https://www.sciencedirect.com/science/article/abs/pii/S0925231217311815)



Light Cards- Enable non-verbal communication of understanding during discussions.

Fig. 21. Light Cards Method (Source: https://www.twinkl.co.uk/resource/t-c-009-behaviour-management-cards



👉 But there are certain methods used in CLIL to achieve the specific purposes. Here are the main methods in CLIL, explained in detail:

🔷 I. Scaffolding

Definition: Providing structured support that helps students gradually achieve independence in both content and language. Scaffolding is the **temporary support** given by the teacher, peers, or materials to help students perform a task they couldn't do alone (Hamayan, & Genesee, 2016).

As students gain confidence, the support is gradually reduced ("faded"). The aim is to move learners toward independence in both content and language.

1. Linguistic Scaffolding (help with English) provides sentence starters: *"I think that…", "In my opinion…", "This graph shows that…", u*ses word banks, glossaries, or visual vocabulary walls, models correct pronunciation or grammar before group tasks.

2. Cognitive Scaffolding (help with content) *uses **graphic organizers** (Venn diagrams, flow charts, mind maps), breaks complex tasks into smaller steps, uses guiding questions to structure thinking (*What do we know? What do we need to find out?*).*

3. Interactional Scaffolding (help with communication) pairs stronger and weaker students for peer support, encourages collaborative dialogues: asking for clarification, paraphrasing. Teacher circulates, prompting with hints instead of giving direct answers.

✨ Examples of Scaffolding in CLIL

Science + English (Primary, "The Water Cycle"):

- Teacher shows a diagram with labels in both English and L1.
- Gives sentence frames: *"Water changes to gas when…"*
- Students complete a guided fill-in-the-blank text before writing their own summary.

History + English (Secondary, "Ancient Rome"):

- Timeline provided with key dates.
- Teacher models a short description: *"In 753 BC, Rome was founded."*
- Students use this as a frame to describe other events.

Math + English (Secondary, "Geometry"):

- Teacher demonstrates problem-solving with one worked example.
- Provides formula sheets with visuals.
- Students solve easier guided tasks before tackling open problems.

Stages of scaffolding:

- Pre-teaching key vocabulary and concepts.
- Using visuals, diagrams, timelines, sentence starters.
- Breaking complex tasks into smaller steps.

Example: Before a history lesson on World War II, the teacher gives a timeline template and key terms (e.g., "treaty," "invasion") to guide note-taking.

🔷 **II. Task-Based Learning (TBL) (**Hamayan, & Genesee, 2016**)**

Definition: Students learn language by doing real tasks with subject content.

Task-Based Learning is an approach where students **learn language and content through completing meaningful tasks** rather than through explicit language instruction.

Focus is on using language as a tool to achieve an outcome. Tasks usually involve problem-solving, decision-making, or creating a product.

✨ **Examples:** Science + English (Primary)

Task: "Design a simple experiment to see which objects float or sink."

Pre-task: Introduce vocabulary (float, sink, heavy, light).

Task cycle: Students predict, test, record results, and discuss.

Reporting: Present results to class using English.

✨ *Geography + English (Secondary)*

Task: "Plan a sustainable city for 2050."

Students research climate, energy, and urban planning.

Prepare a **poster, map, or presentation** in English.

✨ *History + English (Secondary)*

Task: "Create a short newspaper article about a historical event."

Students gather facts, write drafts, and publish their article for peers

Stages of TBL:

Pre-task: Introduce topic, key vocabulary, and task instructions.

Task cycle: Students perform the task (in pairs/groups).

Planning & Reporting: Students plan a final output and present it.

Language focus: Teacher highlights useful language, corrects errors, and provides feedback.

🔷 **III. Project-Based Learning (PBL) (**Hamayan, & Genesee, 2016**)**

Definition: Students work on a long-term project combining research, content knowledge, and language output. Project-Based Learning is an instructional approach where students **investigate and respond to a complex question, problem, or challenge over an extended period**.

Emphasis is on **producing a tangible outcome** (poster, report, model, presentation, digital product). Focus is on **learning by doing**, collaboration, and reflection.

Stages of PBL:

Students collaborate to create a tangible product (poster, presentation, video).

Encourages higher-order thinking and authentic language use.

✨ Example: Creating a multimedia report on renewable energy sources. OR in a **Geography + English CLIL class** (theme: "Water scarcity"), students might work on: "How can our town save water?" → They analyze data, propose solutions, and present recommendations in English.

✨ Science + English (Primary)

Project: “Create a mini-garden to attract insects.”

Steps:

1. Research plants that attract insects.
2. Plan garden layout and roles.
3. Build garden and observe insects.
4. Present findings in English with photos or drawings.

✨ Geography + English (Secondary)

Project: “Design an eco-friendly neighborhood.”

Students research energy, water, and waste management.

Create a **3D model, map, or digital presentation** in English.

Present to class or community.

✨ History + English (Secondary)

Project: “Develop a virtual museum on Ancient Civilizations.”

Students research artifacts, create digital exhibits, and write explanations in English.

Students collaborate, assign roles, and reflect on their learning process.

🔷 IV. Language Triptych Approach (Coyle, Hood & Marsh, 2010)

Focuses on three kinds of language:

a) Language of learning → Key subject vocabulary and phrases.

b) Language for learning → Functional phrases for collaboration (e.g., “I agree,” “Let’s compare”).

✨ Example: During a group debate, students learn new persuasive expressions that weren’t pre-taught.

The Language Triptych is a three-part framework designed to integrate language skills with content learning.

The three “panels” or phases typically include:

1. Input (Reception/Comprehension)
   - Students receive language and content through reading, listening, or observing.
   - Teacher may scaffold understanding with visuals, L1 support, or key vocabulary.
2. Output (Production/Expression)
   - Students use the language actively to express content understanding.
   - This can be oral (discussion, presentation) or written (report, summary).
3. Reflection (Meta-linguistic/Meta-cognitive)
   - Students reflect on both content and language use.
   - Focus on what they learned, strategies they used, and how to improve.

✨ Examples in CLIL

✨ Science + English (Primary, “The Water Cycle”)

Input: Watch a short video or read a text about evaporation, condensation, precipitation.

Output: Create a labeled diagram or explain the water cycle to a partner in English.

Reflection: Discuss which vocabulary or phrases were hardest, what they learned, and how to explain it better.

✨ History + English (Secondary, “Ancient Rome”)

Input: Read a passage about Roman daily life.

Output: Role-play a Roman market scene or write a diary entry in English.

Reflection: Share difficulties in describing objects/events in English and how content knowledge helped.

✨ Geography + English (Secondary, “Climate Zones”)

Input: Listen to a podcast or read about climate zones.

Output: Make a map with labels in English and present to class.

Reflection: Evaluate which descriptions were easiest to communicate and why.

🔷 **V. Content-Driven Input (Coyle, Hood & Marsh, 2010)**

Definition: Selecting authentic content materials (texts, videos, experiments) and adapting them for language accessibility like simplified texts with glossaries, visual aids (charts, diagrams). Gradual increase in text complexity. It is **language input (reading, listening, viewing, or interacting) that is motivated by meaningful subject content**.

The **focus is on understanding and engaging with the content**, while language is learned naturally in context.

It helps learners **acquire vocabulary, structures, and discourse patterns** relevant to the subject.

✨ Examples in CLIL

✨ Science + English (Primary, “Plants and Photosynthesis”)

Students read a simplified text about how plants make food.

Teacher highlights key terms (photosynthesis, sunlight, leaves, energy) on a visual diagram.

Focus is on understanding the **process**, not just memorizing English words.

✨ History + English (Secondary, “The Industrial Revolution”)

Students listen to a short podcast or watch a video about factories and working conditions.

Input includes key content-specific language (industrialization, machinery, labor).

Students then **discuss or summarize** the content in English.

✨ Geography + English (Secondary, “Climate Zones”)

Students read a text or study a map showing different climate zones.

Vocabulary and expressions are **integrated in the context** (tropical, arid, precipitation, temperature).

Focus remains on **understanding climate patterns**, with language supporting comprehension.

🔷 **VI. Cooperative Learning and Collaborative Learning (**Coyle, Hood & Marsh, 2021)

Definition: Students work in pairs or small groups to support each other's content and language learning. Cooperative learning is a structured approach where students work together in small groups to achieve shared learning goals, with each member responsible for their part. It emphasizes interaction, accountability, and peer support.

In CLIL students use the target language (English) to discuss, plan, and present content-based tasks. Focus is on learning through collaboration, not just completing a task.

✨ Examples:

✨ Science + English (Primary): Build a simple weather station. Each student measures temperature, wind, or rainfall and reports results in English.

✨ History + English (Secondary): Each group researches a historical event and creates a short presentation in English.

✨ Math + English: Solve geometry problems collaboratively, explaining reasoning in English to peers.

Techniques: Think–Pair–Share, Jigsaw reading, Peer teaching.

✨ Example: Each group reads a different part of a text on ecosystems and then teaches it to their classmates.

Collaborative learning is an instructional approach where students work together in small groups to achieve a common goal, solve a problem, or create a product. Unlike simple group work, it emphasizes:

- Shared responsibility
- Interaction and negotiation
- Learning from peers

✨ Examples in CLIL

✨ Science + English (Primary):

Theme: "The Water Cycle."

Students work in groups: one explains evaporation, another condensation, another precipitation.

Then, they build a group poster or presentation in English.

✨ Math + English (Secondary):

Theme: "Geometry in Real Life."

Groups measure classroom objects, discuss findings in English, and present results with diagrams.

✨ History + English:

Theme: "Daily Life in Ancient Egypt."

Each group researches a different aspect (food, clothing, housing, religion), then teaches peers in English through a role-play or mini-exhibit.

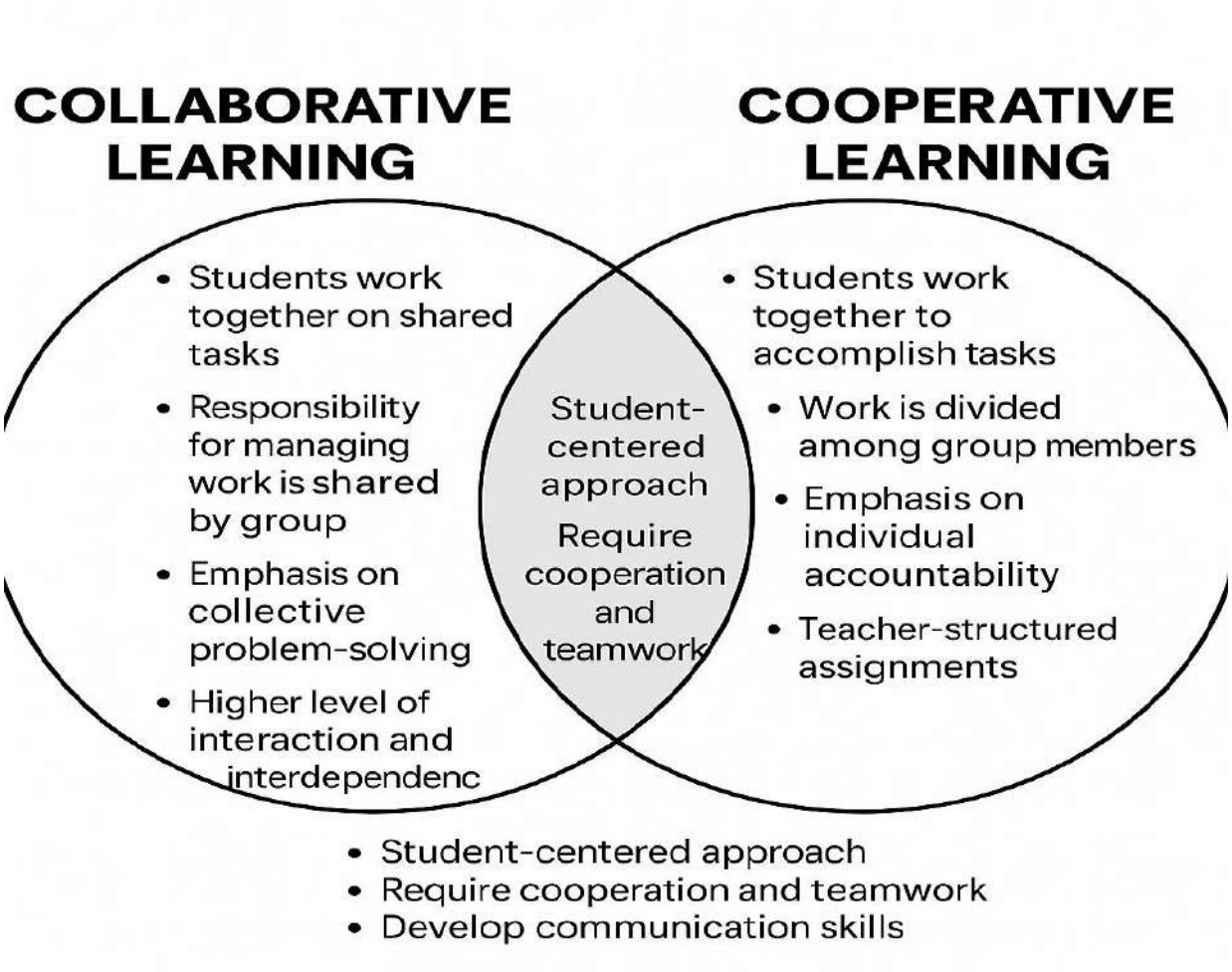


Fig.22. Collaborative vs Cooperative learning

🔷 **VII. Cognitive Challenge with Language Support (**Hamayan, & Genesee, 2016**)**

Definition: Designing activities that demand higher-order thinking (Bloom's taxonomy) while offering linguistic scaffolds like Compare/contrast charts, Cause-effect diagrams, Problem-solving tasks.

It refers to designing tasks that are intellectually challenging in terms of content (thinking, problem-solving, analyzing) while providing structured language support.

The goal is to ensure students focus on higher-order thinking skills without being blocked by language difficulties.

It balances content complexity and language accessibility.

✨ Examples in CLIL

✨ Science + English (Primary, "Plant Growth Experiment")

Cognitive Challenge: Design an experiment to test how different amounts of sunlight affect plant growth.

Language Support: Provide a table with phrases (I predict…, The plant grew…, I observed…) and key vocabulary (sunlight, soil, seedling, growth).

✨ History + English (Secondary, “Causes of the Industrial Revolution”)

Cognitive Challenge: Analyze multiple factors (economic, social, technological) and decide which was most important.

Language Support: Sentence starters: “I think… because…”, “One factor is…”, “This led to…”, and a vocabulary list.

✨ Geography + English (Secondary, “Sustainable Cities”)

Cognitive Challenge: Propose a plan for reducing carbon emissions in a city.

Language Support: Provide a template for presenting ideas (Our city could… We should… This is important because…), visuals, and key terms.

🔷 **VIII. Visual and Multimodal Teaching (**Hamayan, & Genesee, 2016**)**

Definition: Using images, gestures, realia, and digital media to make input comprehensible.

Example: Interactive simulations in a geography lesson (maps, graphs, videos) to explain natural disasters.

Visual Input: these are diagrams, infographics, mind maps, timelines, or videos to present content and help learners understand subject matter without relying solely on language.

Multimodal Output: Students express understanding through drawings, posters, models, presentations, or digital products. It combines verbal language with images, symbols, gestures, or movement.

Language Support:

- Key vocabulary can be labeled on visuals.
- Sentence frames can accompany multimodal output: “The diagram shows…”, “This picture represents…”.

✨ Examples in CLIL

✨ Science + English (Primary, “The Water Cycle”)

Visual Input: Animated diagram showing evaporation, condensation, precipitation.

Output: Students create a labeled poster or mini-book illustrating the cycle.

Language: Use frames: “Water changes to…”, “It falls as…”

✨ History + English (Secondary, “Ancient Egypt”)

Visual Input: Photos of pyramids, artifacts, maps of the Nile.

Output: Create a digital timeline or illustrated booklet of daily life.

Language: Use vocabulary: pharaoh, scribe, hieroglyphics, and sentence starters: “This object was used for…”, “People believed that…”

✨ Geography + English (Secondary, “Climate Zones”)

Visual Input: Maps, climate graphs, infographics of rainfall/temperature.

Output: Students present climate data using charts and explain in English.

Language frames: “The highest temperature is…”, “Rainfall is concentrated in…”

🔷 IX. Assessment for Learning (AfL) (deBoer, & Leontjev, 2020)

Definition: Continuous assessment to guide both content understanding and language development through observation checklists, Self-assessment rubrics, Peer feedback.

AfL is a formative assessment approach that provides ongoing feedback to students to help them improve both content understanding and language skills.

Unlike summative assessment (tests at the end), AfL is integrated into the learning process.

It encourages reflection, self-assessment, and peer assessment.

✨ Examples in CLIL

✨ Science + English (Primary, "Plant Growth")

AfL Method: Students keep a growth diary. Teacher gives feedback on observations and use of English vocabulary.

Student Reflection: "I need to use 'grows towards sunlight' instead of 'moves to sun'."

✨ History + English (Secondary, "Ancient Rome")

AfL Method: Peer assessment of mini-presentations using a rubric: content accuracy, vocabulary, sentence structure.

Student Reflection: "Next time, I will explain more about Roman daily life and use past tense correctly."

✨ Geography + English (Secondary, "Climate Zones")

AfL Method: Formative quiz on map interpretation and climate vocabulary.

Teacher Feedback: Highlights correct use of descriptive language and identifies misconceptions about rainfall patterns.

🔷X. Inquiry-Based Learning (Coyle, Hood & Marsh, 2021)

Definition: Students explore a question or phenomenon, ask their own questions, investigate, and present findings, language is used to formulate questions, collect information, and explain results.

✨ Example: In a Science + English CLIL class (theme: "Seasons – Autumn"), students might investigate: "Why do leaves change color?" → They read short texts, conduct a simple experiment, and present findings in English.

✨ Science + English (Primary, "Water Cycle")

AfL Method: Students create a class model of the water cycle. Teacher checks group posters for accurate stages (evaporation, condensation, precipitation) and uses key terms.

Student Reflection: "I should write 'water evaporates into the air' instead of 'water goes up.'"

✨ History + English (Secondary, "World War II")

AfL Method: Small groups research one event and present findings. Peers use a checklist (clarity, historical detail, vocabulary use).

Student Reflection: “Next time, I will include dates and use more linking words like ‘therefore’ and ‘as a result.’”

✨ Geography + English (Secondary, “Rivers and Landforms”)

AfL Method: Students investigate local rivers and compare to world examples. Teacher uses written feedback on reports, focusing on content accuracy and subject vocabulary.

Teacher Feedback: “Good use of ‘erosion’ and ‘deposition.’ Be careful with article usage (‘the river’ vs. ‘a river’).”

✨ Science + English (Primary, “Magnetism”)

AfL Method: Inquiry stations with magnets; students record predictions and results. Teacher gives oral feedback on how they describe cause and effect.

