

Core CLIL features

The following chart highlights the main features of the CLIL approach.

Multiple focus	Safe and enriching environment	Authenticity
<ul style="list-style-type: none"> - language learning in non-language classes - content learning in language classes - integrating several subjects, cross-curricular themes and projects - reflection on the learning process using routine activities 	<ul style="list-style-type: none"> - using routine activities - displaying language and content - building student confidence - using learning centres - accessing authentic materials and environments - student awareness of and growth in language 	<ul style="list-style-type: none"> - students indicating language needs - accommodating student interests - connecting learning and the students' lives - connecting with speakers of the CLIL language - using current materials
Active learning	Scaffolding	Co-operation
<ul style="list-style-type: none"> - students communicating more than the teacher - students help set learning outcomes - students evaluate progress in meeting learning outcomes - favouring peer co-operative work - teachers acting as facilitators 	<ul style="list-style-type: none"> - building on a student's existing knowledge, skills, attitude, interests and experience - repacking information in user-friendly ways - responding to different learning styles - fostering creative and critical thinking - challenging students to take another step forward 	<ul style="list-style-type: none"> - planning lessons in co-operation with CLIL and non-CLIL teachers - involving parents - involving the local community and authorities

From:

Mehisto P., Marsh D. & Frigols M.J., *Uncovering CLIL*, Macmillan Books for Teachers, 2008.