Guiding principles for developing CLIL-based teaching materials – a checklist

CLIL stands for Content and Language Integrated Learning. Mehisto et al. (2008) refer to CLIL as an umbrella term that can be broadly defined as 'a dual focused educational approach in which an additional language is used for learning and teaching of both content and language'.
The guiding principles provide the basic guidelines and principles for planning, implementing, and evaluating CLIL-based teaching materials.

1. Define whether your CLIL teaching materials will be implemented in language teaching and/or other subjects

2. Define realistic learning objectives for both language and content learning by adapting the objectives linguistically and academically to the age level, e.g., by taking inspiration from objectives defined in the national curriculum

3. Design your teachings materials in a way so that learners have the linguistic prerequisites to participate in the planned activities
- o Map the language that learners need to be able to participate in the planned activities, i.e. terminologies, communication situations or text types related to the specific academic content ('language of learning')
- o Consider what language learners need to be able to participate in the planned activities, such as analysing, discussing, drawing conclusions, putting things into perspective ('language for learning')
- o Familiarize learners with strategies and tools (e.g. compensation strategies, dictionaries) so they can take charge of their own language learning ('language through learning')[1]

4. Create a learning environment that strengthens students' motivation and learner identities/self [2]
- o Design teaching materials that are meaningful to students
- o Empower learners to participate and to have a voice
- o Encourage students to work collaboratively on the content of the teaching materials
- o Give students the opportunity to reflect on their learning

5. Create a learning environment that bridges the gap between CLIL and plurilingual education by integrating languages other than the target language (e.g., Danish, students' home language and other languages that students learn at school or encounter outside of school, related languages)[3]

6. Create a learning environment that strengthens students' intercultural competences, e.g. by challenging worldviews, developing awareness of different perspectives, contextualising locally and globally, and developing their identity as global citizens and their individual and collective engagement [4]

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[1] Based on Coyle et al. (2010); in a Danish context: Albrechtsen & Daryai-Hansen (2018).
[2] Based on Coyle (2011); in a Danish context: Daryai-Hansen & Morollón Martí (2023).
[3] Concretisation based on Daryai-Hansen, Drachmann, Krogager Andersen (2022).
[4] Concretisation based on the 'Cycle model for intercultural learning' (Risager & Svarstad, 2020, p. 188).