Student Reflection: “I need to write ‘the magnet attracts the paperclip’ instead of just ‘the paperclip sticks.’”

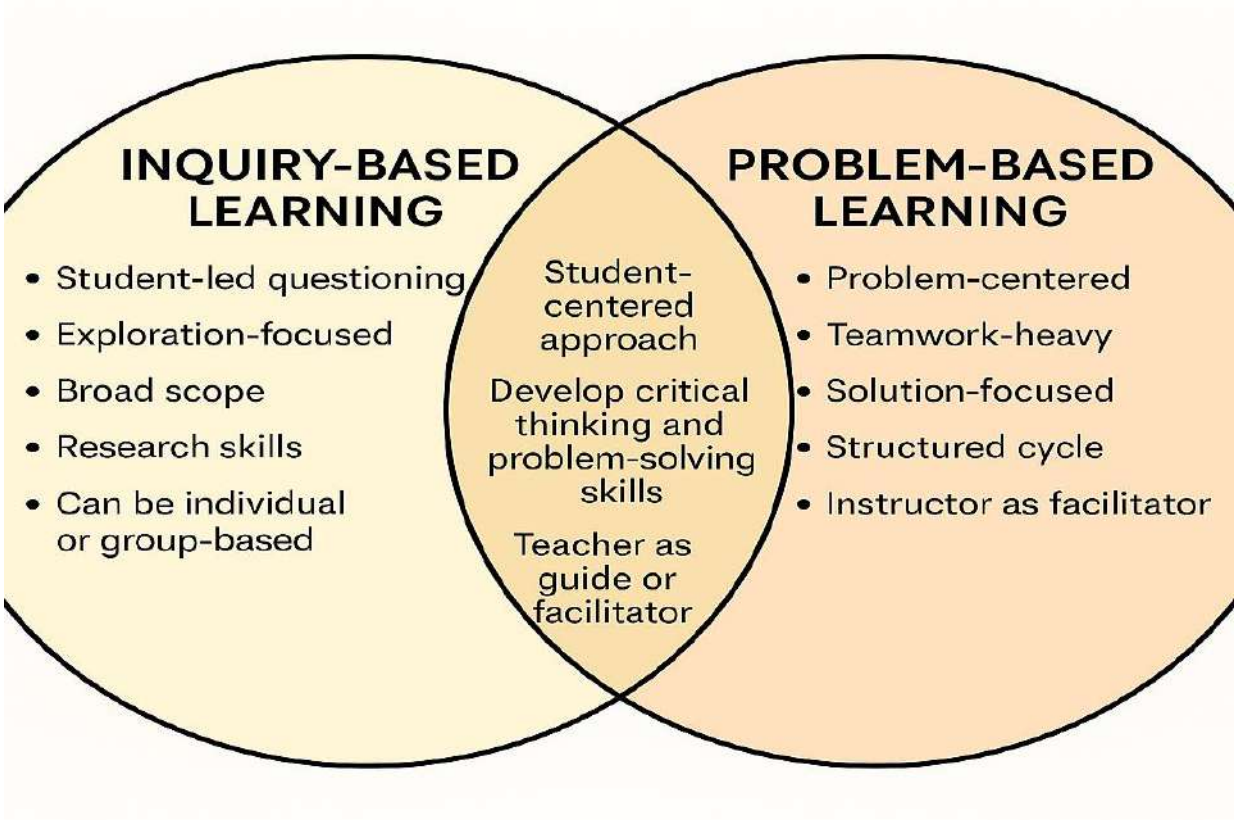


Fig. 23. Inquiry- based Learning vs Problem-based Learning

🔷 **XI. Case-Based Study in CLIL (**Coyle, Hood & Marsh, 2021**)**

Definition: Case-Based Study in CLIL is a teaching approach where learners explore real-life or simulated cases (situations, problems, or events) that are relevant to the subject content and use the target language

(English) to analyze, discuss, and solve them. It integrates content learning (subject knowledge) with language learning (specialized vocabulary, reasoning, and communication skills).

In CLIL, case-based study encourages students to apply knowledge to authentic contexts, fostering critical thinking, problem-solving, and academic language use.

The method supports inquiry and collaboration: students work individually or in groups to understand the case, identify issues, propose solutions, and present findings in English.

Stages of Case-Based Study in CLIL

1. Case Introduction

- Teacher presents the case (real, historical, or simulated) with enough background context.
- Key subject vocabulary is pre-taught or highlighted.

Language focus: Understanding case description, identifying key terms.

2. Case Exploration (Individual/Group Work)

- Students read, watch, or analyze the case materials (texts, images, data, videos).
- Guiding questions scaffold comprehension.

Language focus: Reading for gist and detail, note-taking in English.

3. Problem Identification

- Students identify the main issue(s) or challenge(s) in the case.
- They list causes, effects, or key questions to investigate.

Language focus: Using question forms, phrases for cause/effect (e.g., “because,” “due to,” “as a result”).

4. Analysis & Discussion

- Students work collaboratively to propose explanations or solutions.
- They use evidence from the case to support their arguments.

Language focus: Academic discussion, expressing opinions, agreeing/disagreeing, using subject vocabulary.

5. Solution or Outcome Presentation

- Groups present findings orally, in writing, or visually (poster, slide, report).
- Teacher and peers assess both content accuracy and language use.

Language focus: Structured presentation (introduction, explanation, conclusion), using transition words.

6. Reflection & Feedback

- Students reflect on what they learned in both content and language.
- Teacher provides formative feedback (AfL) on subject understanding and English usage.

Language focus: Self-correction, improving precision of subject-specific terms.

✨ Example (Science + English, Secondary: “Environmental Pollution”)

- Case Introduction: Students read a short case about a polluted river.
- Exploration: They analyze photos, statistics, and a short text.

- Problem Identification: “What caused the pollution?” “Who is affected?”
- Analysis: Groups discuss possible solutions (e.g., recycling, fines for factories).
- Presentation: Each group presents their solution in English.
- Reflection: Students note corrections like “We should say ‘reduce emissions’ instead of ‘make less smoke.’

✨ Example (Secondary, History + English):

Students analyze a case about the fall of the Roman Empire. They discuss economic, political, and military causes, using guiding questions and then write a short report in English.

🔷**XII. Design Thinking** (Coyle, Hood & Marsh, 2021)

Definition: is a human-centered, problem-solving approach that emphasizes creativity, empathy, and experimentation to develop innovative solutions. In education (including CLIL), it is used as a structured method where learners explore real-world challenges, generate ideas, prototype solutions, and test them, all while using the target language for communication and collaboration. Design Thinking is a creative, human-centered, problem-solving approach that usually follows five phases:

1. Empathize – Understand the users’ needs.
2. Define – Frame the problem clearly.
3. Ideate – Brainstorm creative solutions.
4. Prototype – Create a simple model or draft solution.
5. Test – Try it out, reflect, and improve.

Design Thinking can serve as a structured method to integrate both.

Language dimension: Students use English to communicate ideas, present findings, negotiate, and reflect.

Content dimension: Students solve subject-specific challenges (science, geography, history, art, etc.).

✨Science + English (Primary):

Challenge: “How can we design a bird feeder for our schoolyard in winter?”

Students empathize with birds’ needs, define the food problem, ideate materials and designs, prototype with recycled materials, and test outdoors.

Language: describing needs, comparing designs, giving feedback.

✨Geography + English (Secondary):

Challenge: “How can our city become more eco-friendly?”

Students research pollution, brainstorm green solutions, make models (prototype), and present in English to classmates.

✨History + English:

Challenge: “How could we design a museum exhibit about World War I for children?”

Students analyze sources, define key themes, design an exhibit plan, prototype posters or digital visuals, and test by presenting to peers.

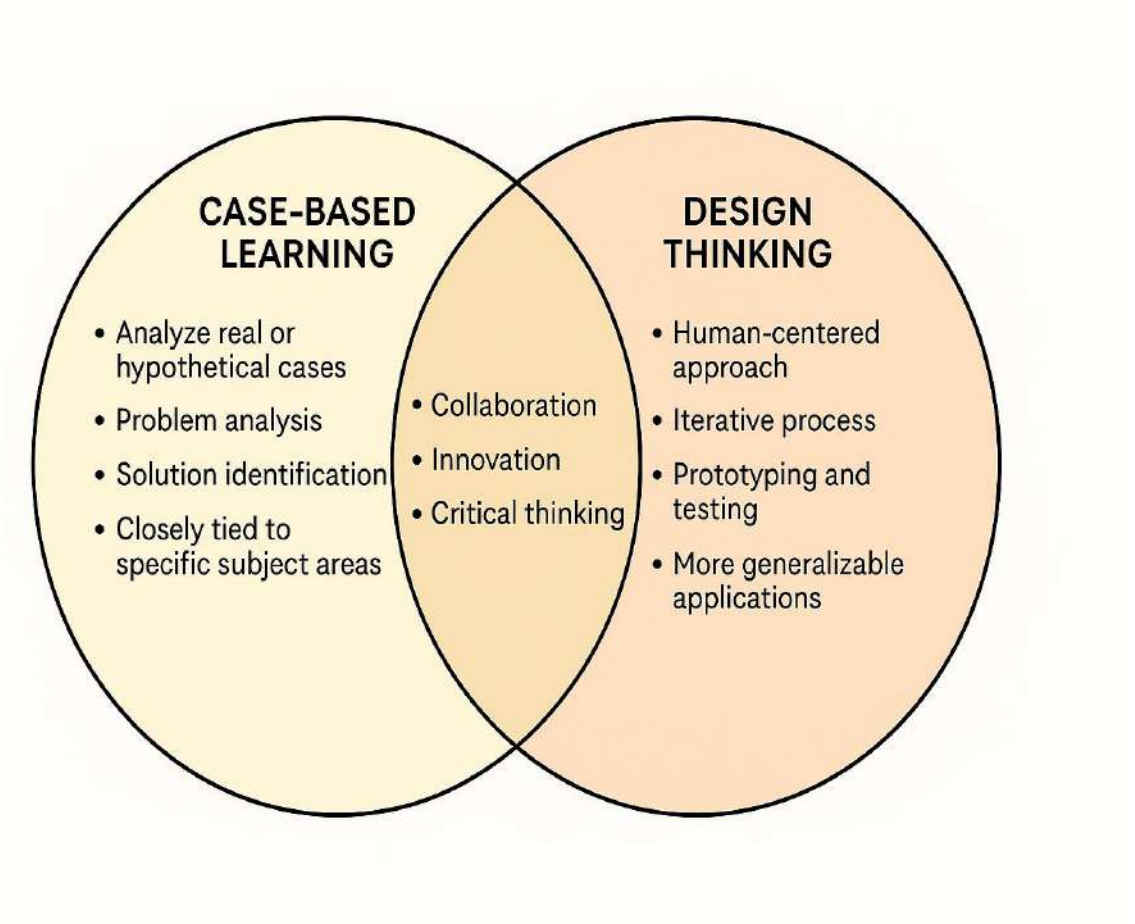


Fig. 24. Case-Based Learning vs. Design Thinking

XIII. Translanguaging (Optional) (Juan-Garau, & Salazar-Noguera, 2015; Hornberger, 2003**)**

Definition: Translanguaging is the **flexible use of two or more languages** in teaching and learning. Instead of keeping languages strictly separate, students **move fluidly between their mother tongue (L1) and the target language (L2, here English)** to support understanding and communication. Definition: Strategic use of students' first language (L1) to support comprehension and deeper thinking.

✨Example: Allowing students to brainstorm in their native language before writing in English.

👉 CLIL methods combine:

Content-based instruction → Teaching academic subjects (science, history, math).

Language pedagogy → Vocabulary building, grammar awareness, and communicative practice.

Cognitive engagement → Higher-order thinking tasks.

✨Science + English (Primary)

Theme: "Parts of a Plant."

Teacher explains key terms in English (root, stem, leaf, flower).

Students first discuss in their L1 (Romanian/Russian, etc.) what each part does, then share findings in English.

Vocabulary wall: terms written in both English and L1.

✨ History + English (Secondary)

Theme: “The Industrial Revolution.”

Students read a short text in English.

In small groups, they can summarize ideas in their L1 to check comprehension.

Then they present key points back in English, using a graphic organizer.

✨ Math + English (Secondary)

Theme: “Fractions and Percentages.”

Teacher introduces task in English.

Students solve problems together, sometimes clarifying difficult steps in their L1.

They must write and present final answers in English.

Table 9. CLIL Methods

Method	Key Steps	Example
Scaffolding	1. Identify difficult content & language. 2. Pre-teach key terms. 3. Use visuals/templates. 4. Gradually remove support.	In a geography lesson, the teacher provides a labeled map and sentence starters (“The river flows…”) to describe water cycles.
Task-Based Learning (TBL)	1. Set a real-life task with clear outcome. 2. Provide input (texts, videos). 3. Students work to solve or create. 4. Reflect on content and language.	Students design a simple machine using recyclable materials and present the process in English.
Project-Based Learning (PBL)	1. Introduce a long-term project. 2. Research and gather data. 3. Create final product. 4. Present findings.	Groups create a digital magazine about renewable energy sources and present it to the class.
Language Triptych (Coyle et al.)	1. Teach *language of learning* (subject vocabulary). 2. Provide *language for learning* (interaction phrases). 3. Encourage *language through learning* (emergent language).	Students debate climate solutions using pre-taught phrases (“I agree because…”) and pick up new expressions during discussion.
Content-Driven Input	1. Select authentic subject material. 2. Adapt for language level. 3. Add glossaries or visuals. 4. Guide comprehension.	Using a real science article on volcanoes, the teacher provides a vocabulary list and comprehension questions.
Cooperative Learning	1. Assign group roles. 2. Use interaction tasks (jigsaw, pair-share). 3. Rotate responsibilities.	Each group reads a different section of a text about ecosystems, then teaches their part to others.

Cognitive Challenge + Language Support	1. Set higher-order thinking task (Analyze/Evaluate/Create). 2. Provide linguistic scaffolds. 3. Require reasoning in English.	Students analyze reasons for climate change and propose solutions using “if/then” conditionals.
Visual & Multimodal Teaching	**1**. Use images, diagrams, realia, videos. 2. Combine verbal and visual input. 3. Ask students to describe visuals.	Use of visuals: Teacher shows a time-lapse video of a seed sprouting, a labeled diagram of a plant, and real seedlings in class. Combine verbal and visual input: Teacher explains each stage of growth in English while pointing to the diagram and video. Students listen and follow the visual cues.

PRACTICAL ASSIGNMENTS

1. Write a **2,500– 3,000 word paper** comparing at least two CLIL teaching methods (e.g., Task-Based Learning, Content–Language Integrated Project, Genre-Based Approach, Scaffolding).
2. Discuss:

a. Theoretical foundations of each method (refer to applied linguistics literature).

b. Advantages and limitations in different contexts.

c. Examples of classroom implementation.

3. Use at least **10 scholarly sources** and proper referencing style (APA, Chicago, etc.).

Criterion	Weight
Depth of theoretical analysis	35%
Critical comparison of methods	30%
Use of applied linguistics and CLIL terminology	20%
Academic style and structure	15%

4. Choose a topic for a CLIL lesson.
5. Select one CLIL teaching method and design a detailed methodology section (3–4 pages) for a lesson plan that includes:

a. Rationale for method selection.

b. Step-by-step plan for implementation.

c. Strategies for language support and scaffolding.

d. Justify your choices using applied linguistics theory and CLIL frameworks.

Criterion	Weight
Justification of method choice	35%
Clarity and feasibility of methodology	30%
Integration of applied linguistics principles	20%
Academic style and justification	15%

6. Deliver a **10–15 minute microteaching session** using the CLIL method you have designed.
7. Submit a **reflective report** (1–2 pages) covering:
8. How the method supported language and content learning.
9. Challenges encountered.
10. How applied linguistics informed your approach

QUIZ

1. Define a CLIL teaching method and explain why methods are central to CLIL.
2. Name two CLIL teaching methods and describe their main characteristics.
3. Explain the role of scaffolding in a CLIL classroom.
4. How does applied linguistics influence the choice of teaching methods in CLIL?

5. Which of the following is an example of a CLIL teaching method?

A) Grammar translation

B) Task-Based Language Teaching

C) Rote memorisation

D) Dictation

6. Task-Based Learning in CLIL focuses primarily on:

A) Memorising language rules.

B) Using language to accomplish meaningful tasks.

C) Translating content into the target language.

D) Completing worksheets.

7. The "Genre-Based Approach" in CLIL emphasises:

A) Learning through music genres.

B) Teaching students about different content genres and discourse structures.

C) Memorising subject-specific vocabulary.

D) Translating texts.

8. Scaffolding in CLIL refers to:

A) Using translation to explain content.

B) Providing temporary support to help learners achieve learning goals.

C) Removing all teacher input.

D) Giving students full freedom without guidance.

9. You are designing a CLIL lesson on climate change.

a) Select one CLIL teaching method and justify your choice.

b) Describe one classroom activity that implements this method.

10. Critically evaluate the statement:

"In CLIL, language learning happens automatically if students work on content."

Support your answer with references to methods and applied linguistics principles.

APPLICATION EXERCISES

❖ Teach the following **Scenario:** Teaching the Water Cycle in CLIL

Subject: Science

Topic: The Water Cycle

Language focus: Present simple, sequence words (first, next, then, finally), scientific vocabulary (evaporation, condensation, precipitation, collection)

Method used: Identify the method

Lesson Steps (replicating a method)

Step 1: Warm-up / Brainstorm (5 min)

Teacher shows a short video of rain, rivers, and clouds.

Students are asked: "Where does rain come from?" and "What happens to water after it rains?"

Teacher elicits responses and writes key words on the board (evaporation, condensation, precipitation, collection).

Step 2: Task Introduction (5 min)

Teacher explains the task: **"Create a diagram of the water cycle in groups and describe it to the class in English."**

Students are given a sheet with incomplete water cycle stages and vocabulary hints.

Step 3: Task Execution (15 min)

Students work in **small groups**.

Students:

Arrange stages of the water cycle in the correct order.

Draw arrows to show the movement of water.

Write 1–2 sentences describing each stage using sequence words and target vocabulary.

Teacher circulates, supports with language, and prompts thinking with questions like: "What happens after evaporation?"

Step 4: Reporting / Sharing (10 min)

Each group presents their diagram and explains the water cycle in English.

Other students ask questions, teacher corrects language and content gently.

