Quality, ethical CLIL is:
- not simply a matter of changing the language of instruction
- not just for high achievers
- not elitist
- not a means for suppressing the L1.

CLIL is a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.

Creating a Secure Learning Environment
- students help set rules
- no labelling of students
- no ridicule or sarcasm

Cooperative Learning
- positive interdependence
- face-to-face promotive interaction
- individual and group accountability
- interpersonal and small group skills
- group processing

Scaffolding Language
- discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

Scaffolding Content
- using advance and other graphic organisers; highlighting key facts; using plenty of subheadings; using analogies; building on students' existing skills, knowledge and understandings; reducing the number of problems or facts presented at one time; teaching learning skills, ...

Reflecting on Teaching
- leading by example / showing that you too are a learner
- assessing and discussing your own work

Reflecting on Learning
- progress in meeting goals
- the learning process
- what to change / how to move forward

Clil Essentials
- Create
- Evaluate
- Analyse
- Apply
- Understand
- Remember (=knowledge in Bloom's taxonomy)

Fostering Critical Thinking

Fostering Learner Autonomy
- giving students choices to make
- teaching learning skills
- negotiating decisions about the learning process with students

Taking Time for Making Learning Meaningful
- not just concentrating on understanding
- fostering relational links (e.g., drawing out and linking key concepts)
- connecting with students' interests

Making Affective Side
- help students manage their emotions
- provide a safe and supportive learning environment

Making Intended Learning Explicit & Visible
- 1. You can name in writing the fifteen major tectonic plates.
- 2. You can explain how tectonic plates affect one another.

Making Academic Language Visible
- discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

Reflecting on Teaching
- leading by example / showing that you too are a learner
- assessing and discussing your own work

Reflecting on Learning
- progress in meeting goals
- the learning process
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- using advance and other graphic organisers; highlighting key facts; using plenty of subheadings; using analogies; building on students' existing skills, knowledge and understandings; reducing the number of problems or facts presented at one time; teaching learning skills, ...

Connecting with Clil Language Speakers and Their Culture(s)
- email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event, ...

Asymmetry in Classroom Talk in Favour of Students
- more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- students speak, read and write more than the teacher

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