## 4.2 CLIL Core Features

Many of the core features of CLIL are not specific to CLIL, but are part and parcel of basic good practice in education. Even so, all need to be taken into account during lesson planning and lesson delivery. It is precisely the integration of many of these techniques into an average lesson, and all these features into one's teaching repertoire, which can turn out to be a challenge for teachers. The following table lists them all.

**Table 5.** CLIL Core Features

| CLIL Core Features | |
|---|---|
| **Multiple focus**<br><br>- Supporting language learning in content classes.<br>- Supporting content learning in language classes.<br>- Integrating several subjects.<br>- Organizing learning through cross-curricular.<br>- Themes and projects.<br>- Supporting reflection on the learning process (cognition). | **Safe and enriching learning environment**<br><br>- Using routine activities and discourse.<br>- Displaying language and content throughout the classroom.<br>- Building student confidence to experiment with language and content.<br>- Using classroom learning centres (such as the maths corner, the science corner...).<br>- Guiding access to authentic learning materials and environments.<br>- Increasing student language awareness. |
| **Authenticity**<br><br>- Letting the students ask for language help.<br>- They need maximizing the accommodation of student interests (e.g. in the selection of the topics, tasks...).<br>- Making a regular connection between learning and the students' lives (e.g. personalizing the tasks).<br>- Connecting with other speakers of the CLIL language (e.g. participating, Project Based Learning).<br>- Using current materials from the media and other sources ( coins, dices, on-line games, etc.). | **Active learning**<br><br>- Students communicating more than the teacher (verbalization of procedures).<br>- Students help set content, language and learning skills outcomes.<br>- Students evaluate progress in achieving learning outcomes.<br>- Favouring peer co-operative work (pair work, group work, whole class).<br>- Negotiating the meaning of language and content with students.<br>- Teachers acting as facilitators. |
| **Scaffolding**<br><br>- Building on a student's existing knowledge, skills, attitudes, interests and experience.<br>- Repackaging information in user-friendly ways (use of graphics, manipulatives,etc).<br>- Responding to different learning styles (visual, kinesthetic, verbal...).<br>- Fostering creative and critical thinking (e.g. in problem solving).<br>- Challenging students to take another step forward and not just to remain in the comfort zone (e.g. thinking of a different way of solving a problem). | **Co-operation**<br><br>- Planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers.(e.g. through a Project-Based Learning approach).<br>- Involving parents in learning about CLIL and how to support students (e.g. with meaningful homework).<br>- Involving the local community, authorities and employers (e.g. with a project studying geometry in public). |