Design a lesson plan on the topic Thanksgiving Parades and follow this model (Fig. 9.) when teaching identifying the method:

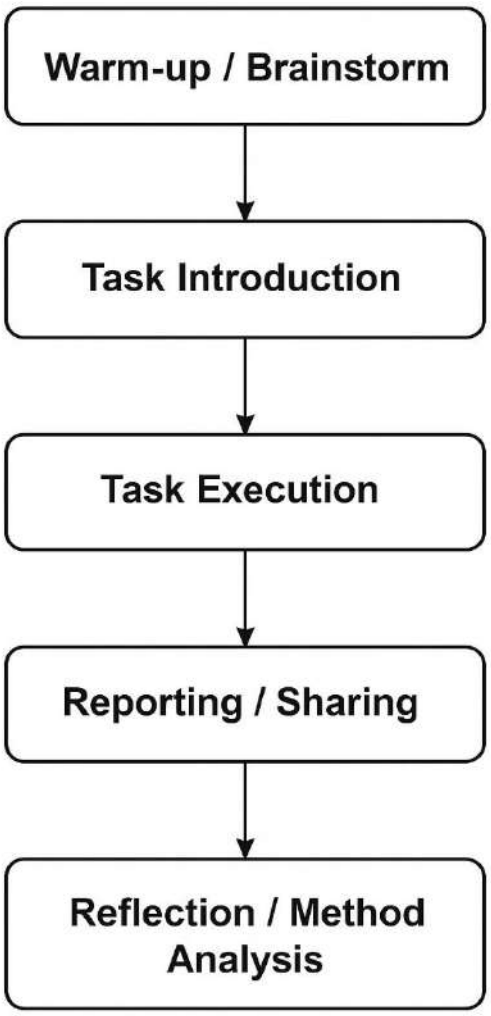


Fig. 25. Teaching Method

❖ Analyze the following CLIL Topics by Method

Teaching Method	**Possible CLIL Topics (Science, Math, Social Studies, Arts, Health, etc.)**
Scaffolding	• Parts of the body • Weather and seasons • Plants (parts & needs) • Simple machines • Daily routines • Healthy food vs. junk food
Task-Based Learning (TBL)	• Building a mini-ecosystem • Planning a healthy lunchbox • Designing a playground • Making a class weather report • Creating a map of the classroom • Sorting animals by habitat
Project-Based Learning (PBL)	• "My Green School" environmental project • Community helpers mini-exhibition • Solar system model • Water cycle poster • Cultural festival days • Recycling campaign
Inquiry-Based Learning	• Why do we have shadows? • How do seeds grow? • Why do volcanoes erupt? • What melts and what does not? • Where does our water come from?
Cooperative Learning	• Group poster on animals • Habitat dioramas in teams • Math problem-solving stations • Story sequencing in groups • Life cycle charts
Differentiated Instruction	• Weather diaries (simple vs. complex tasks) • Shapes and geometry (tiered worksheets) • Community places (map levels) • Food groups (visual vs. text tasks)

Game-Based Learning	• Animal classification games • Geography map puzzles • Water cycle board game • Nutrition sorting games • Math facts races
Content and Language Integrated Scenarios (CLIL 4Cs)	• "Healthy Me" unit (science + health) • "My Town" (geography + civic education) • "Our Planet" (environmental science) • "Forces and Motion" (physics basics)
Story-Based CLIL	• The Very Hungry Caterpillar → life cycle of a butterfly • Little Red Hen → food & farming • Rainbow Fish → friendship & ocean life • Jack and the Beanstalk → plants & growth
Multisensory Approach	• Textures in nature • Sound exploration • Cooking lessons (food vocabulary + measurements) • Color mixing in art + science
Flipped CLIL	• Watch at home: animal habitats → Class: build habitat models • Watch: shapes around us → Class: geometry hunt • Watch: water cycle → Class: experiment with evaporation
Problem-Based Learning	• How can we save water at school? • Why do some objects float? • How can we reduce classroom waste? • How can we keep our school garden healthy?
Experiential Learning	• Planting seeds • Weather monitoring station • Mini-market role play • Nature walk data collection
Lexical Approach in CLIL	• Food vocabulary chunks • Classroom language phrases • Geography collocations (river flows, mountain range) • Science chunks (mix together, observe changes)
STEAM-Based CLIL	• Bridge building (engineering) • Coding simple patterns • Creating musical instruments • Designing a paper rocket

❖ Design a lesson plan on a topic and follow this model when teaching with the help of the following methods:

Inquiry-Based Learning (IBL) – CLIL Scheme

Warm-up / Question Brainstorm
↓
Inquiry Introduction (Guiding Question + Vocabulary)
↓
Investigation / Experiment / Research
↓
Sharing Findings / Reporting
↓
Reflection / Evidence Analysis

Problem-Based Learning (PrBL) – CLIL Scheme

Warm-up / Problem Scenario
↓
Problem Definition & Language Input
↓
Problem Solving (Research & Solution Design)
↓
Reporting Solutions / Justification
↓
Reflection / Evaluation of Solutions

Collaborative Learning – CLIL Scheme

Warm-up / Group Activation
↓
Task Introduction + Role Assignment
↓
Group Task Execution (Jigsaw / Info Gap / Poster)
↓
Group Reporting / Whole-Class Sharing
↓
Reflection / Interaction Strategy Review

Flipped Classroom – CLIL Scheme

Warm-up / Quick Review of Pre-Class Input
↓
Task Introduction (Clarifying Content & Language)
↓
In-Class Application Task / Problem Solving
↓
Sharing Results / Demonstration
↓
Reflection / Consolidation of Content & Language

Direct Method – CLIL Scheme

Warm-up / Brainstorm (Visuals & Oral Elicitation)
↓
Topic Introduction (Teacher Input Only in English)
↓
Oral Practice / Guided Interaction
↓
Task Execution (Describe, Demonstrate, Classify in English)
↓
Reporting / Sharing (Short Oral Production)
↓
Reflection / Language Accuracy Focus

Audio-Lingual Method – CLIL Scheme

Warm-up / Brainstorm (Key Phrases / Patterns)
↓
Pattern Introduction (Content + Drills)
↓
Repetition / Substitution Drills (Content Vocabulary)
↓
Task Execution (Applying Patterns to Content Topic)
↓
Reporting / Sharing (Dialogue or Structured Output)
↓
Reflection / Pattern Reinforcement

Communicative Language Teaching (CLT) – CLIL Scheme

Warm-up / Communicative Brainstorm
↓
Task Introduction (Functional Language + Content Focus)
↓
Communicative Task Execution (Pair/Group Info Exchange)
↓
Reporting / Sharing (Summary, Decision, Comparison)
↓
Reflection / Communicative Strategy Analysis

Experiential Learning – CLIL Scheme

Warm-up / Prior Experience Activation
↓
Experience Introduction (Hands-on or Real-World Task)
↓
Task Execution (Experiment, Building, Simulation)
↓
Reporting / Sharing (What We Did & Observed)
↓
Reflection / Conceptualisation (What It Means in Content Area)

Scaffolding Approach – CLIL Scheme

Warm-up / Brainstorm (Identify What Students Know)
↓
Task Introduction with Scaffolds (Visuals, Frames, Key Words)
↓
Task Execution (Guided → Independent Work)
↓
Reporting / Sharing (Using Scaffolded Language)
↓
Reflection / Scaffold Removal (What Can We Now Do Alone?)

Lexical Approach – CLIL Scheme

Warm-up / Lexical Brainstorm (Chunks Related to Topic)
↓
Task Introduction (Introduce Key Collocations + Content Terms)
↓
Task Execution (Sorting, Matching, Using Lexical Phrases)
↓
Reporting / Sharing (Using Target Chunks in Context)
↓
Reflection / Lexical Review (Useful Collocations Learned)

Content-Driven CLIL Method

Warm-up / Brainstorm (Activate Subject Knowledge)
↓

Content Introduction (Teacher Explains Concept in English)
↓
Task Execution (Apply Concept Through English)
↓
Reporting / Sharing (Content-Based Output)
↓
Reflection / Concept–Language Integration

Language-Driven CLIL Method

Warm-up / Brainstorm (Language Related to Topic)
↓
Language Introduction (Grammar, Functions Linked to Content)
↓
Task Execution (Use Language to Explore Content)
↓
Reporting / Sharing (Language-Focused Output)
↓
Reflection / Language Gains in Content Context

Storytelling Method – CLIL Scheme

Warm-up / Story Brainstorm (Characters / Setting / Concept)
↓
Story Introduction (Input Through English Narrative)
↓
Task Execution (Retell, Sequence, Analyse Content in Story)
↓
Reporting / Sharing (Groups Present Key Ideas)
↓
Reflection / Story–Content Connection

Game-Based Learning – CLIL Scheme

Warm-up / Brainstorm (Rules, Key Concepts, Vocabulary)
↓
Game Introduction (Explain Game Linked to Content Topic)
↓
Task Execution (Gameplay with Content Challenges)
↓
Reporting / Sharing (Scores, Strategies, Discoveries)
↓
Reflection / Learning Through Games

➢ Look at the diagram below and analyse the following methods (Fig. 10):

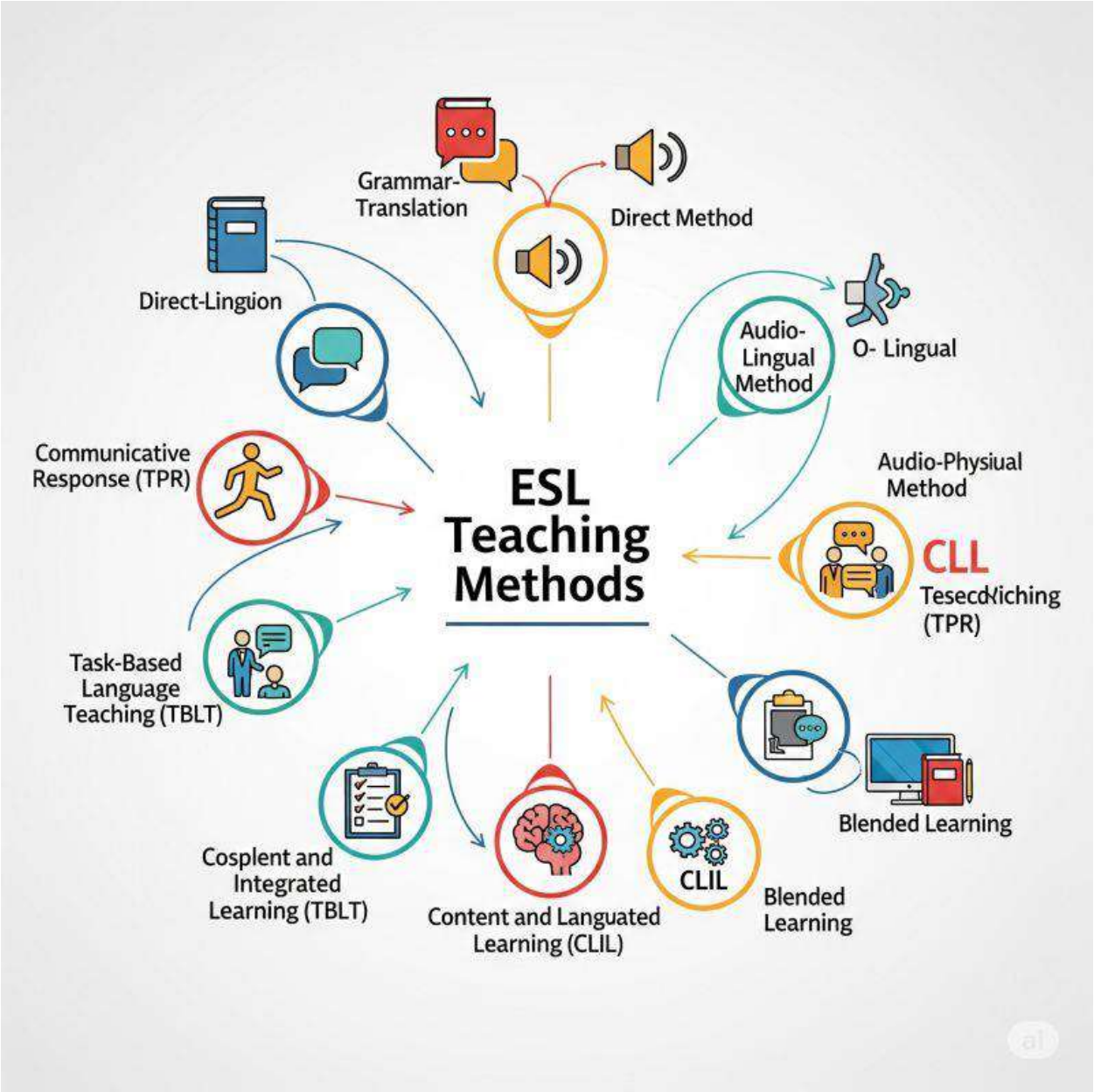


Fig. 26. Source: https://www.linkedin.com/posts/samera-j-soiece-6374312b3_eslteaching-languagelearning-englishteacher-activity-7355139730591633408-009l

7.EVALUATION FRAMEWORKS FOR CLIL PROGRAMS

👉 deBoer & Leontjev (2020) in *Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms* delves into assessment practices within Content and Language Integrated Learning (CLIL) classrooms, emphasizing assessment's role in promoting learning rather than merely measuring it. The book presents a range of theoretical frameworks and practical strategies for integrating content and language assessment in CLIL contexts (deBoer & Leontjev, 2020):

a. Learning-Oriented Assessment (LOA)focuses on using assessment to inform and enhance learning processes. It encourages continuous feedback and reflection, enabling students to understand their learning progress and areas for improvement. In CLIL classrooms, LOA supports the simultaneous development of content knowledge and language proficiency.

b. Dynamic Assessment (DA) integrates assessment with instruction, viewing assessment as a tool for learning rather than a separate evaluative process. It emphasizes the potential for learners to develop with appropriate support, highlighting the importance of teacher mediation in the assessment process. In CLIL settings, DA helps identify learners' zones of proximal development, guiding instructional strategies to support both content and language acquisition.

c. Task-Based Language Teaching (TBLT) and Assessment- TBLT involves designing tasks that require learners to use language authentically to achieve specific outcomes. Assessment in TBLT focuses on evaluating learners' ability to perform tasks effectively, considering both content understanding and language use. In CLIL classrooms, TBLT aligns with the goal of integrating content and language learning, providing opportunities for authentic assessment.

d. Self-Assessment and Reflective Practices- Encouraging students to assess their own learning fosters metacognitive awareness and responsibility for their learning process. Reflective practices, such as journaling and peer feedback, promote deeper engagement with content and language learning. In CLIL contexts, self-assessment supports learners in recognizing their progress in both content mastery and language proficiency.

e. CEFR-Informed Assessment- The Common European Framework of Reference for Languages (CEFR) provides a structured approach to assessing language proficiency. In CLIL classrooms, CEFR descriptors can guide the development of assessment tools that align with both content and language objectives.

Evaluation Models

👉 Kirkpatrick's model was developed by Donald Kirkpatrick in the 1950s to evaluate training programs. It is now widely applied in education and language teaching to assess the effectiveness of courses and lessons.

It includes four levels (Kirkpatrick & Kirkpatrick, 2006):

1 Level 1 — Reaction

Definition: Measures learners' immediate impressions of the lesson or course.

Focus: Learner satisfaction, engagement, perceived relevance.

Example in CLIL: After a CLIL unit on renewable energy, students complete a feedback questionnaire asking whether the lesson was engaging, clear, and relevant to their learning needs.

Purpose: To understand learners' attitudes and motivation.

2 Level 2 — Learning

Definition: Measures the increase in knowledge, skills, or competencies.

Focus: What learners have actually learned.

Example in CLIL: Using pre- and post-tests on the topic content and related language structures to measure improvement.

Purpose: To assess whether objectives (content and language) were achieved.

3 Level 3 — Behaviour (Application)

Definition: Assesses how learners apply their new knowledge and skills in real contexts.

Focus: Transfer of learning into practice.

Example in CLIL: Observing students using target language and content knowledge in a project or real-life task, e.g., producing a climate action proposal.

Purpose: To determine if learning outcomes translate into classroom practice or daily life.

4 Level 4 — Results

Definition: Measures the overall impact of the learning program.

Focus: Broader effects on learners, institutions, or communities.

Example in CLIL: Evaluating whether a CLIL program improved overall student performance in both language and subject content, and whether it fostered cross-cultural competence.

Purpose: To evaluate the long-term effectiveness and value of the program.

Table 10. Kirkpatrick Four-Level Evaluation Model and the **CIPP** (Context, Input, Process, Product) **Models**

Evaluation Model	**Focus**	**Levels/Components**	**Purpose**	**Examples in CLIL**
Kirkpatrick's Four-Level Evaluation Model	Measures the effectiveness of a training or learning programme at multiple levels.	**Level 1 — Reaction**: Learner satisfaction and engagement.**Level 2 — Learning**: Knowledge/skills gained. **Level 3 — Behaviour**: Application of knowledge/skills. **Level 4 — Results**: Overall impact of the programme.	To evaluate programme effectiveness at different stages and levels.	**Level 1:** Post-lesson feedback questionnaires. **Level 2:** Pre- and post-tests on language and content. **Level 3:** Observing students using learned language in projects.

				Level 4: Measuring improvement in final exam scores or long-term competence.
CIPP Model (Context, Input, Process, Product)	A systematic evaluation model for programme improvement and decision-making.	**Context Evaluation:** Needs analysis, setting goals. **Input Evaluation:** Assessing resources, strategies, curriculum design. **Process Evaluation:** Monitoring teaching and learning processes. **Product Evaluation:** Measuring outcomes and impacts.	To support decision-making and continuous improvement in programme design.	**Context:** Needs analysis for CLIL integration. **Input:** Reviewing teaching methods and materials. **Process:** Observing CLIL lessons and teacher feedback. **Product:** Assessing final student projects and programme impact.

👉 Evaluation methods typical for CLIL are (deBoer & Leontjev, 2020):

1. Formative Evaluation Methods *(ongoing assessment to support learning)*

- **Observation** — teacher observes student participation, interaction, and language use during lessons.
- **Anecdotal Records** — notes taken on student progress, difficulties, and achievements.
- **Peer and Self-Assessment** — students evaluate their own or each other's work using set criteria.
- **Learning Journals / Portfolios** — students reflect on their learning and collect evidence of progress.
- **Short Quizzes and Exit Tickets** — quick checks for understanding at the end of a lesson.

2. Summative Evaluation Methods *(final or periodic assessment of achievement)*

- **Written Tests** — combining subject knowledge and language skills (e.g., content-based essays, comprehension tests).
- **Oral Presentations** — students explain a topic using subject-specific vocabulary.
- **Project Work** — integrated tasks where students produce a final product combining content knowledge and language (e.g., reports, posters, videos).
- **Portfolios** — summative compilation of student work showing progress over time.

3. Integrated Evaluation Methods *(assessing both content and language together)*

- **Performance Tasks** — real-world, authentic tasks (e.g., designing a campaign, conducting a survey).
- **Rubrics** — detailed scoring guides that include both content mastery and language accuracy.
- **Peer Review of Work** — structured feedback focusing on content accuracy and language use.
- **Reflective Essays** — students evaluate their own learning and language development.

