

CLIL. Students' skills across the curriculum

CLIL

BICS

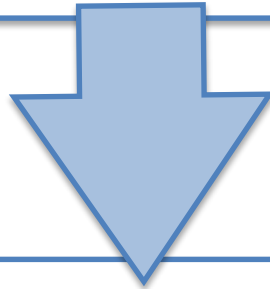
CALP

HOTS

LOTS

The 4 Cs of CLIL

- Content
- Communication
- Cognition
- Culture (Community)



TEACHING AIMS + LEARNING OUTCOMES

Communicative functions

Describing a
process

Talking about
purpose

Expressing
conditions

Describing trends
in present

Giving examples

Defining

Communicative task design

Before starting a communicative task we need to:

- Make the purpose and the outcome of the communication clear
- Identify ground rules and timing
- Assign group roles

After finishing a communicative task we need to:

- Give reflection time after the talk (How did we do? How can we improve?)
- Be aware of progression (from closed task to exploratory, extended talk)

Cognitive Skills

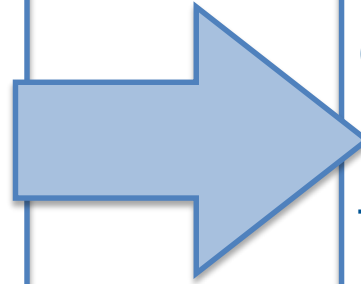
HOTS	LOTS
<ul style="list-style-type: none">• Remembering• Identifying• Ordering• Defining• Comparing, contrasting	<ul style="list-style-type: none">• Predicting• Hypothesising• Reasoning• Creative thinking• Evaluating

BICS

Basic Interpersonal Communicative Skills

Take 2-3 years to achieve

The tasks are less cognitively
demanding



CALP

Cognitive Academic Language Proficiency

Takes at least 5 years to achieve

The tasks are cognitively
demanding

Learning Skills

- Carrying out investigations
- Cooperating with other students
- Data handling
- Drafting and editing
- Guessing from context
- Locating information
- Interpreting information
- Recording results
- Transforming information

- Look at the three pie charts and then, in the table opposite, write down the percentages of different groups of people who voted.
- Look at the Contents section at the start of the book and find the chapters you need to read about fractions
- Agree how you are going to work out the best way to record the results of the school athletics competitions