

Part 2: Analysing the implementation of CLIL

Instructions: [This video](#) demonstrates a practical example of implementing CLIL in a language classroom by integrating geography. As you watch, use the provided table to take notes. The table outlines the four components of CLIL. Your task is to observe the teacher and identify whether and how the teaching strategies listed in the table are applied.



Source: <https://www.youtube.com/watch?v=K58BGiJgKCU>

CLIL Component	Teaching Strategies	Description	Did you see this in the lesson? If so, how was it used?
Content	<i>Scaffolding</i>	Break down complex information into manageable parts, providing support through visuals, step-by-step instructions, and examples.	
	<i>Graphic Organizers</i>	Use diagrams, charts, and mind maps to help students organize and understand relationships between concepts.	
	<i>Task-Based Learning</i>	Design tasks that require students to apply subject-specific knowledge in practical, interactive ways.	

CLIL Component	Teaching Strategies	Description	Did you see this in the lesson? If so, how was it used?
Communication	<i>Language Support Frames</i>	Provide sentence starters or language structures to support students in discussing content.	
	<i>Think-Pair-Share</i>	Encourage students to first reflect individually, then discuss in pairs, and finally share with the class to practice verbal communication.	
	<i>Realia and Visuals</i>	Use real objects, images, or video clips to introduce new vocabulary and make abstract concepts more accessible.	
Cognition	<i>Higher-Order Questions</i>	Encourage analysis, synthesis, and evaluation by asking questions that prompt critical thinking.	
	<i>Predicting and Inferring</i>	Have students predict outcomes or infer meanings, supporting cognitive engagement with content.	
	<i>Problem-Solving Tasks</i>	Pose real-world problems that require students to apply learned content and think critically to devise solutions.	
Culture	<i>Comparative Tasks</i>	Have students compare local and global examples, like environmental issues in their country vs. others, to foster cultural awareness.	
	<i>Perspective-Taking</i>	Use activities that encourage students to consider multiple viewpoints, supporting cultural empathy and understanding.	
	<i>Cross-Cultural Discussions</i>	Facilitate group discussions on cultural differences in ecological practices or environmental issues to broaden global perspectives.	