4. Programme-Level Evaluation Methods *(for assessing the CLIL programme itself)*

- **Surveys and Questionnaires** — for student, teacher, and stakeholder feedback.
- **Focus Groups / Interviews** — in-depth qualitative evaluation.
- **Comparative Analysis of Pre- and Post-Programme Results** — to measure improvement in both content and language skills.
- **Kirkpatrick's Four-Level Model** or **CIPP Model** — to evaluate reaction, learning, behaviour, and results systematically.

👉 Evaluation rubrics in CLIL (Content and Language Integrated Learning) that can be applied to different subject contents.

Here are the core rules and steps to build a correct rubric in CLIL (deBoer & Leontjev, 2020):

🔷 1. **Defining the Purpose of the Rubric**

➡️ Deciding what it is to assess:

- Content knowledge (subject-specific outcomes: math, history, science, etc.)
- Language skills (listening, speaking, reading, writing in L2)
- Cognitive skills (Bloom's taxonomy: remembering → creating)
- Learning skills (collaboration, problem-solving, presentation).

CLIL rubrics should always integrate both content + language objectives.

🔷 2. **Identifying Assessment Criteria**

➡️ Choosing 3–5 main criteria (not too many).

Example CLIL rubric criteria:

- Content accuracy (facts, concepts, procedures)
- Use of subject-specific language (key terminology, academic expressions)
- Communication (clarity, interaction, coherence of ideas)
- Cognitive demand (application, analysis, synthesis)
- Task achievement (fulfilling the assignment requirements).

🔷 3. **Separating Levels of Performance**

➡️ Defining at least 3–5 levels (e.g., Excellent – Good – Satisfactory – Needs improvement).

➡️ Levels must be clear, observable, and measurable.

➡️ Avoiding vague adjectives ("good", "bad"); use descriptors that show *how well*.

Example for content accuracy:

- Excellent: All information correct, uses subject concepts with precision.
- Good: Minor inaccuracies, mostly correct use of concepts.
- Fair: Several errors, shows partial understanding.

- Weak: Information mostly incorrect, limited understanding.

🔷 4. **Balancing Content and Language**

Ensuring rubrics reflect both learning dimensions:

- Content-related descriptors: mastery of knowledge and skills of the subject.
- Language-related descriptors: correct use of L2, fluency, vocabulary, accuracy, interaction.

👉 In some tasks, weight can shift e.g. in science experiment: 70% content, 30% language; oral presentation: 50% content, 50% language.

🔷 5. **Making Descriptors Specific and Transparent**

➡️ observable behaviors ("explains with examples," "uses key terminology," "summarizes clearly").

➡️ Avoiding abstract terms ("knows," "understands") unless made measurable.

➡️ Phrasing in positive form whenever possible (what the student *does* rather than what they *don't do*).

🔷 6. **Aligning with CLIL 4Cs Framework**

When drafting descriptors, checking for the 4Cs:

➡️ Content → subject knowledge & skills

➡️ Communication → language use, discourse functions

➡️ Cognition → critical thinking, problem-solving

➡️ Culture → awareness of perspectives, collaboration, global citizenship

🔷 7. **Ensuring Reliability and Fairness**

➡️ Testing the rubric with a sample student work to see if criteria are understandable and applicable.

➡️ Keeping descriptors parallel across levels (so that each higher level clearly builds on the lower one).

➡️ Avoiding overlapping criteria (don't double-evaluate the same skill).

➡️ Sharing rubric with students before assessment → promotes transparency and self-assessment.

🔷 8. **Adapting for Different Contents**

➡️ Math/Science CLIL: Emphasizing problem-solving steps, accuracy, use of subject-specific language.

➡️ History/Geography CLIL: Emphasizing argumentation, use of evidence, historical/geographical terminology.

➡️ Arts CLIL: Emphasizing creativity, explanation of process, reflection in L2.

➡️ Group projects: Adding collaboration, participation, peer interaction criteria.

✅ Golden Rule: In CLIL, *rubrics must show the dual focus*—students are learning content through language, so both dimensions must always be visible in evaluation.

Deciding how much weight to give to content vs. language in a CLIL rubric is one of the trickiest parts, because the balance changes depending on the task, subject, and learning goals. Here's a clear framework for deciding:

🔷 1. Starting with the Learning Objectives

Ask: *What do I want students to demonstrate in this task?*

- If the task is mainly about subject mastery → give more weight to content.
- If the task is about language use to express knowledge → give more weight to language.

👉 Example:

- Science lab report → more about procedures & facts → Content 70% / Language 30%.
- Oral presentation in History → both reasoning and communication matter → Content 50% / Language 50%.

🔷 2. Considering Task Type

Table 11. Types of tasks and their scoring (deBoer & Leontjev, 2020**)**

Task Type	Suggested Weight
Written test (facts, problem-solving, calculations)	Content 70–80% / Language 20–30%
Oral presentation / debate	Content 50–60% / Language 40–50%
Project work (group research, posters, experiments)	Content 60% / Language 40%
Creative tasks (role plays, dramatizations, storytelling)	Content 40% / Language 60%
Process-focused tasks (lab work, problem-solving steps)	Content 70% / Language 30%

🔷 3. Aligning with the 4Cs of CLIL

Content: Is subject mastery the priority? (higher content %)

Communication: Is the main goal to practice academic language? (higher language %)

Cognition: Are you testing higher-order thinking (analysis, evaluation)? → tends to balance both.

Culture: Are you assessing collaboration, perspective-taking? → usually shared equally.

🔷 4. Looking at Student Level

Lower proficiency learners: You may weigh content higher (e.g., 70/30) so they aren't penalized too much for weaker language.

Higher proficiency learners: You can weigh language more (e.g., 50/50 or 40/60) since they should already manage subject knowledge and need to refine academic expression.

🔷 5. Being Transparent with Students

Telling the students *beforehand* how the percentages are divided.

Example: “For your group project on renewable energy, your grade will be based 60% on the quality of your research and content, and 40% on how well you present it in English.”

This encourages the students to take both content accuracy and language use seriously.

🔷 6. Adjusting according to Assessment Purpose

Formative assessment (practice, learning focus) → gives more weight to language to encourage practice.

Summative assessment (final grades, knowledge check) → gives more weight to content.

Rule of Thumb:

- If the task is subject-heavy → 70/30 in favor of content.
- If the task is communication-heavy → 50/50 or 40/60 in favor of language.
- Always check: *Does this percentage reflect what I told students was the learning goal?*

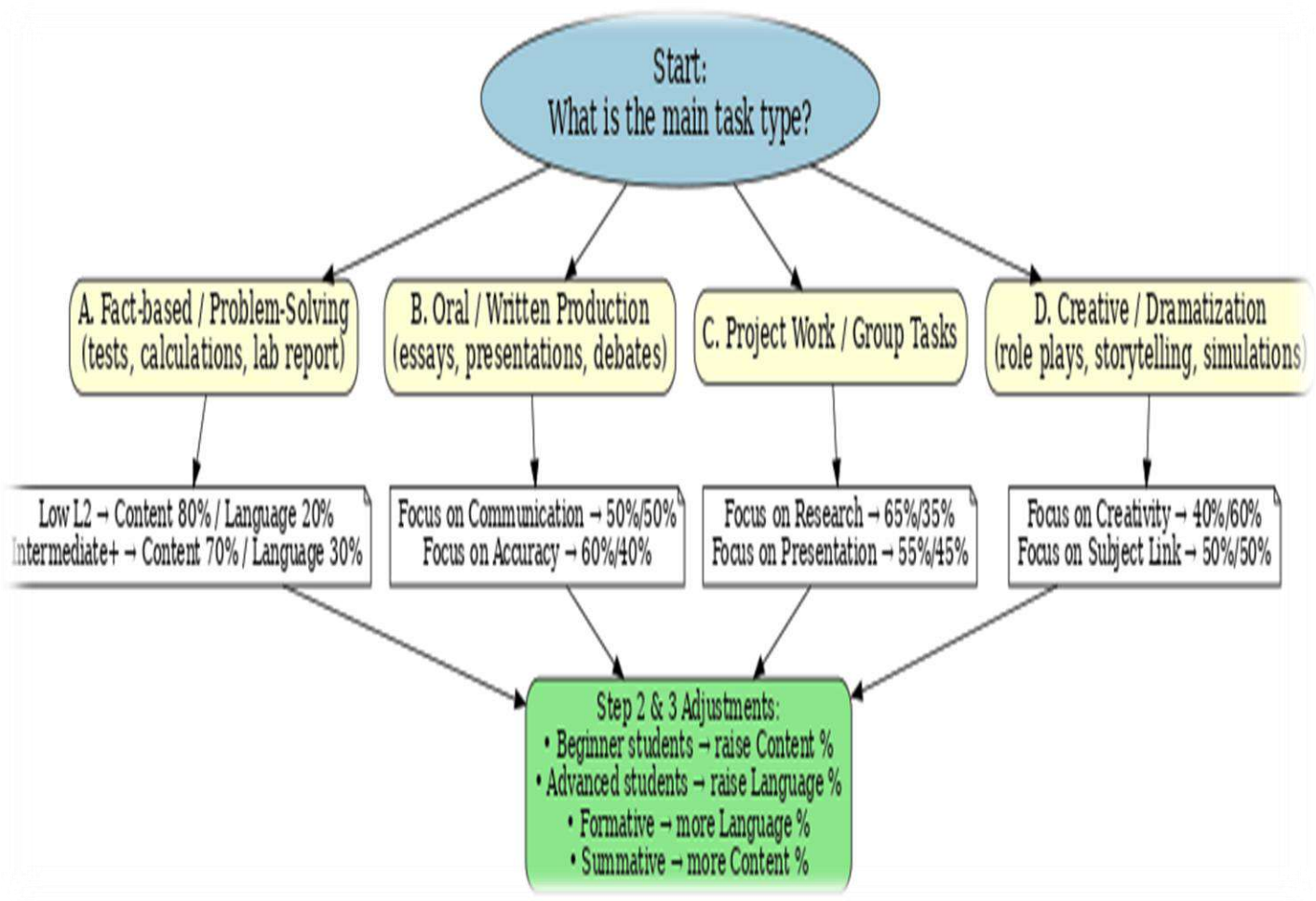


Fig. 27. Example: CLIL History Lesson – *Causes of World War I*

Listing the objectives for CLIL History Lesson – *Causes of World War I*

🔷 Content Objectives (What students learn about History)

- ❖ *Identify and explain the **main causes of WWI*** (alliances, nationalism, imperialism, militarism).
- ❖ *Sequence historical events leading to the outbreak of the war*.

- ❖ *Compare perspectives of different nations involved.*
- ❖ *Analyze the role of political, economic, and social factors.*

🔷 Language Objectives (What students practice in English)

- ❖ *Use key historical terminology: "alliance," "mobilization," "imperialism," "nationalism," etc.*
- ❖ *Formulate cause–effect sentences (e.g., "Because of…, this led to…").*
- ❖ *Use connectors for argumentation:* therefore, however, as a result.
- ❖ *Develop speaking skills: present findings in small groups or debates.*
- ❖ *Develop writing skills: summarize the causes in a short essay or timeline notes.*

🔷 Cognitive Objectives (Thinking skills)

- ❖ *Classify information into categories (political, economic, military).*
- ❖ *Evaluate which causes were more significant.*
- ❖ *Justify opinions with evidence*.

🔷 Cultural / Citizenship Objectives

- ❖ *Recognize how conflicts affect societies differently.*
- ❖ *Develop tolerance for multiple perspectives in interpreting history.*

To build an evaluation rubric for a CLIL history lesson, there is a need to move step by step:

🔷 Step 1. Deciding on Evaluation Criteria

Look at the lesson objectives → turn them into measurable criteria.

For the WWI CLIL history lesson, it must be chosen:

1. Content accuracy – knowledge of causes and events.
2. Use of historical terminology – correct use of subject vocabulary.
3. Argumentation & organization – ability to build explanations with evidence.
4. Language use – grammar, connectors, fluency, clarity.

(Keep to 3–5 criteria so it's not overwhelming.)

🔷 Step 2. Writing Performance Descriptors

Each criterion needs levels (e.g., 4-point scale).

The descriptors must show progression (weak → strong).

Example: Content Accuracy

- Excellent (4): Explains all causes in detail, fully correct facts.
- Good (3): Explains main causes, minor errors.
- Fair (2): Limited causes, some errors.
- Weak (1): Very little or incorrect knowledge.

Do the same for each criterion, keeping descriptors observable (e.g., "uses 5–6 key terms" not "knows terms").

🔷 Step 3. Deciding on Weighting / Percentages

Now balance Content vs Language based on:

➡️ Task type → here, both *knowledge* and *expression* matter.

➡️ Student level → if lower L2, give more to content.

➡️ Assessment purpose → summative → more content; formative → more language.

👉 For this History CLIL lesson (oral + written tasks, argumentation) a good balance is:

- Content accuracy → 35%
- Use of terminology → 15%
- Argumentation & organization → 25%
- Language use → 25%

That's 50% content / 50% language overall.

🔷 Step 4. Checking for Balance & Transparency

Sudents must understand the rubric before the task.

Example: *"Your grade is based half on how well you understand the causes of WWI and half on how well you explain them in English."*

Table 12. Evaluation Rubric in CLIL

Criteria	Excellent (4)	Good (3)	Fair (2)	Weak (1)	% Weight
Content accuracy	Explains all causes in detail, fully correct facts	Explains main causes, minor errors	Limited causes, some errors	Incorrect/very limited knowledge	35%
Use of terminology	Uses key terms consistently & correctly	Uses most terms, few errors	Uses some terms, several errors	Rarely/incorrectly uses terms	15%
Argumentation & organization	Builds clear arguments with evidence, well-structured	Arguments clear, some support	Limited arguments, weak structure	No real argument or organization	25%
Language use	Fluent, accurate, connectors used correctly	Understandable, some grammar errors	Frequent errors, limited connectors	Errors block communication	25%

Table. 13. CLIL Evaluation Rubric for Science (e.g., Biology: "Photosynthesis" presentation)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content accuracy	Explains process fully with all steps correct; uses precise scientific facts.	Mostly correct; minor errors in details.	Shows partial understanding; some confusion.	Major errors; very limited understanding.
Use of terminology	Uses scientific terms (chlorophyll, glucose, carbon dioxide) accurately and consistently.	Uses most key terms correctly, some lapses.	Uses few terms, often incorrectly.	Avoids or misuses terms.
Explanation skills	Explains clearly with examples, connects to real-life (e.g., plant growth).	Explains with some clarity, few examples.	Explanation lacks depth; limited examples.	Cannot explain; unclear or irrelevant.
Language use	Clear sentences, correct grammar, fluent.	Some grammar mistakes, but meaning clear.	Frequent errors, sometimes affect clarity.	Errors block communication.

Table 14. CLIL Evaluation Rubric for History (e.g., Causes of World War I – essay or discussion)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content knowledge	Explains multiple causes with depth (alliances, militarism, nationalism).	Explains main causes, some detail missing.	Lists causes without analysis.	Limited or incorrect causes.
Argumentation	Builds logical arguments with evidence and examples.	Arguments clear, but evidence weak.	Arguments superficial, little evidence.	No real argument, unsupported ideas.
Use of historical terms	Accurately uses terms (e.g., Triple Entente, imperialism).	Uses most terms correctly, some lapses.	Uses terms incorrectly or rarely.	No use of subject vocabulary.
Language use	Writes/speaks coherently, with correct connectors (therefore, however).	Some errors but mostly coherent.	Errors affect clarity, limited connectors.	Very limited; ideas unclear.

Table 15. CLIL Evaluation Rubric for Math (e.g., Solving word problems – written task)

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Problem-solving process	Shows all steps clearly, logical order, correct method.	Steps shown but some missing/minor errors.	Steps incomplete, process unclear.	No logical process, major mistakes.
Accuracy	Final answer correct, all calculations accurate.	Answer mostly correct, minor errors.	Answer partly correct, several errors.	Incorrect answer, little accuracy.

Use of math language	Correctly uses math terms (equation, fraction, multiply).	Uses most terms, some mistakes.	Limited use of math vocabulary.	No use of math terms.
Language use	Explains reasoning clearly in L2 (written/oral).	Explanation understandable with errors.	Explanation vague, many mistakes.	Cannot explain reasoning.

Table 16. CLIL Evaluation Rubric for Project Work (e.g., Group research project – "Renewable Energy")

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Content research	Deep research, uses multiple reliable sources.	Some research, limited sources.	Minimal research, few sources.	Very poor or no research.
Collaboration	Actively participates, supports group, shares ideas.	Participates, some teamwork issues.	Limited participation, relies on others.	No real contribution.
Presentation skills	Clear, well-structured, engaging, visual aids used.	Clear but less structured, visuals basic.	Presentation difficult to follow.	Unclear, no structure, no visuals.
Language use	Fluent, correct grammar, uses academic vocabulary.	Understandable, some errors.	Many errors, sometimes unclear.	Very limited English, hard to understand.

Table 17. Universal CLIL Rubric Template

Criteria	Excellent (4)	Good (3)	Fair (2)	Weak (1)	% Weight
[Content criterion 1]	Clear, detailed, fully correct	Mostly correct, minor errors	Partial knowledge, some errors	Incorrect/very limited	[__%]
[Content criterion 2]	Uses all subject-specific terms accurately	Uses most terms correctly	Uses few or incorrect terms	Rarely uses terms	[__%]
[Language criterion 1]	Fluent, accurate, uses connectors well	Understandable, some grammar errors	Errors affect clarity	Errors block communication	[__%]
[Language criterion 2]	Ideas well-structured, clear arguments	Structure mostly logical	Weak structure, limited support	No clear structure	[__%]

SEE APPENDIX 2!

PRACTICAL ASSIGNMENTS

1. Individually, write a **2,500-word research paper** comparing two evaluation models (e.g., Kirkpatrick's Four Levels, CIPP Model, or formative/summative assessment frameworks).
2. Discuss:

a. The theoretical foundations of each model.

b. Strengths and weaknesses.

c. Practical applications in education or training contexts.

d. Support arguments with **at least 10 peer-reviewed sources**.

3. In groups of 3–4, design an **evaluation framework** for a real or hypothetical program (education, training, project, policy).
4. Deliver a **15-minute presentation** including:

a. Rationale for the chosen model(s).

b. Criteria and indicators for evaluation.

c. Methods of data collection.

d. Facilitate a **peer review session** where other groups give feedback.

Criterion	**Weight**
Quality of design (clarity, feasibility, theoretical grounding)	35%
Justification of model choice	20%
Communication and presentation skills	25%
Academic language use	20%

5. Write a **1,500–2,000 word reflective essay** answering:

a. What does "evaluation" mean in your discipline?

b. How do evaluation practices affect teaching, learning, or project outcomes?

c. How would you improve evaluation in your field?

d. Include examples from literature and personal or observed practice.

