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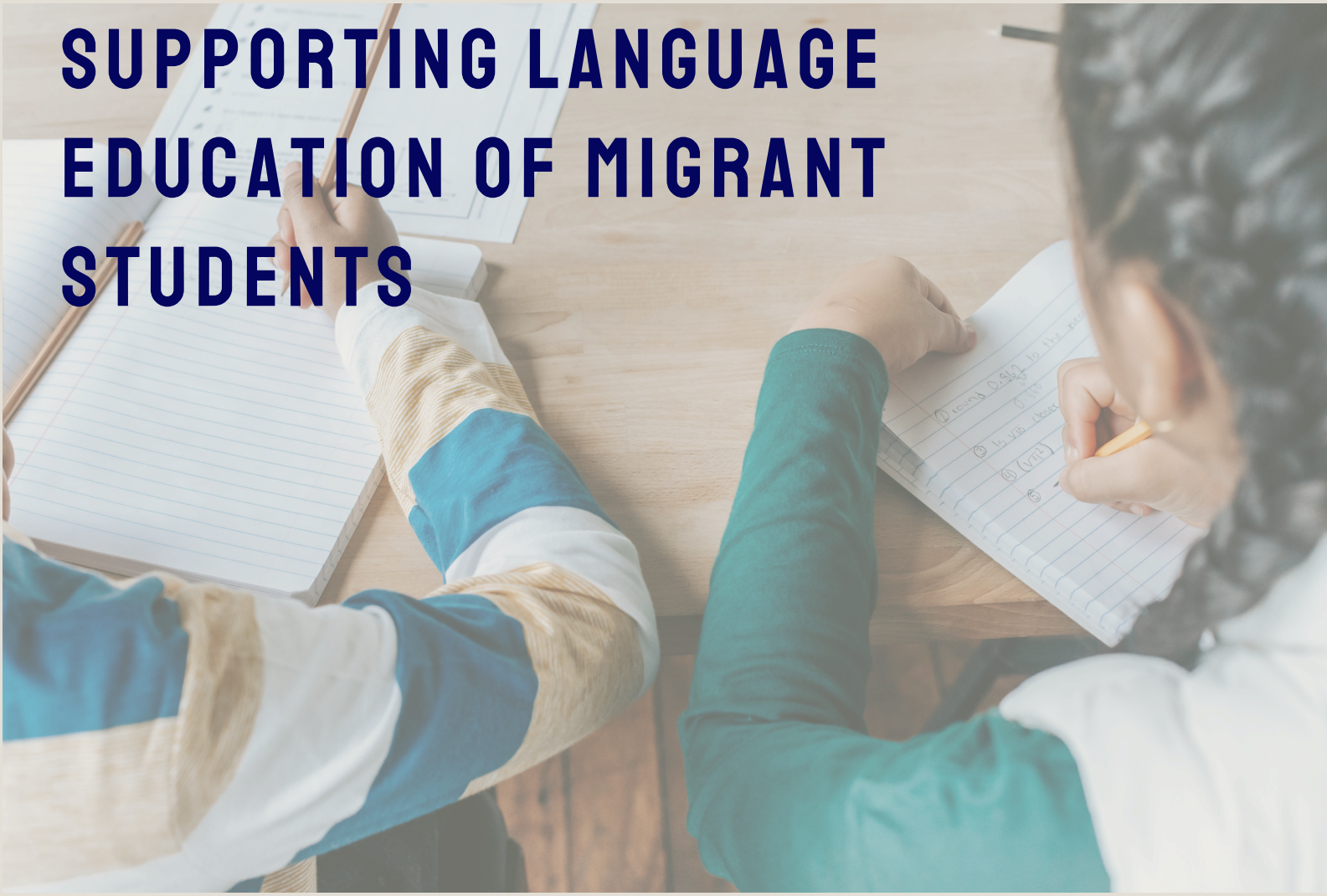
METHODOLOGICAL GUIDEBOOK

FOR TEACHERS SUPPORTING LANGUAGE EDUCATION OF MIGRANT STUDENTS



CARE - language eduCation for inclusion of immigrAnt minoRity studEnts

Project Number: 2024-1-PL01-KA220-SCH-000256498

"Language is the path to belonging."

Partners:

Fundacja Instytut Re-Integracji Spolecznej
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INTRO DUCTION

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1. Introduction

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Aims

The CARE project aims to support educational experiences and outcomes and the labor market position of refugees and migrants in the European Union. Refugees and migrants are one of the most disadvantaged groups in EU countries in terms of social inclusion and employment, due to lower participation in the workforce, lower work intensity, and a higher risk of in-work poverty. The obstacles range from stereotypes, insufficient language skills, and low academic achievements. OECD Insights and Interpretations Report reinforces findings that many children with an immigrant background face enormous challenges at school, such as the need to adjust quickly to different academic expectations, learn a new language, and forge a social identity that incorporates both their background and their adopted country of residence. At the same time, even though in 21 Member States pupils with a migrant background represent from 5.8% (Finland) to 54.9% (Luxembourg) of the student body, teachers are not properly equipped to deal with diversity in the classrooms. The OECD TALIS 2018 survey shows EU teachers need professional development in this area. A report for the EC on education that fosters tolerance, respect for diversity, and civic responsibility points out that teachers in the EU tend to lack the competencies needed to teach languages effectively in diverse classrooms.

