**Integrating CLIL: CLIL audit**

**Give yourself a score from 1-7 for each CLIL feature**, then give an **average** score for each area (1 = not doing it yet, 7 = it’s a regular part of your lessons).

| **Multiple focus - average score:** | | **Safe, enriching learning environment -**  **average score:** | |
| --- | --- | --- | --- |
|  | Supporting language learning |  | Using routines and familiar language |
|  | Supporting content learning |  | Displaying language and content in the classroom |
|  | Cross-curricular learning |  | Building student confidence to experiment with language and content |
|  | Themed projects |  | Having learning zones (e.g. maths corner, science room) |
|  | Supporting reflection |  | Supporting access to authentic materials |
|  | |  | Increasing language awareness |
| **Authenticity - average score:** | | **Active learning - average score:** | |
|  | Letting students ask for language help |  | Students communicating more than teachers |
|  | Accommodate students’ interests |  | Students help set content, language, and learning skills outcomes |
|  | Personalising tasks (connect to students’ lives) |  | Students self-evaluate progress |
|  | Connecting with other language speakers/learners (e.g. ETwinning, schools) |  | Group/pair/class work prioritised |
|  | Using a range of authentic materials |  | Teachers are facilitators |
| **Scaffolding - over all score:** | | **Co-operation - over all score:** | |
|  | Building on existing experience |  | Collaboration between content/language/CLIL teachers |
|  | Adapting information to make it user-friendly |  | Involving families (meaningful homework) |
|  | Catering for different learning preferences |  | Involving the local community (projects, challenges) |
|  | Supporting creative and critical thinking |  | |
|  | Challenging students to move out of their comfort zone |

*Adapted from CEFIRE Especific de Plurilinguisme, 2018, available in Cinganotto, CLIL & Innovazione 2021*