Criterion	**Weight**
Depth of reflection and conceptual understanding	40%
Use of terminology and references	20%
Critical thinking and argument structure	20%
Language clarity and academic style	20%

QUIZ

1. Define "evaluation" in the context of CLIL and explain why it is important.
2. What is the difference between formative and summative evaluation? Give examples for each.
3. Explain the concept of "assessment alignment" in CLIL.

4. Name two common evaluation models and briefly describe each.

5. Which of the following best describes formative evaluation?

A) Assessing students' progress during the learning process

B) Grading at the end of a course

C) Testing only language skills

D) Designing lesson plans without feedback

6. Summative evaluation is typically conducted:

A) At the beginning of a course

B) During every lesson

C) At the end of a unit or course

D) Without rubrics

7. In CLIL, an evaluation framework should:

A) Only assess language competence

B) Integrate both content knowledge and language skills

C) Focus only on written tests

D) Avoid formative assessment

8. The CIPP evaluation model stands for:

A) Content, Input, Process, Product

B) Context, Input, Process, Product

C) Communication, Interaction, Practice, Production

D) Content, Interaction, Performance, Planning

9. You are designing an evaluation for a CLIL lesson on climate change.

a) Suggest one formative and one summative assessment activity.

b) Justify how these assessments align with both content and language objectives.

10. Critically evaluate the statement:

"Evaluation in CLIL should focus more on content knowledge than language skills."

Support your answer with theory and examples.

8.TEACHERS' DIGITAL COMPETENCES IN THE CLIL APPROACH

👉 Digital competence in education refers to the confident, critical, and responsible use of digital technologies for teaching, learning, professional development, and participation in the digital society. It encompasses the knowledge, skills, attitudes, and ethical awareness required to effectively integrate digital tools into pedagogical practice in order to enhance learning outcomes, promote inclusion, and support lifelong learning (Redecker & Punie, 2017).

Here is a clear comparison table between Digital Competence and Pedagogical Digital Competence.

Table 18. Digital Competence vs. Pedagogical Digital Competence in Education

Dimension	Digital Competence	Pedagogical Digital Competence
Definition	The ability to use digital technologies confidently, critically, and responsibly for learning, work, communication, and participation in society.	The ability of teachers to integrate digital technologies effectively into teaching, learning, and assessment to enhance educational outcomes.
Target Group	All citizens	Educators / Teachers
Primary Focus	Technical, cognitive, and social use of technology	Pedagogical application of technology
Main Components	Information literacy, communication, content creation, safety, problem-solving	Instructional design, digital pedagogy, assessment, feedback, classroom management
Purpose	Effective participation in the digital society	Improving teaching quality and learning effectiveness
Context of Use	Everyday life, professional activity, lifelong learning	Formal education and training
Pedagogical Dimension	Indirect	Central
Assessment Orientation	General digital skills evaluation	Learning-centered digital assessment strategies
Relevance for CLIL	Supports access to digital content and communication	Enables integrated content–language–technology learning
Reference Framework	DigComp 2.2 (Vuorikari et al., 2022)	DigCompEdu (Redecker & Punie, 2017)

Digital platforms provide authentic communicative contexts, enabling learners to practice language in meaningful, interactive, and collaborative ways.

➡️The integration of digital competences in CLIL contexts is grounded in the multidimensional nature of CLIL pedagogy, which simultaneously addresses content learning, language development, cognitive engagement, and intercultural awareness. In this framework, digital technologies function not merely as instructional tools, but as pedagogical enablers that support multimodal input, scaffolding, differentiation, collaboration, and formative assessment. Previous research highlights that the effective implementation of CLIL requires teachers to possess advanced pedagogical digital competences in order to design inclusive, interactive, and cognitively challenging learning environments (Coyle, Hood, & Marsh, 2010; Marsh, 2012; Redecker & Punie, 2017). Accordingly, Table 19 synthesizes the key rationales for integrating digital competences into CLIL practice, mapping core CLIL dimensions to pedagogical needs, digital competence requirements, and educational impact.

Table 19. Rationale for Digital Competences in CLIL Contexts

CLIL Dimension	Pedagogical Need	Role of Digital Competence	Educational Impact
Content	Access to rich, authentic, and updated subject materials	Selection, adaptation, and creation of multimedia digital resources	Improved comprehension and content mastery
Communication	Meaningful use of the target language in authentic contexts	Use of collaborative and communication platforms	Enhanced language fluency and interaction
Cognition	Development of higher-order thinking skills	Design of inquiry-based, problem-solving, and project-based digital tasks	Increased cognitive engagement and critical thinking
Culture	Intercultural awareness and global citizenship	Facilitation of virtual exchanges and international collaboration	Strengthened intercultural competence
Scaffolding	Support for learners with varying language proficiency	Use of multimedia supports, glossaries, subtitles, and adaptive tools	Reduced cognitive load and improved accessibility
Differentiation	Personalized learning pathways	Application of adaptive technologies and personalized tasks	Inclusive learning environment
Assessment	Continuous monitoring and feedback	Implementation of digital formative assessment tools	Enhanced self-regulated learning and learning outcomes
Collaboration	Cooperative learning and peer interaction	Use of shared digital workspaces	Improved teamwork and social learning

The European Framework for the Digital Competence of Educators (DigCompEdu) is a widely recognized framework developed by the European Commission to define and structure the digital competences necessary for educators in contemporary educational settings. It is designed to support teachers in using digital technologies effectively, creatively, and responsibly to enhance teaching, learning, assessment, and professional development (Redecker & Punie, 2017).

DigCompEdu identifies six competence areas, each containing specific competences (Redecker & Punie, 2017).

Table 20. DigCompEdu competence areas

Competence Area	Description
1. Professional Engagement	Using digital technologies for professional communication, collaboration, and continuous professional development.
2. Digital Resources	Selecting, creating, managing, and sharing digital content and educational resources.
3. Teaching and Learning	Integrating digital technologies into teaching strategies and learning activities.
4. Assessment	Using digital tools for formative and summative assessment, feedback, and learning analytics.
5. Empowering Learners	Promoting learners' digital competence, self-regulated learning, and motivation.
6. Facilitating Learners' Digital Competence	Supporting students in developing critical, safe, and responsible digital skills.

➡Designing CLIL lessons using digital tools requires careful integration of content, language, cognition, and culture, while leveraging technology to enhance engagement, comprehension, and collaboration. Digital tools allow teachers to provide multimodal input, scaffold learning, differentiate instruction, facilitate formative assessment, and promote learner autonomy. The following table synthesizes key stages of a digital CLIL lesson, highlighting the corresponding activities and recommended digital tools that support both subject mastery and language development (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

Table 21. Workflow for a Digital CLIL Lesson

Stage	Activity	Digital Tool
Introduction	Present topic and key vocabulary	Interactive video, digital glossary
Content Exploration	Explore subject concepts in English	Infographics, simulations, interactive readings
Collaborative Task	Solve a problem or complete a project	Shared Google Docs, Jamboard, Padlet
Language Practice	Use target language to present findings	Flipgrid, video recording, digital storytelling
Assessment & Feedback	Check comprehension and language skills	Kahoot quiz, Google Forms, peer review
Reflection	Reflect on learning process	E-portfolio, digital journal

In the context of CLIL, the effective use of digital resources is essential to support both content mastery and language development. Teachers must possess digital competences that enable them to identify relevant resources, critically evaluate their quality and suitability, and adapt them to learners' needs and contexts (Redecker & Punie, 2017).

➡The first step in designing a digital CLIL lesson is identifying appropriate resources. High-quality materials may include Open Educational Resources (OER), digital textbooks, multimedia presentations, interactive simulations, educational videos, podcasts, and gamified learning tools. It is crucial that these resources support the four core dimensions of CLIL — content, communication, cognition, and culture — and align with the lesson objectives (Coyle, Hood, & Marsh, 2010).

Once resources are identified, evaluation ensures they are pedagogically sound, linguistically appropriate, and technically reliable. Teachers should assess relevance to learning goals, accuracy, accessibility for learners of varying levels, engagement potential, interactivity, cultural sensitivity, and technical reliability. Only resources that meet these criteria can effectively contribute to meaningful learning experiences.

Finally, resources often require adaptation to meet the specific needs of learners and lesson goals. This may involve simplifying complex language, adding scaffolds such as glossaries or subtitles, integrating interactive elements like quizzes or polls, embedding collaborative tasks, and customizing content to match curriculum requirements. Adapted resources enhance comprehension, engagement, and accessibility, while fostering differentiated and inclusive instruction.

Overall, the strategic identification, evaluation, and adaptation of digital resources enables teachers to create interactive, multimodal, and learner-centered CLIL lessons. Digital competences in this area not only support effective teaching but also facilitate authentic language practice, cognitive engagement, and intercultural understanding, which are central to the CLIL approach.

➡Collaboration is a central element of CLIL, as it encourages learners to use the target language meaningfully, construct knowledge together, and develop critical thinking skills. Digital platforms significantly enhance collaborative learning by providing flexible, interactive, and multimodal environments that connect learners inside and outside the classroom (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

Table 22. Digital Tools for Facilitating Collaborative Learning in CLIL

Collaboration Type	Digital Tool	Purpose / Function
Shared Document Editing	Google Docs, Microsoft OneDrive	Enables real-time co-authoring, collaborative writing, and peer editing in the target language
Collaborative Whiteboards	Jamboard, Miro, Padlet	Supports brainstorming, mind mapping, interactive group tasks, and visual collaboration
Video Conferencing	Zoom, Google Meet, Microsoft Teams	Facilitates synchronous discussions, virtual presentations, group meetings, and language practice
Project Management & Organization	Trello, Asana, Monday.com	Helps teams plan, assign tasks, and track project progress
Interactive Discussion Platforms	Edmodo, Flipgrid, Slack	Provides spaces for asynchronous discussion, video responses, and peer interaction
Gamified Collaboration	Kahoot!, Quizizz, Mentimeter	Encourages interactive quizzes, polls, and collaborative problem-solving tasks
Digital Portfolios	Seesaw, Mahara, Google Sites	Enables collaborative reflection, documentation of group projects, and peer feedback
Content Creation Tools	Canva, Genially, Adobe Express	Allows groups to design presentations, infographics, or multimedia projects together

➡Authentic communication is a cornerstone of language learning, particularly in CLIL contexts, where learners acquire subject knowledge while developing their second language (L2) skills. Digital technologies provide meaningful, interactive, and context-rich opportunities for learners to engage in authentic communication beyond traditional classroom boundaries (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

Table 23. Digital Tools to Support Authentic Communication

Tool Type	Examples	Purpose / Function
Video Communication	Zoom, Microsoft Teams, Google Meet, Flipgrid	Supports live discussions, oral presentations, and virtual debates in L2

Social Learning Platforms	Edmodo, Padlet, Seesaw	Enables asynchronous discussion, collaborative writing, and sharing of resources
Collaborative Writing Tools	Google Docs, Microsoft OneDrive	Allows co-authored texts, peer feedback, and real-time collaboration
Content Creation Platforms	Canva, Genially, Adobe Express	Supports production of presentations, infographics, and multimedia projects in L2
Digital Storytelling Tools	Storyjumper, Book Creator, Animoto	Facilitates creation of stories, narratives, and video projects in the target language
Language Exchange Networks	eTandem, PenPal Schools	Connects learners with native speakers for authentic intercultural communication

➡Technology-Enhanced Scaffolding and Multimodal Input/Output in CLIL

In CLIL contexts, learners face the dual challenge of acquiring subject knowledge while developing proficiency in a second language. Digital technologies play a pivotal role in addressing these challenges by providing technology-enhanced scaffolding and supporting multimodal input and output. Scaffolding refers to the guidance and support given to learners to complete tasks that would otherwise exceed their independent capabilities. Technology enhances this process by offering interactive, adaptive, and personalized support through tools such as guided reading applications, digital glossaries, step-by-step tutorials, and adaptive learning platforms (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

Multimodal input and output further strengthen learning by integrating visual, auditory, textual, and interactive elements into the teaching and learning process. Learners are exposed to content through videos, simulations, podcasts, and infographics, while producing multimodal outputs such as digital presentations, infographics, videos, and collaborative documents. This approach not only improves comprehension and language acquisition but also fosters critical thinking, creativity, and learner engagement. By combining scaffolding with multimodal strategies, teachers can create inclusive, differentiated, and learner-centered CLIL environments that effectively bridge content and language learning.

To illustrate how these strategies can be implemented in practice, Table 24 summarizes key technology-enhanced scaffolding and multimodal tools, their pedagogical purposes, and the expected outcomes in CLIL lessons.

Table 24. Technology-Enhanced Scaffolding and Multimodal Tools for CLIL

Strategy / Purpose	Digital Tools / Platforms	Expected Learning Outcome
Guided reading & vocabulary support	Quizlet, LingQ, Rewordify	Improved comprehension and language acquisition
Step-by-step task guidance	Edpuzzle, Screencastify, Explain Everything	Scaffolded learning and reduced cognitive load
Interactive / adaptive practice	Kahoot, Quizizz, Socrative	Engagement, immediate feedback, reinforcement of content and language
Multimodal output creation	Canva, Genially, Padlet, Jamboard, Adobe Express	Development of creativity, critical thinking, and communication in L2

Feedback & peer review	Google Docs, Seesaw, Flipgrid	Formative assessment, reflection, and learner autonomy

Differentiation and Personalized Learning in CLIL is crucial.

CLIL classrooms are naturally heterogeneous, with learners varying in language proficiency, prior knowledge, learning pace, and cognitive styles. To ensure that all learners achieve both content and language objectives, teachers must implement differentiation and personalized learning strategies. Digital technologies play a key role in supporting these approaches by enabling teachers to adapt content, learning activities, and assessment methods to meet individual learner needs (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

➡️Differentiation can occur in several dimensions. Content differentiation involves providing materials of varying complexity; process differentiation uses diverse activities or pathways to engage learners; product differentiation allows multiple ways for learners to demonstrate understanding; and learning environment differentiation offers flexible individual or collaborative spaces.

✨For example, in a CLIL science lesson, beginner learners may work with simplified digital articles while advanced learners explore more complex versions, both contributing to a collaborative Padlet discussion.

Digital tools enable personalized learning by adapting to learners' progress, offering tailored feedback, and supporting self-paced and self-regulated learning. When effectively integrated, these strategies enhance learner motivation, autonomy, engagement, and ultimately, achievement of both content and language goals. The following table summarizes key differentiation strategies, corresponding digital tools, and the expected learning outcomes in CLIL contexts:

Table 25. Differentiation and Personalized Learning Strategies in CLIL

Strategy / Dimension	Digital Tools / Platforms	Expected Learning Outcome
Adaptive learning paths	Khan Academy, Edpuzzle, Quizizz	Learners progress at their own level, with tasks adjusting to performance
Individualized feedback	Google Forms, Socrative, Mentimeter	Personalized formative feedback, guiding improvement
Differentiated content	Canva, Genially, Padlet	Learners access resources matched to their proficiency and prior knowledge
Self-paced learning	Moodle, Google Classroom, Seesaw	Enables autonomy and mastery at individual speed
Reflection and metacognition	E-portfolios, Flipgrid, Google Sites	Encourages self-assessment, reflection, and awareness of learning progress
Flexible collaboration	Padlet, Jamboard, Teams	Supports peer interaction while respecting individual learner needs

Assessment is a key component of CLIL, as it allows teachers to monitor both content knowledge and language development. Digital technologies enhance assessment by providing flexible, interactive, and data-driven tools that support both formative and summative purposes (Coyle, Hood, & Marsh, 2010; Redecker & Punie, 2017).

Table 26. Formative and Summative Digital Assessment Tools in CLIL

Assessment Type	Digital Tools / Platforms	Function / Outcome
Formative Assessment	Kahoot, Quizizz, Socrative, Mentimeter	Real-time quizzes, polls, and surveys for immediate feedback and engagement
Formative Assessment	Google Docs, Padlet, Jamboard	Peer review, collaborative work monitoring, and continuous assessment
Formative Assessment	Flipgrid, Seesaw	Learner reflection, video responses, and self-assessment
Summative Assessment	Moodle, Google Classroom, Edmodo	Online tests, assignments, and submissions with automatic grading
Summative Assessment	E-portfolios (Mahara, Seesaw, Google Sites)	Compilation of learner work demonstrating mastery of content and language
Summative Assessment	Digital presentations / multimedia projects	Assess content understanding, language use, and creativity

9.CLIL PROGRAMS

👉 Huang (2024), *Curriculum and Teaching in Primary CLIL in Taiwan*, discusses how CLIL programs are designed and implemented in the Taiwanese primary education context. Here's a detailed overview:

1. Structure of CLIL Programs

➡️ CLIL programs in Taiwan integrate subject content (e.g., science, social studies) with English language learning.

➡️ Curriculum planning emphasizes dual objectives: content mastery and language development.

➡️ Programs are often modular, with certain subjects or units delivered partially or fully through English.

They emphasizes dual objectives: content mastery and language development.

Curriculum Design Principles

Huang (2024) highlights that CLIL curricula are built around several key principles:

1. Alignment of Content and Language Goals
   - Each lesson/unit specifies what students should learn in the subject and what language skills they should develop.
2. Progression and Scaffolding
   - Content and language complexity increase gradually as students advance through grades.
   - Scaffolding strategies include visual aids, sentence starters, structured activities, and guided interaction.
3. Task-Based and Learner-Centered Activities
   - Lessons include interactive tasks, such as group projects, discussions, and presentations, which foster both content understanding and language use.
4. Integration of Thinking Skills
   - Tasks are designed to stimulate critical thinking, problem-solving, and creativity, reflecting the cognitive dimension of CLIL.

👉 Investigating Content and Language Integrated Learning: Insights from Swedish High Schools (2019), edited by Liss Kerstin Sylvén, offers a comprehensive examination of Content and Language Integrated Learning (CLIL) in Sweden's upper secondary education. The volume is based on the three-year CLISS (Content and Language Integration in Swedish Schools) project, focusing on science and economics programs taught in English.

The Context of CLIL in Sweden: Sylvén begins by situating the research within the Swedish educational system, where English is a compulsory subject and increasingly used as a medium for teaching other subjects. The CLISS project followed students over three years, allowing researchers to observe developments in language proficiency, content knowledge, and learner motivation. This contextual framing highlights the unique opportunities and challenges of implementing CLIL in a highly multilingual and English-proficient society (Sylvén, 2019).

Language Development in CLISS (Content and Learning Integrated Learning for Social Sciences)

A significant focus of the volume is on English language development. The research investigates students' receptive vocabulary, productive proficiency, and reading comprehension, revealing that exposure to content in English can enhance both functional language use and academic vocabulary. Importantly, the study emphasizes the role of extramural English exposure, such as media consumption and personal interests, as a complement to classroom learning. This suggests that CLIL's effectiveness depends not only on formal instruction but also on the broader linguistic environment in which students operate.

