

Checklist: How 'CLIL' are you?

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

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

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