Equally notable is the investigation of first-language development. Contrary to some concerns that learning content in English might hinder Swedish language skills, the findings suggest that students' academic vocabulary and linguistic accuracy in Swedish are not negatively affected. This dual-language perspective underscores the cognitive benefits of bilingual education and highlights CLIL as a pedagogical approach that supports cross-linguistic transfer *(Sylvén, 2019)*.

Assessment and Motivation in CLISS

Sylvén's volume pays close attention to assessment practices in CLIL classrooms. Both formative and summative assessments influence student motivation and learning strategies, shaping engagement and encouraging active participation. The book shows that when assessments are carefully designed to integrate content and language goals, they can enhance learning outcomes and support deeper understanding of both subject matter and English.

Teacher and Student Perspectives in CLISS

The volume also provides rich insights into the experiences of teachers and students. Educators report that planning and delivering CLIL lessons requires careful consideration of language support, scaffolding, and task design. Students, in turn, describe how engaging with content in English promotes autonomy, critical thinking, and increased motivation. These perspectives highlight that CLIL is not just a teaching method but a holistic approach that reshapes classroom dynamics, learning strategies, and teacher-student interactions.

Significance and Implications in CLISS

Sylvén's edited work contributes to the CLIL literature by offering a longitudinal, empirical perspective on the interplay between language learning and content mastery. The research demonstrates that CLIL can successfully enhance both English proficiency and subject knowledge provided that lessons are carefully

structured and supported. Furthermore, the volume underscores the importance of contextual factors, extramural exposure, and teacher agency in determining CLIL's success.

Content and Language Integrated Learning in Bilingual/Multilingual Education (Klewitz, 2021)

Using two or more languages when communicating is more than simply switching between codes. It also reflects a person's identity, culture, and position in society.

Cummins (2000) explains that language is connected to social power and that having access to language rights is important for fairness in education. From this point of view, bilingualism and multilingualism are not only tools for communication but also important elements that influence how students develop. In some countries, bilingualism helps children connect the language of their home with the language used at school. In others, multilingualism is seen as a valuable skill that brings opportunities. However, some societies pressure people to give up their home language and use only the dominant one.

According to Baker, bilingualism means being able to use two languages in daily life. He highlights that being bilingual does not require perfect knowledge of both languages; rather, people may have different strengths in speaking, listening, reading, or writing. Some societies are officially monolingual, meaning only one language is used in public life, while others are officially multilingual. Multilingualism refers to the ability to use three or more languages and is common in places where several languages are spoken every day (Baker, 2011).

Governments create language policies that decide which languages are taught or promoted. These policies influence how languages develop, survive, or disappear over time.

In multilingual societies, there is usually a majority language used by most people and considered more prestigious. At the same time, minority groups use their own languages, which may have lower status. Depending on the policy, a society may support the use of minority languages in schools, media, and cultural activities. In other cases, minority groups may shift to the majority language, and their heritage language may decline.

In multilingual settings, people choose different languages depending on the situation—for example, at school, at home, at work, or in public spaces. The term *diglossia* describes a situation where one language is used for more formal or "high" purposes such as education and government, while another language is used for everyday communication at home or with friends.

Baker classifies bilinguals based on **how they learned the languages**, **their level of proficiency**, **their use of languages**, and **the social context** in which they live (Baker, 2011):

1. According to How They Learned the Languages (Acquisition)

▪ **Simultaneous bilinguals**

Learn two languages from birth or very early childhood.

Both languages develop at the same time.

▪ **Sequential (successive) bilinguals**

Learn one language first, and the second one later (usually after the age of 3).

The first language influences how the second one develops.

2. According to Language Proficiency

- **Balanced bilinguals**

Have similar levels of competence in both languages.

This is rare; most bilinguals are stronger in one language.

- **Dominant bilinguals**

One language is stronger, more fluent, or more used than the other.

3. According to Ability and Use (Functional Classification)

- **Receptive bilinguals**

Understand a second language but do not speak it well.

- **Productive bilinguals**

Can both understand and speak (or read/write) the second language.

- **Passive bilinguals**

Understand a language but almost never use it actively.

4. According to Social Status of the Languages

- **Elite bilinguals**

Learn a second language by choice, often through education or travel.

Both languages have social prestige.

- **Folk bilinguals**

Learn another language out of necessity (e.g., migration, minority groups).

One language may have lower social status.

5. According to Cultural Identity

- **Bicultural bilinguals**

Use two languages and participate in two cultures.

- **Monocultural bilinguals**

Speak two languages but identify with one main culture.

6. According to Schooling

- **School bilinguals**

Learn the second language mainly through formal education.

- **Home bilinguals**

Use two languages at home; may develop the second language informally.

7. For Multilingual Learners

While Baker focuses more on bilingualism, the categories extend naturally to multilingual learners (Baker, 2011):

Simultaneous multilinguals – acquire 3+ languages early.

Sequential multilinguals – add a third language after establishing the first two.

Dominant multilinguals – stronger in one or two languages than others.

Balanced multilinguals – rare; similar abilities across 3+ languages.

Functional multilinguals – use different languages for different purposes (home, school, work).

Minority multilinguals – belong to linguistic minority groups using several languages, often including the majority language.

Content and Language Integrated Learning has emerged as a key methodology in bilingual and multilingual education, providing a structured approach for teaching academic content through a second or foreign language. CLIL's dual-focused design aligns naturally with the goals of bilingual education: fostering subject mastery while simultaneously developing language proficiency in a target language.

CLIL as a Model for Bilingual Education consists of (Garcia, 2009; Klewitz, 2021*):*

1. Integration of Content and Language

- CLIL emphasizes that language is not taught in isolation; it serves as a medium for learning subject content.
- In bilingual classrooms, this integration allows students to use the second language meaningfully, engaging with mathematics, science, history, or social studies through English, French, or another target language.
- Klewitz (2021) stresses that this approach differs from traditional foreign language instruction because language acquisition occurs alongside cognitive engagement with content, promoting deeper learning.

2. Cognitive and Academic Development

- Bilingual education through CLIL fosters higher-order thinking skills, such as analysis, synthesis, and evaluation.
- Students are challenged to process complex concepts in a foreign language, which enhances cognitive flexibility and problem-solving abilities.
- The methodology encourages active learning, where students negotiate meaning, ask questions, and collaborate with peers to construct knowledge.

3. Contextual and Authentic Learning

- CLIL provides a real-world context for language use, which is essential in bilingual education.
- Instead of isolated vocabulary drills, learners encounter language embedded in academic tasks, experiments, projects, and presentations.
- This authentic exposure improves language retention and makes learning more relevant and motivating.

4. Scaffolding and Support

- Effective CLIL in bilingual education relies on carefully designed scaffolding, including simplified language input, visual aids, graphic organizers, and modeling.
- Teachers guide students to interact with content at the appropriate language level, gradually increasing linguistic complexity as proficiency grows.

5. Cultural and Intercultural Competence

- CLIL promotes cultural awareness by exposing students to knowledge and perspectives from the language's culture.
- In bilingual education, this fosters intercultural competence, helping learners understand and respect different viewpoints while developing linguistic skills.

*Benefits in Bilingual Education (*Genesee, 2008*)*

- Enhanced Language Proficiency: Students acquire vocabulary and structures in context, improving reading, writing, speaking, and listening skills.
- Content Mastery: Simultaneous engagement with subject matter ensures that academic standards are met without compromising language learning.
- Motivation and Engagement: Learning through meaningful tasks and real content increases student interest and confidence.
- Cognitive Advantages: Bilingual learners develop greater metalinguistic awareness, cognitive flexibility, and problem-solving skills.

SEE APPENDIX 3!

PRACTICAL ASSIGNMENTS

1. Choose a subject area (e.g., environmental science, history, business English) and design a comprehensive CLIL programme proposal (4,000–5,000 words) including:

a. Rationale: Why this programme is needed.

b. Programme aims and objectives (content + language).

c. Target learners (age, level, prior knowledge).

d. Programme structure (modules, lessons, time frame).

e. Teaching methods to be used.

f. Learning resources and materials.

g. Teacher training needs.

h. Evaluation and assessment strategies.

2. Take your programme proposal and create a matrix mapping each module's content objectives and language objectives to measurable outcomes.

a. Include Assessment methods for each objective.

b. Include Indicators of success.

3. For your programme, select at least three CLIL teaching methods (e.g., Task-Based Learning, Project-Based Learning, Genre-Based Approach).

For each method:

a. Explain why it is appropriate for your programme.

b. Describe how it will be implemented.

c. Link it to applied linguistics principles.

d. Design a comprehensive evaluation framework using a recognised model (e.g., Kirkpatrick's Four-Level Evaluation Model, CIPP Model).

10.PROFESSIONAL DEVELOPMENT IN CLIL

👉 Teacher competencies in CLIL are the skills, knowledge, and attitudes a teacher needs to deliver CLIL effectively. These go beyond subject expertise and language ability — they include pedagogical skills, intercultural awareness, and the ability to integrate content and language (See Table 15).

Table 27. Teaching Competencies

Competency	Description	Examples in CLIL
1. Subject Expertise	Deep knowledge of the subject content being taught.	Knowing the concepts, theories, and terminology in science, history, mathematics, etc.
2. Language Proficiency	High proficiency in the language of instruction to model accurate language use.	Using academic vocabulary, structuring explanations clearly, providing appropriate scaffolding.
3. Language Awareness	Understanding how language works in the context of the subject and knowing how to teach it.	Recognising and teaching subject-specific vocabulary, grammatical structures, discourse patterns.
4. Pedagogical Skills	Using effective teaching strategies that integrate content and language learning.	Designing tasks that combine subject learning with language development; using Task-Based Learning or Project-Based Learning.
5. Scaffolding Skills	Supporting learners to access content and language gradually, according to their level.	Using visuals, graphic organisers, simplified input, peer support, modelling language.
6. Assessment Skills	Designing and applying formative and summative assessment tools that measure both content and language.	Creating rubrics that integrate content knowledge and language criteria; using self- and peer-assessment.
7. Intercultural Competence	Understanding cultural diversity and fostering intercultural learning.	Integrating culturally relevant examples, encouraging cross-cultural comparisons, promoting tolerance.
8. Reflective Practice	Continuously analysing and improving one's teaching practice.	Using feedback from students and peers, engaging in professional development, adapting teaching approaches.
9. Collaborative Skills	Working effectively with colleagues across disciplines and with learners.	Planning interdisciplinary lessons, sharing resources, co-teaching.
10.Technological Competence	Using digital tools to enhance CLIL teaching and learning.	Using digital platforms for content delivery, interactive tasks, language support, and assessment.

In Lo (2019), *Professional Development of CLIL Teachers: Insights from Asia*, the author examines the professional development (PD) of Content and Language Integrated Learning (CLIL) teachers, particularly in the Asian context. The book identifies several key features essential for effective CLIL teacher development:

1. Dual Competence Development

CLIL teachers need to develop dual competencies:

- Content Knowledge: Expertise in the subject matter being taught.

- Language Proficiency: Fluency in the target language used for instruction.

Effective PD programs should address both areas to ensure teachers can integrate content and language effectively.

2. Contextualized Professional Development

PD programs should be tailored to the specific contexts in which CLIL is implemented. This includes considering:

- Cultural Factors: Understanding local educational practices and values.
- Institutional Support: Availability of resources and administrative backing.
- Teacher Backgrounds: The prior knowledge and experience of the teachers involved.

Contextualized PD ensures that training is relevant and applicable.

3. Collaborative Learning Communities

Establishing communities of practice allows teachers to:

- Share Experiences: Discuss challenges and successes in CLIL instruction.
- Collaborate on Resources: Develop and share teaching materials and strategies.
- Reflect on Practices: Engage in continuous improvement through feedback and discussion.

Such communities foster a supportive environment for professional growth.

4. Ongoing Support and Reflection

PD should not be a one-time event but an ongoing process that includes:

- Follow-up Sessions: Regular meetings to discuss progress and challenges.
- Mentorship: Experienced teachers guiding less experienced ones.
- Self-Reflection: Encouraging teachers to assess their own practices and identify areas for improvement.

Continuous support helps sustain and enhance CLIL teaching practices.

5. Integration of Technology

Incorporating technology into CLIL PD can:

- Enhance Accessibility: Provide resources and training to teachers regardless of location.
- Support Innovative Practices: Introduce new tools and methods for content and language integration.
- Facilitate Communication: Allow for collaboration and sharing of ideas.

PRACTICAL ASSIGNMENTS

1. Draw a concept map of CLIL starting from its core definition.
2. Include its dual focus (content + language), the 4Cs framework (Content, Communication, Cognition, Culture), and connections to curriculum theory.
3. Analyze the following lesson plans and teach the contents determining which one follows Taba's, Tyler's inductive steps.
4. What makes these lesson plans CLIL lessons?

CLIL Lesson Plan (Preschool/Primary)

Theme: Seasons – Autumn

Content Subject: Science (Natural World)

Target Language: English (Vocabulary + Simple Sentences)

Age group: 5–7 years

1. Objectives

- **Content objectives:**
  - Identify typical features of autumn (weather, colors, foods, clothes).
  - Classify objects into categories (nature, food, colors, clothes).
- **Language objectives:**
  - Learn and use basic autumn-related vocabulary (leaf, tree, rain, pumpkin, coat, boots).
  - Produce simple sentences: *Leaves are yellow. It is rainy. I wear boots.*
- **Cognitive objectives:**
  - Develop skills of observing, grouping, categorizing, and generalizing.

2. Materials

- Real objects (leaves, apple, pumpkin) or flashcards/pictures
- Chart paper / poster board
- Markers, glue
- Paper doll or outline for dressing activity (clothes cutouts)

3. Lesson Procedure (Using Taba's Model)

Step 1. Listing (Generating Data) – *10 min*

- Teacher shows autumn objects/pictures.
- Ask: *"What do you see?"* (Children name words in L1; teacher provides English).
- Write/draw words on board: *leaf, tree, rain, apple, pumpkin, yellow, red.*

Step 2. Grouping (Categorizing) – *7 min*

- Children work with teacher to sort flashcards/objects.
- Categories emerge:

- **Nature:** leaf, tree, rain
- **Food:** apple, pumpkin
- **Colors:** yellow, red, brown

Step 3. Labeling (Naming Groups) – *5 min*

- Teacher asks: *"What name can we give to these groups?"*
- Class decides together with teacher's support: *Nature – Food – Colors.*
- Teacher writes labels on chart.

Step 4. Developing Categories – *10 min*

- Ask guiding questions: *"What happens to the leaves?" "What color are they?" "What food do we eat?"*
- Introduce actions: *fall, change, rain, wind.*
- Practice sentences: *Leaves fall. Leaves are yellow. It is rainy.*

Step 5. Making Generalizations – *5 min*

- Teacher asks: *"So, what happens in autumn?"*
- Children answer in short sentences: *Leaves fall. It is rainy. We eat apples.*
- Class creates a poster: **In Autumn…** (children stick drawings/flashcards and dictate sentences).

Step 6. Applying / Transfer – *10 min*

- Activity: *"What should we wear in autumn?"*
- Children dress a paper doll with autumn clothes: *coat, boots, umbrella.*
- Role-play: *"I wear my boots. I take my umbrella."*

4. Assessment

- **Formative:** Teacher observes participation, checks if children can group, name, and use words in short sentences.
- **Product:** Class poster "In Autumn…" with correct categories and sentences.
- **Speaking check:** Each child says one autumn sentence (e.g., *"It is rainy"*).

5. Extension / Homework

- Take a walk with parents: collect one autumn object (leaf, chestnut, small fruit).
- Next lesson: Bring it to class → add to "Autumn Box" → describe in English.

CLIL LESSON PLAN: Types of Art – Cubism and Other Art Movements

Subject: Arts + English (CLIL)

Theme: Art Movements – Focus on Cubism
Level: B1–B2
Age group: Upper secondary
Time: 50–60 min

1. CONTENT OBJECTIVES

Students will be able to:

Identify major art movements: **Realism, Impressionism, Expressionism, Cubism, Surrealism, Abstract Art**.

Explain the **main characteristics of Cubism**.

Recognize famous artists connected with Cubism (Picasso, Braque, Gris).

Compare Cubism with other art styles.

2. LANGUAGE OBJECTIVES

Students will:

Use vocabulary related to art: *shape, form, geometric, fragmented, perspective, abstract, realistic, movement, background, foreground, composition*.

Use **describing structures**: *It shows…, It represents…, It is characterized by…, The artist uses…, Compared to….*

Practice mediation by explaining an art concept in simpler language.

Use comparative structures: *similar to / different from / unlike / in contrast to*.

3. COGNITIVE OBJECTIVES (Bloom's Taxonomy)

Remember: name art movements.

Understand: describe features of Cubism.

Apply: classify images according to style.

Analyze: compare Cubism to another movement.

Create: design a simple Cubist-style sketch.

4. MATERIALS

- Images of artworks (print or projector).
- Short text describing Cubism (B1–B2 level).
- Worksheet for classification & comparison.
- Colored pencils for creative task.

5. LESSON PROCEDURE

A. WARM-UP (5 min)

Task: Think–Pair–Share
Show 3–4 paintings from different movements. Ask:

What do you see? What style do you think this is? Why?

Students share initial impressions → activates prior knowledge.

B. PRESENTATION OF ART MOVEMENTS (10 min)

Teacher presents a short visual overview of:

- Realism
- Impressionism
- Expressionism
- Cubism
- Surrealism

Give **simple definitions** + 1 key feature each (CLIL scaffolding).

C. FOCUS ON CUBISM (15 min)

1. Reading for content

Students read a short text (approx. 150–180 words) about Cubism:

- origins
- main artists
- features (geometric forms, multiple perspectives, fragmentation)

2. Language support

Provide a **glossary** (e.g., geometric shapes, angles, overlapping, deconstructed).

3. Comprehension Check

Questions:

When did Cubism begin?

What is the main idea behind Cubism?

Name two artists.

How is perspective shown in Cubism?

D. CLASSIFICATION TASK (10 min)

Students work in pairs with six art images.

Task:

Sort the images into categories:

Realism – Impressionism – Expressionism – Cubism – Surrealism – Abstract Art

Use sentence starters:

This painting belongs to… because…

It is characterized by…

(Scaffolding for language.)

E. COMPARATIVE ANALYSIS (5–7 min)

Pairs choose **Cubism + one other movement** and complete:

Compare using structures:

Unlike Impressionism, Cubism…

Cubism is similar to Abstract Art because…

F. CREATIVE APPLICATION (10 min)

Students create a mini Cubist sketch:

- choose an object (bottle, guitar, face)
- break it into shapes
- show two or more angles
- use sharp lines and overlapping forms

This is the "Create" stage of CLIL (content + language output).

Students write a **3–4 sentence description**:
My sketch shows… I used… This is typical of Cubism because…

G. MEDIATION TASK (Optional – 5 min)

Students explain the concept of Cubism to a younger learner (A2 level):

Cubism is an art style where pictures look broken into shapes. Artists show objects from different sides at the same time.

This develops **simplifying and relaying information**.

6. ASSESSMENT

Formative

- Observation during classification.
- Comprehension questions after reading.
- Pair discussion.

Summative

- Mini Cubist sketch + written description (content + language).
- Short comparison paragraph.

7. HOMEWORK

Choose one Cubist artwork (Picasso, Braque, Gris).
Write **a short paragraph** (80–120 words):

- What you see
- Why it is Cubist
- What perspective or shapes are used

CLIL LESSON PLAN: The First World War

Subject: History (CLIL – English)

Topic: The First World War
Level: B1–B2
Time: 50–60 minutes
Age: Secondary

1. CONTENT OBJECTIVES

Students will be able to:

- Identify the **main causes** of the First World War.
- Describe the **countries involved** and the major alliances.
- Outline the **timeline** of the war.
- Explain the **consequences** of the war for Europe and the world.

2. LANGUAGE OBJECTIVES

Students will practice:

- Vocabulary: *alliances, nationalism, empire, troops, front line, armistice, assassination, conflict, treaty*.
- Grammar & structures:

The war started because…

One important consequence was…

Country A joined the war due to…

- Reading for gist and detail.
- Speaking: giving short explanations and participating in pair/group tasks.
- Mediation: summarizing historical information in simpler words.

3. COGNITIVE OBJECTIVES (Bloom's Taxonomy)

Remember major facts about WWI.

Understand the reasons behind the conflict.

Apply knowledge by placing events on a timeline.

Analyze the relationships between causes and effects.

Evaluate which cause was the most significant.

Create a short summary or mini-poster.

4. MATERIALS

- Map of Europe (1914)
- Short reading text (B1–B2 level)
- Worksheet with timeline
- Cards with causes of the war
- Projector / printed images (leaders, alliances)

5. LESSON PROCEDURE

A. WARM-UP (5 minutes)

Show a map of Europe in 1914.

Prompt:

What do you already know about the First World War?

Which countries do you think were involved?

Students share quick ideas (brainstorming).

B. PRESENTATION: MAIN CAUSES (10 minutes)

Teacher presents the four commonly accepted long-term causes (simplified):

Militarism – countries increased their armies.

Alliances – Europe divided into two major camps.

Imperialism – competition for colonies.

Nationalism – strong pride and rivalry among nations.

Short teacher explanation + visuals = CLIL scaffolding.

C. READING TASK (10 minutes)

Students read a **150–180 word text** about:

- the assassination in Sarajevo (without graphic details)
- the alliances: Triple Entente & Triple Alliance
- the outbreak of war in 1914
- life on the Western and Eastern fronts
- the end of the war and the 1918 Armistice
- the Treaty of Versailles

Reading comprehension questions:

What event triggered the war?

Name the two alliances.

When did the war end?

What was the Armistice?

D. TIMELINE ACTIVITY (10 minutes)

Students work in pairs.

Give them event cards:

- 1914 – war begins
- 1915 – new countries join
- 1916 – major battles
- 1917 – US enters the war
- 1918 – Armistice
- 1919 – Treaty of Versailles

Task: Order the events on a timeline.

Language support:

I think this happened before/after…

This event is important because…

E. MAP TASK (5 minutes)

With a blank map of Europe (1914):

Students identify:

- Allied Powers
- Central Powers
- Neutral countries

Use color coding or labels.

F. GROUP DISCUSSION (8 minutes)

Each group chooses one cause of the war and explains why it was important.

Sentence frames:

We chose… because…

It influenced the war by…

This strengthens analytical thinking + English output.

G. MEDIATION TASK (5 minutes)

Students work in pairs.

Task: Explain the causes of WWI to a younger learner (A2 level).
Example structure:

Militarism means countries were building strong armies.

Alliances are agreements to help each other.

Nationalism means strong pride in your country.

This develops simplification skills.

6. ASSESSMENT

Formative

- Participation in group tasks
- Timeline accuracy
- Map labeling

Summative

- A short paragraph (100–120 words): “The Most Important Cause of WWI”
- Mini-poster: Causes, participants, timeline
- Short oral explanation of alliances and their role

7. HOMEWORK

Choose one:

Write a short biography of an important leader (e.g., Woodrow Wilson, Georges Clemenceau, David Lloyd George).

Create a simple mind map of the causes of WWI.

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APPENDIX 1. CLIL LESSON PLANS

CLIL Lesson Plan: The Solar System (Grade 4)

Stage of the Lesson	Content Objective	Language Objective	Teacher's Activities	Students' Activities	Method	Evaluation Method
Preparation & Activation	Activate prior knowledge about space and planets.	Use simple vocabulary: *planet, sun, moon, big, small, hot, cold*. Produce simple statements: "I know that…".	Shows pictures of the Solar System and asks: "What do you already know?" Creates a word cloud on the board.	Share ideas in pairs and then with the class. Identify familiar planets from pictures.	Brainstorming, Think–Pair–Share	Observation of participation; quick oral check ("Name one planet you know.")
Input & Comprehension	Identify basic facts about the Sun and the eight planets (size, order, features).	Understand and use structures: "The Sun is…", "Mars is…", "It is the ___ planet from the Sun."	Presents a short, simplified text or video about the Solar System; highlights key vocabulary and visuals. Models pronunciation.	Listen/watch; complete a guided worksheet (match planet names to pictures; number the planets in order).	Visual input, Teacher modelling, Matching	Checking worksheets; guided questions (e.g., "Which planet is fourth from the Sun?")
Processing & Practice	Compare the planets using simple science facts (size, temperature, color).	Use comparative adjectives: *bigger, smaller, hotter, colder*; sentences: "Jupiter is bigger than Earth."	Provides a comparison chart. Demonstrates how to form simple comparative sentences. Supports group work.	Work in small groups to complete a comparison table. Practice sentences orally and in writing.	Collaborative learning, Guided discovery, Concept Mapping	Monitor groups, collect comparison charts, short written sentence check
Output & Reflection	Create a simple representation of the Solar System and explain key facts.	Produce short descriptive sentences and a simple	Asks students to create a mini-poster or digital card of the Solar	Create and present project; reflect on learning (What did I learn?	Project-based learning, Presentation, Reflective journal	Rubric evaluation of poster/presentation; self-assessment checklist

		oral presentation: “This is my Solar System. Earth is the third planet…”.	System. Facilitates short sharing presentations. Leads reflection questions.	What was difficult? What new words do I know?).		

The Solar System

The Solar System is made of the Sun and eight planets.

The Sun is a big, hot star in the center. All the planets travel around the Sun.

Mercury is the closest planet. It is small and very hot during the day.

Venus is the hottest planet. It is covered with thick clouds.

Earth is the third planet. It has air and water, and it is the only planet with life.

Mars is called the red planet because its soil is red.

Jupiter is the biggest planet in the Solar System. It has a big red spot that is actually a storm.

Saturn is famous for its beautiful rings made of ice and rocks.

Uranus is a cold blue planet. It rotates on its side.

Neptune is the farthest planet from the Sun. It is very cold and windy.

All the planets are different, but together they make our amazing Solar System.

Comprehension Worksheet: The Solar System

A. Multiple Choice (Choose the correct answer.)

What is in the center of the Solar System?

a) Earth

b) The Sun

c) Jupiter

Which planet is the closest to the Sun?

a) Mercury

b) Mars

c) Venus

Which planet is the only one with life?

a) Earth

b) Saturn

c) Neptune

Saturn is famous for its:

a) blue color

b) rings

c) strong winds

B. True or False

Write **T** for true and **F** for false.

___ Venus is the hottest planet.

___ Mars is called the red planet.

___ Jupiter is the smallest planet.

___ Neptune is the closest planet to the Sun.

___ Uranus rotates on its side.

C. Short Answers

Answer the questions in 1–2 complete sentences.

Why is Mars called the red planet?

What is special about Jupiter's big red spot?

Why is Earth different from the other planets?

What are Saturn's rings made of?

Worksheet 1 – Matching (Planets & Pictures / Key Facts)

Task A: Match the planet name with the correct picture.

(Teacher inserts pictures.)

Mercury

Venus

Earth

Mars

Jupiter

Saturn

Uranus

Neptune

Task B: Match the planet to the correct fact.

Planet	Fact
Mercury	A. The hottest planet.
Venus	B. The only planet with life.
Earth	C. The red planet.
Mars	D. The largest planet.
Jupiter	E. Has beautiful rings.
Saturn	F. A cold, blue planet that rotates on its side.
Uranus	G. The coldest and farthest planet from the Sun.
Neptune	H. The smallest planet.

(Students match 1–8 with A–H.)

Worksheet 2 – Ordering (Planets from the Sun)

Task A: Write the planets in the correct order from the Sun.

Word bank: **Venus, Mars, Saturn, Earth, Neptune, Jupiter, Uranus, Mercury**

Task B: Draw a simple line diagram of the Solar System

(The Sun → planets in order)

Task C: Circle the correct answer.

The **first** planet from the Sun is:

a) Earth b) Mercury c) Mars

The **biggest** planet is:

a) Jupiter b) Neptune c) Earth

The **fourth** planet from the Sun is:

a) Venus b) Mars c) Saturn

Worksheet 3 – Comparison (Bigger/Smaller, Hotter/Colder)

Task A: Look at the facts and complete the sentences.

Facts:

Jupiter is very big.

Mars is smaller than Earth.

Venus is hotter than Mercury.

Neptune is colder than Saturn.

Complete the sentences:

Jupiter is _____ than Earth.

Mars is _____ than Earth.

Venus is _____ than Mercury.

Neptune is _____ than Saturn.

Task B: Compare the planets. Use the words: *bigger, smaller, hotter, colder*.

Earth and Mercury:

Earth is _____ than Mercury.

Saturn and Jupiter:

Saturn is _____ than Jupiter.

Mars and Venus:

Mars is _____ than Venus.

Uranus and Neptune:

Uranus is _____ than Neptune.

Task C: Write two of your own comparison sentences.

Example: *Neptune is colder than Mars.*

Sarah Hillyard

Class level: Year 3 Primary	Age: 8-9

By the end of the lesson, learners will have …	
Content outcome:	- developed their understanding of counting and representing quantities using tally marks. - strengthened their ability to count by fives. - compared the use of tally marks with other strategies, like writing a number sentence, or using manipulatives / realia and counting. - noticed the application of tally marks in an authentic situation.
Language outcome:	- listened actively to a poem to solve simple maths problems. - answered questions like: *Do / Did you like…? (Yes, I do / No, I don't. Yes / No), How many…? (3 band-aids).* - learnt a rhyme. - been exposed to body-parts vocabulary orally and by reading: *finger, nose, toes, elbow, shoulders, ankle, heels, knee, neck, wrist, chin, belly, thigh, forehead, bottom + band-aid.*
Thinking (cognitive) outcome:	- thought critically to solve a question linked to a poem. - had practice in using logical reasoning problem-solving and visual representation i.e. using symbols (tally marks). - practised deciding between different strategies like drawing tally marks, writing number sentences or using manipulatives/realia and counting.

Stage Name and Aim	Procedure	Time	Materials
Warm up Aim: To review language that will come up later while doing a quick physical warm up to start the lesson.	Stand up as a whole class and teacher gives commands. Teacher does the actions to provide support if necessary for new body parts (play Simon Says if preferred): • *Point with your finger.* • *Point to your nose.* • *Touch your toes.* • *Show me your elbow.* • *Shrug your shoulders.* • *Touch your ankle.* • *Walk on your heels.* • *Bend your knee.* • *Roll your neck.* • *Point to your wrist.*	2 minutes	

	• Put your finger on your chin. • Pat your belly. • Point to your thigh. • Scratch your forehead. • Sit on your bottom.		
Revision **Aim: To practise counting by fives.**	Passing claps. Sit or stand in a circle and have students bring their hands out, one hand under the next students' hand, so one hand is over and one hand is under. Have them pass their claps to the student next to them while they count by fives around the circle.	2 minutes	
Presentation of objective **Aim: To clarify the objective of the lesson.**	State and display the objective as an 'I can statement': I can use tally marks. Have students repeat the objective.	1 minute	
Presentation of maths content	Introduction: Ask the class: Who likes pizza? Try to count their raised hands or their answers on your fingers, but act confused and in a muddle.	15 minutes	
Aim: To introduce and practise a new maths strategy, which is tally marks.	Say that there is an easier way to keep count which is using tally marks. Explain in main language of the classroom (L1/French) that tally marks are a way to count and represent numbers using simple lines. Reinforce the term tally mark in English (EN).		
	Demonstration: Write Do you like pizza? on the board. Also write Yes, I do. on one side and No, I don't. on the other side of the board.		

	Write tally marks for each answer. Show how you draw lines, and each one represents one count. Show how to make four tally marks and then group them together using a diagonal line. Count the tally marks together (in English). Emphasise the concept of grouping by fives, and then counting the ones (in French).		
	Simple practice: Tell students they will now practise using tally marks by solving these simple "problems". Remind them to write one tally for each item and use the fifth mark to group them. Students use their notebooks or mini-whiteboards (explain in		Mini-whiteboards / notebooks
	French). Reinforce the term tally mark in English. If I buy 2 apples, and 3 bananas, how many pieces of fruit do I have in total? (I have 5) If I buy 4 strawberries, and 3 peaches, how many pieces of fruit do I have in total? (I have 7) If time allows: Provide lots of pencils / craft sticks and allow students to practice making tally marks using pencils as the lines, placing four and layering the fifth on top. Then practise counting by 5s and 1s.		Pencils / craft sticks

Brain break / Pause **Aim: To provide a brain break to re-energise the class and strengthen understanding of the lesson content.**	Teach the rhyme: 1, 2, 3, 4 Number 5 shuts the door. 6, 7, 8, 9 Number 10 draws the line. Model the rhyme with your fingers (in English). Start with your palm open and fingers spread out and, as you count, fold each finger into your palm using your:	5 minutes	Poster with the rhyme.
	• pinky for one, • ring finger for two • middle finger for three • pointer finger for four • thumb for the number five that crosses over the folded fingers to "shut the door" and make a fist to represent the grouping.		
	Do the same with the other hand for numbers 6 to 10.		
Manipulation and appropriation	Pre-teach the key word (band aid) using realia:	15 minutes	- Band-aid
Aim: To integrate literature (a poem) and maths (tally marks).	Put a band-aid on your finger or arm and say or elicit the word to connect with its meaning. Teach the alternatives: band-aid (the brand name used mostly in American English) or plaster (the general term for an adhesive bandage used for minor cuts, most commonly used in British English). Write the words on the board for students to see the written words and spelling, and have them repeat the words to practise their pronunciation (in English).		- Poem projected or a copy for each pair/group. - Mini-whiteboards / notebooks

	Introduce the text and activity: Introduce Shel Silverstein's poem "Band-Aids". Note that the author is from Chicago, Illinois, USA.		
	Read it aloud to students at normal speed. Tell them they have to pay close attention as they are going to have to use their maths to answer the question (explain in French): How many band-aids? Assure them that if they get lost, they shouldn't worry (in French).		
	Ask: How many band-aids? Accept all answers. Some students might have got lost – ask them to estimate (FR).		
	Ask if they can tell you a better strategy to count the band-aids (FR). Accept all options and state that today you are going to practise using tally marks.		
Aim: To practise using tally marks in a guided activity.	Group practice: Practise all together using the first verse, demonstrating on the board how you draw the tally marks together with the students doing it in their notebooks / on their mini-whiteboards.		
	Ask: How many band-aids? (Up to now: 6)		
Aim: To strengthen the skill of using tally marks individually.	Individual practice: Continue in the same way with the rest of the poem, but don't demonstrate and, instead, have students work individually as you read out the poem. Walk around and assist where needed.		

	Correction: Provide a written copy of the poem to pairs of students and have them use it to double-check their tally mark results.		
	Check as a whole class.		
Closure	Write Yes on one side of the board and No on the other side of the board.	5 minutes	
Aim: To get feedback about the lesson, while using tally marks in an authentic situation.	Ask Did you like the poem? and write tally marks for each answer, showing that this strategy has real-life applications. Count them up.		
To re-focus on the **objective and encourage learners**	Have students show how confident they feel with the new concepts by drawing a small set of		
	Introduce the text and activity: Introduce Shel Silverstein's poem "Band-Aids". Note that the author is from Chicago, Illinois, USA.		

	Read it aloud to students at normal speed. Tell them they have to pay close attention as they are going to have to use their maths to answer the question (explain in French): How many band-aids? Assure them that if they get lost, they shouldn't worry (in French).		
	Ask: How many band-aids? Accept all answers. Some students might have got lost – ask them to estimate (FR).		
	Ask if they can tell you a better strategy to count the band-aids (FR). Accept all options and state that today you are going to practise using tally marks.		
Aim: To practise using tally marks in a guided activity.	Group practice: Practise all together using the first verse, demonstrating on the board how you draw the tally marks together with the students doing it in their notebooks / on their mini-whiteboards.		
	Ask: How many band-aids? (Up to now: 6)		
Aim: To strengthen the skill of using tally marks individually.	Individual practice: Continue in the same way with the rest of the poem, but don't demonstrate and, instead, have students work individually as you read out the poem. Walk around and assist where needed.		
	Correction: Provide a written copy of the poem to pairs of students and have them use it to double-check their tally mark results.		
	Check as a whole class.		
Closure	Write Yes on one side of the board and No on the other side of the board.	5 minutes	

Aim: To get feedback about the lesson, while using tally marks in an authentic situation.	Ask Did you like the poem? and write tally marks for each answer, showing that this strategy has real-life applications. Count them up.		
To re-focus on the **objective and encourage learners**	Have students show how confident they feel with the new concepts by drawing a small set of		
to reflect on their learning.	tally marks next to the statement I can use tally marks to represent a number from 1 to 5. Use this information to discuss and consolidate learning (in French), and to inform future teaching.		
Extension or follow-up activities **Aim: To provide further practice** **using tally marks.**	- Students invent their own simple descriptions based on the poem. Provide copies of a human body outline. Students draw band aids on different body parts and then write their "poem" using this structure of sentence frames:		- Copies of a human body outline. - Coloured pencils / pens.
	I have: band-aids on my , on my , on my , and on my .		- Mini-whiteboards / notebooks.

	In pairs or groups, they take turns saying their “poem”: e.g. “I have 2 band-aids on my fingers, 5 on my back and 1 on my ear”, and the others draw the tally marks on a mini-whiteboard.		
	- In pairs or small groups, have one student trace the outline of another student on a large sheet of paper. Following the poem’s description, they write the number of band aids that go on each body part, e.g., they write 1 on the nose, 9 on the toes, etc. Then they add up the numbers to get to the total. They write their calculations and the result in their notebooks, and compare with their tally-mark results.		- butcher paper - mini-whiteboards / notebooks - band-aids
	Next, use realia (+ the traced body outline). Ask groups how many band-aids they will need for the boy. Give them real Band-Aids (e.g., 35 of various shapes/colours), and they place the correct number on the body parts (e.g., one band-aid on the nose, nine band-aids on the toes, etc.). To reach the result, let them choose if they want to count the band aids one by one, write the number sentence, or if they want to use tally marks.		

APPENDIX 2. EVALUATION RUBRIC – CLIL LESSON

Evaluation rubric – CLIL Lesson: The Solar System (Grade 4)

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content Understanding	Shows clear understanding of the Solar System; identifies all 8 planets; explains at least 3 facts correctly.	Shows good understanding; identifies most planets; explains 2–3 correct facts.	Shows basic understanding; identifies some planets; explains 1–2 facts.	Limited understanding; cannot identify main planets or facts.
Language Use (Vocabulary & Structures)	Uses key vocabulary accurately (planet names, big/small, hot/cold); uses comparative structures correctly.	Uses most vocabulary correctly; attempts comparative sentences with few errors.	Uses limited vocabulary; comparative sentences need support.	Struggles with vocabulary; cannot produce simple sentences.
Participation & Collaboration	Actively participates in all activities; works well in groups; contributes useful ideas.	Participates in most activities; generally cooperative; shares some ideas.	Participates only when prompted; limited contribution in group work.	Rarely participates; does not engage in group activities.
Processing & Practice Tasks (Worksheets)	Completes all tasks accurately (matching, ordering, comparison).	Completes tasks with minor errors.	Completes tasks with support; some incorrect answers.	Tasks incomplete or mostly incorrect.
Final Product (Poster / Mini Solar System Model)	Poster is clear, accurate, colorful; includes labels and 3–4 correct facts; presentation is confident.	Poster is neat and mostly correct; includes 2–3 facts; presentation is clear.	Poster is simple; includes 1–2 facts; presentation needs support.	Poster incomplete; few or no facts; presentation unclear.
Reflection (Output Stage)	Gives thoughtful reflection: what was learned, difficult, interesting.	Gives simple reflection with some detail.	Reflection is minimal ("It was easy / hard").	No reflection or very limited.

Scoring

24–20 points → Excellent Achievement

19–15 points → Good Achievement

14–10 points → Basic Achievement

Below 10 → Needs Support

APPENDIX 3. CLIL PROGRAM FOR MULTILINGUAL LEARNERS

(General Framework – adaptable to subjects such as Science, Arts, Social Studies, Geography, STEM)

1. Program Rationale

This CLIL program supports multilingual learners by integrating subject content with **additional** language learning (English or another target language).

It builds learners' cognitive, academic, and linguistic abilities, while valuing and activating their home languages.

The program: connects content learning with language learning promotes multilingual practices, including translanguaging develops communication skills needed for academic success supports critical thinking and intercultural awareness

2. CLIL Program Goals (4Cs)

Content

- Learn key concepts from curriculum subjects (Science, Arts, Geography, Math).
- Build academic understanding through hands-on, inquiry-based activities.

Communication

- Use the target language to describe, explain, compare, and present.
- Develop receptive and productive language skills (CEFR A1–B1 depending on age).

Cognition

- Practice thinking skills: identifying, classifying, comparing, predicting, creating.
- Use graphic organizers, experiments, and projects to deepen understanding.

Culture (and Community)

- Explore cultural diversity in content and classroom communication.
- Value learners' own languages as a learning resource.

3. Program Structure

Program Duration:

1 academic year (adaptable to 1 semester or module-based format)

Weekly Allocation:

2–4 hours/week of CLIL instruction.

Subjects Included:

Science (recommended for primary)

Social Studies / Geography

Arts

Math (basic CLIL approach)

Environmental Education

Unit Length:

4–6 weeks per thematic unit.

Example Units:

- *The Solar System* (Science)
- *Water and Weather* (Science)
- *Communities Around the World* (Geography)
- *Healthy Eating* (Biology/Health)
- *Shapes and Patterns* (Math + Art)
- *Local History and Traditions* (Culture)

4. Unit Template (Applied to All Units)

Each unit follows these **CLIL lesson stages**:

1) Preparation & Activation

Activate prior knowledge (in any language).

Introduce vocabulary and visuals.

Set content + language objectives.

2) Input & Comprehension

Students work with texts, videos, diagrams, experiments.

Scaffolded tasks: matching, labeling, sequencing, identifying.

3) Processing & Practice

Group work, concept maps, simple experiments, problem-solving tasks.

Structured speaking frames + writing support.

4) Output & Reflection

Small presentations, posters, models, digital products.

Reflection in the target language + home languages.

5. Multilingual Pedagogical Strategies

A. Translanguaging Techniques

Allow learners to brainstorm in their home language.

Use bilingual glossaries and vocabulary cards.

Group students so they can negotiate meaning in familiar languages.

Encourage multilingual posters or dual-language presentations.

B. Language Scaffolding

Sentence frames:

I think that…

This planet is bigger than…

The data shows…

Word banks, visuals, maps, charts.

Teacher modeling ("I do → We do → You do").

C. Content Scaffolding

Use simplified texts and multimodal input.

Provide tables, diagrams, timelines, flowcharts.

Break tasks into small steps.

D. Formative Assessment

Check understanding through observation + mini-tasks.

Use traffic lights, exit tickets, self-assessment.

6. CEFR-Based Language Objectives (A1–B1)

A1 learners should be able to:

- label diagrams (planet, tree, river, shape)
- describe using simple words (*big, small, cold, hot*)
- follow classroom instructions

A2 learners should be able to:

- write simple descriptive sentences
- compare (*bigger than, colder than*)
- present 2–3 facts orally

B1 learners should be able to:

- summarize short texts
- explain cause–effect (*Because…, As a result…*)
- give short presentations with visuals

7. Assessment Plan

Types of assessment:

Formative: observation, exit tickets, quizzes, worksheets

Summative: project rubric, portfolio, final presentation

Rubrics assess:

- content knowledge
- language use (vocabulary + structures)
- teamwork
- clarity of communication
- creativity in output

Self-Assessment Checklist:

- Students check:

- “I can explain…”
- “I can name…”
- “I can work in a group…”
- “I can compare…”
- “I can use new words…”

8. Example Yearly Program Overview (Short Version)

Month/Unit	**Content Goals**	**Language Goals**	**Multilingual Focus**	**Final Output**
Sept–Oct: Solar System	Planets, orbits, Sun	adjectives, comparatives	brainstorm in home lang.	poster/presentation
Nov–Dec: Water & Weather	states of matter, clouds	sequencing, describing	bilingual glossary	weather report
Jan–Feb: Communities	geography, culture	describing places	interview family in any language	booklet
Mar–Apr: Healthy Food	nutrition, food groups	expressing preferences	food labels in multiple languages	group poster
May: Plants & Growth	plant life cycle	cause–effect	reading in L1 + L2	mini experiment report

APPENDIX 4. CLIL SCIENCE & ENGLISH CURRICULUM

CLIL Science & English curriculum for **Grade 4**

1 semester: **2 lessons per week** (about **16 weeks = 32 lessons**)

1. CONTENT COMPETENCIES (SCIENCE)

For Grade 4 CLIL Science (Semester 1)

By the end of the semester, learners will be able to:

A. Scientific Inquiry

- Identify and apply the basic steps of the scientific method (ask, predict, observe, test, conclude).
- Follow simple instructions to conduct safe classroom experiments.
- Record results using tables, drawings, or simple sentences.

B. Life Science

- Classify living and non-living things using observable characteristics.
- Describe habitats and explain how animals and plants adapt to their environment.
- Identify the parts of a plant and explain their functions.
- Sequence the stages of a plant's life cycle.

C. Earth Science

- Describe different weather conditions and observe daily/weekly patterns.
- Explain the basic water cycle using scientific vocabulary (evaporation, condensation, precipitation).

D. Physical Science

- Compare materials based on simple properties (hard/soft, absorbent, waterproof).
- Identify states of matter (solid, liquid, gas) and describe simple changes.
- Demonstrate basic understanding of forces (push, pull) and motion.

E. Cross-cutting Scientific Skills

- Use diagrams, charts, and models to show understanding.
- Make simple comparisons and cause–effect explanations.
- Present findings visually and orally.

2. LANGUAGE COMPETENCIES (CEFR A2)

These are aligned with **CEFR A2 descriptors**, adapted for a CLIL Science context.

A. Listening (A2)

Students can:

- Understand short, simple explanations when spoken slowly and clearly (e.g., "Plants need water, air, and sunlight to grow.")

- Follow simple classroom instructions for experiments (“First pour the water, then observe what happens.”)
- Identify key vocabulary in short science videos or teacher demonstrations.
- Understand basic cause–effect relations in teacher talk (“If you put it in the sun, it dries.”)

B. Reading (A2)

Students can:

- Read short, simple informational texts about science topics.
- Identify main ideas, key details, and specific vocabulary (animals, weather, materials).
- Follow simple diagrams, labels, and captions.
- Sequence processes in a text (e.g., life cycles, water cycle).

C. Spoken Interaction (A2)

Students can:

- Participate in guided pair/group discussions about science topics.
- Ask and answer simple factual questions (“Where does it live?”, “What does it eat?”).
- Describe observations from an experiment using simple phrases.
- Express comparisons (“This material is harder than the other.”)

D. Spoken Production (A2)

Students can:

- Give a short description of an animal, plant, or weather condition.
- Present the steps of a process using simple sequence connectors (“First…, then…, after that…”)
- Use prepared visuals (charts, diagrams) to support oral explanations.
- Make short, rehearsed science presentations.

E. Writing (A2)

Students can:

- Label diagrams (plant parts, habitats, water cycle).
- Write simple sentences to describe an organism, experiment, or material.
- Use basic connectors: *and, but, because, then, next, finally.*
- Complete short templates: observation logs, weather journals, experiment records.

F. Mediation Skills (A2, CEFR Mediation Descriptors)

Students can:

- Use visuals (pictures, diagrams) to help others understand scientific information.
- Summarize the main idea of a short science text using simple words.
- Rephrase teacher instructions for peers in simpler language.

- Connect information from a picture and a short text.

G. CEFR-Aligned Language Functions for CLIL Science

Describing: features, habitats, properties, states of matter

Classifying: living/non-living, solids/liquids/gases, materials

Comparing: bigger/smaller, hotter/colder, heavier/lighter

Sequencing: life cycle steps, experiment steps

Explaining: simple cause–effect ("Plants die because…")

Reporting: weather, experiment results

Predicting: hypotheses ("I think the plant will grow faster because…")

1. Semester Overview — CLIL Science & English (Grade 4)

Week	Science Topic	Language Focus	Key Skills	Final Product
1	Introduction to Science & Safety	Classroom language; imperatives	Following instructions	Science safety poster
2	The Scientific Method	Sequencing words	Steps of an investigation	Mini-experiment record
3	Living vs. Non-living Things	Vocabulary classification	Describing features	Sorting chart
4	Habitats	Prepositions of place	Describing where animals live	Habitat map
5	Animals: Adaptations	Adjectives	Explaining adaptations	Poster sentence frames
6	Plants: Parts & Functions	Labeling; noun phrases	Identifying plant parts	Plant diagram
7	Life Cycle of Plants	Present simple	Ordering stages	Life cycle wheel
8	The Water Cycle	Process vocabulary	Explaining processes	Water cycle diagram
9	Weather & Climate	Present continuous	Reporting weather	Weekly weather report
10	Materials & Properties	Comparative adjectives	Comparing materials	Table of properties
11	States of Matter	Verbs of change	Describing changes	Graphic organizer
12	Forces & Motion	Action verbs	Describing experiments	Force experiments
13	Light & Shadows	Cause-effect	Explaining shadow size	Shadow experiment sheet
14	Energy: Sources	Modal verbs (can)	Identifying sources	Energy sources chart
15	Review & Project Work	Academic vocabulary	Integrating knowledge	Mini science book
16	Assessment Week	Oral + written	Presenting content	Semester evaluation

2. Detailed Weekly Curriculum

Weeks 1–4

Week	Content Objective	Language Objective	Activities	Method	Assessment
1. Science Safety	Identify safety rules	Use imperatives (don't…, always…)	Safety hunt, poster	TPR, visuals	Checklist
2. Scientific Method	Name steps: question–hypothesis–test	Use sequencing words	Order picture cards	Concept mapping	Exit ticket
3. Living & Non-living	Classify living vs. non-living	Use "it has/it is"	Sorting, labeling	Group work	Sorting task
4. Habitats	Identify habitats	Use prepositions	Match animals to habitats	Matching	Oral questioning

Weeks 5–8

Week	Content Objective	Language Objective	Activities	Method	Assessment
5. Adaptations	Explain animal adaptations	Adjectives	Comparison games	Observation	Short presentation
6. Plant Parts	Identify plant parts & functions	Use noun phrases	Label a plant	Visual scaffolding	Worksheet
7. Life Cycle	Sequence stages of a plant	Use present simple	Build a life cycle wheel	Ordering	Written quiz
8. Water Cycle	Explain basic cycle	Process vocabulary	Draw & label cycle	Diagrams	Oral explanation

Weeks 9–12

Week	Content Objective	Language Objective	Activities	Method	Assessment
9. Weather	Observe weather types	Present continuous	Weather journal	Observation	Journal check
10. Materials	Compare materials	Comparative adjectives	Experiments	Inquiry	Comparison table
11. States of Matter	Identify states	Verbs of change	Sorting solids/liquids/gases	Categorization	Mini test
12. Forces	Describe pushes/pulls	Action verbs	Toy-car experiment	Experiment	Worksheet

Weeks 13–16

Week	Content Objective	Language Objective	Activities	Method	Assessment
13. Light & Shadows	Explain shadow changes	Cause–effect	Outdoor activity	Discovery	Observation sheet

14. Energy Sources	Name energy types	Modal verbs (can)	Renewable vs. non-renewable	Graphic organizer	Group poster
15. Project Week	Integrate semester content	Use science vocabulary	Make mini science book	Project-based	Rubric
16. Assessment	Demonstrate skills	Use learned language	Oral + written test	Mixed	Summative

3. Learning Outcomes (Semester)

Content Outcomes

By the end of the semester, learners can:

- Explain basic scientific concepts (life cycles, habitats, weather, materials, water cycle).
- Identify and classify animals, plants, and materials.
- Conduct simple experiments following steps of the scientific method.
- Describe natural processes using visual and verbal representations.
- Compare materials, organisms, and environmental features.

Language Outcomes

Students will be able to:

- Use vocabulary related to plants, animals, materials, and processes.
- Apply language structures such as:
- Imperatives (follow rules)
- Prepositions (in/on/under)
- Adjectives & comparatives
- Sequencing connectors (first, next, then)
- Present simple & continuous
- Write simple scientific explanations.
- Read short informational texts and answer questions.
- Present findings using sentence frames and visuals.

4. Assessment Plan

Type	Tools	Frequency
Formative	Exit tickets, worksheets, observation checklists, vocabulary quizzes	Weekly
Performance	Mini experiments, posters, diagrams	Bi-weekly
Summative	Final project, written test, oral presentation	Week 16
Language	Vocabulary checklists, sentence-frame use	Continuous
Content	Practical tasks (classifying, labeling, comparing)	Continuous

5.Core CLIL Methods

5.1. Content–Language Integrated Instruction

Teaching focuses on both scientific concepts **and the** language needed to learn and communicate those concepts. Language is not taught separately, but embedded in content tasks such as experiments, observations, descriptions, and reporting.

5.1.2. Guided Discovery Learning

Students explore science concepts through:

- simple investigations
- hands-on experiments
- observation tasks
- problem-solving activities

The teacher guides learners using structured questions, modelling, and visuals.

5.1. 3. Task-Based Learning (TBL)

Each unit includes a **meaningful real-world task**, such as:

- creating diagrams (water cycle, plant model)
- classifying materials or organisms
- presenting weather reports
- building a life cycle wheel

Language emerges from completing the task, supported by scaffolds like sentence starters.

5. 2. Language-Integrated Methods

5. 2.1. Scaffolding Strategies

To support both content and language learning:

- visual supports (diagrams, charts, flashcards)
- sentence frames (“It lives in…”, “It has…”)
- models and examples
- structured group tasks
- word banks and glossaries

Scaffolding is gradually reduced as learners gain independence.

5.2.2. Lexical Approach

Key science vocabulary is introduced and recycled through:

- matching tasks
- labeling
- categorization
- graphic organizers
- dual coding (image + word)

Vocabulary is contextualized in content-related tasks.

5.2.3. Cooperative Learning

Collaborative structures such as:

- Think–Pair–Share
- Jigsaw reading
- Group experiments
- Peer explanation

support communication, negotiation of meaning, and language practice in a low-stress environment.

5. 3. Cognitive and Thinking-Skills Methods

5. 3.1. Inquiry-Based Science

Learners follow structured inquiry:

- Ask/observe
- Predict
- Test
- Record
- Conclude

The method builds scientific thinking and supports the Cognition dimension of CLIL.

5.3.2. Graphic Organizers

Used for:

- sequencing (life cycles, scientific method)
- comparing (materials, animals)
- classifying (living/non-living, habitats)

They help students organize information visually before speaking or writing.

5.3.3. Concept Mapping

A frequent method to:

- link scientific concepts
- activate prior knowledge
- summarize learning
- support explanation skills

5. 4. Classroom Language Methods

5.4.1. Language Functional Approach

Language structures are taught as functions needed for science:

- describing (appearance, function, location)
- comparing (hotter/colder, bigger/smaller)

- explaining cause–effect
- sequencing steps
- reporting observations

Each lesson includes targeted **language objectives** aligned with CEFR A2.

5.4.2. Use of Sentence Frames and Models

To support productive skills:

- "First…, then…, finally…"
- "It is made of…"
- "It can … because…"

These frames help students produce longer, more accurate explanations.

5. 5. Multimodal and Experiential Methods

5. 5.1. Hands-On Experiments

Practical experiments support deeper understanding of:

- forces
- materials
- water cycle
- matter
- shadows/light

Students learn through doing, observing, and recording.

5.5.2. Visual and Digital Resources

Use of:

- diagrams
- YouTube science clips (age-appropriate)
- models
- interactive slides
- real-life images

to reinforce comprehension.

5.5.3. Field Observation

Mini outdoor activities:

- weather observations
- shadow measurements
- plant identification

connect science learning to the real world.

5.6. Assessment-as-Learning Approach

Methods include:

- exit tickets
- observation checklists
- project-based assessment
- student self-reflection
- oral presentations

Assessment integrates content and language and is ongoing throughout the semester.

5.7. Differentiation Methods

5.7.1. For Multilingual Learners

- bilingual glossaries
- visual cues
- simplified texts
- sentence starters
- mixed-ability groupings

5.7.2. For Advanced Learners

- extended investigations
- challenging “Why?” and “How?” questions
- independent research tasks

5.7.3. For Students Needing Support

- pre-teaching vocabulary
- guided reading
- chunking information
- repeat modelling
- extra visuals and manipulatives.