The main objective of the CARE project is to integrate pupils with a migrant background into society through CLIL (Content and Language Integrated Learning)-based language education and the implementation of a digital mentoring program and AI tools. Cultural awareness, internationalization, language competence, preparation for both study and working life and increased motivation of students are some of the reasons why the use of frameworks like CLIL is so relevant at the current moment. British Council even describes it as a “best-fit methodology for language teaching and learning in a multilingual Europe”. One of the specific objectives of the CARE project is to improve educators’ abilities to use CLIL to develop language skills of pupils with a migrant background.

The purpose of this Methodological Guidebook is to support teachers and language educators in integrating BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) into teaching and learning. This will provide teachers with a comprehensive approach to language teaching and learning, thus supporting language education inclusivity. The Guidebook is primarily created for language teachers of pupils with migrant backgrounds and other community stakeholders who support students with a migrant background. The Guidebook provides insight into key terms of CLIL education and practical guidelines for implementing CLIL, accompanied by Technology Enhanced Learning Mentoring Support (TELMS), digital and AI tools.

Structure

This Methodological Guide is divided into nine chapters:

1. Introduction,
2. Country research results,
3. The CLIL approach,
4. Practical activities,
5. Basic Interpersonal Communication skills (BICS),
6. Cognitive Academic Language Proficiency (CALP),
7. Digital tools,
8. AI tools, and
9. Assessment.

The Introduction chapter presents key terms for understanding the CARE approach like CLIL, BICS, CALP, and TELMS. The second chapter provides an overview of the desk research results on the current implementation of CLIL methodology, both in education and work with migrants, in four EU countries: Poland, the Netherlands, Spain, and Croatia.

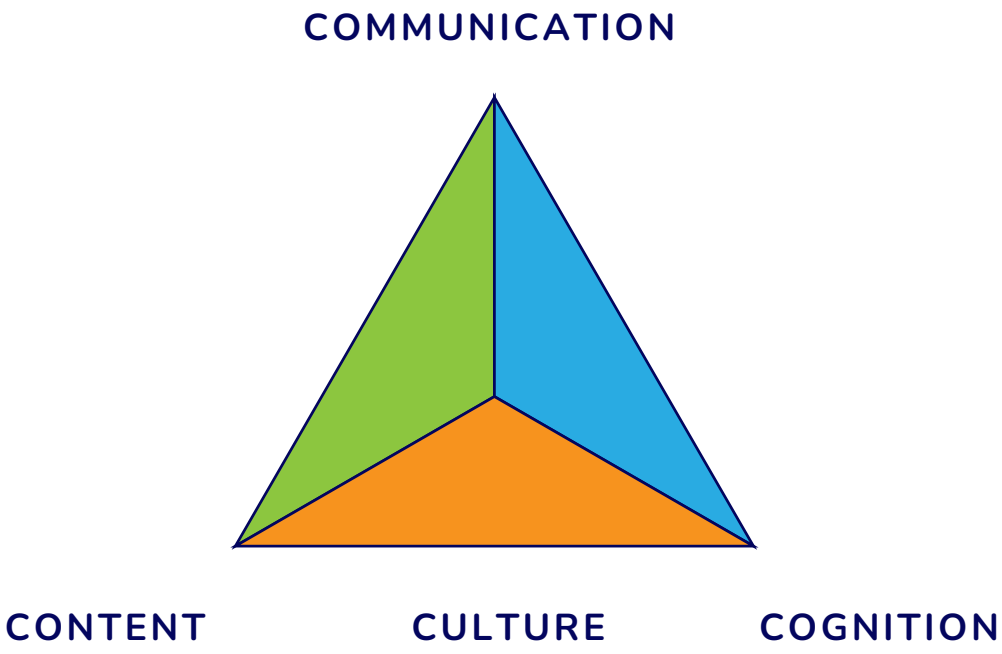
The following chapters elaborate in detail on the key CARE constructs - the CLIL approach, suggestions for practical CLIL activities, and guidelines on how to develop pupils' BICS and CALP skills. This is followed by an overview of digital and AI tools that can be used in the learning and teaching process. The last chapter, Assessment, presents recommendations on how to evaluate pupils' learning outcomes.

Key terms

Detailed definitions are provided below, but here is a quick overview of key terms for CARE materials and approach:

- **CLIL** is an acronym for Content and Language Integrated Learning.
- **4Cs of CLIL** that should be included in teaching and learning in a successful CLIL classroom, according to Coyle's 4Cs Framework, are the following: Content, Communication, Cognition, and Culture.
- **BICS** is an acronym for Basic Interpersonal Communication Skills. It refers to the language skills needed for daily communication in social face-to-face interactions.
- **CALP** is an acronym for Cognitive Academic Language Proficiency. It focuses on proficiency in academic language or language used in the classroom in the various content areas.
- **HOTS** is an acronym for higher-order thinking skills.
- **LOTS** is an acronym for lower-order thinking skills.
- **TELMS** or Technology Enhanced Learning and Mentoring, is a peer-mentoring model which recognises that teachers need to be supported in their efforts to embed digital technology into their classroom practices.

The 4Cs Framework

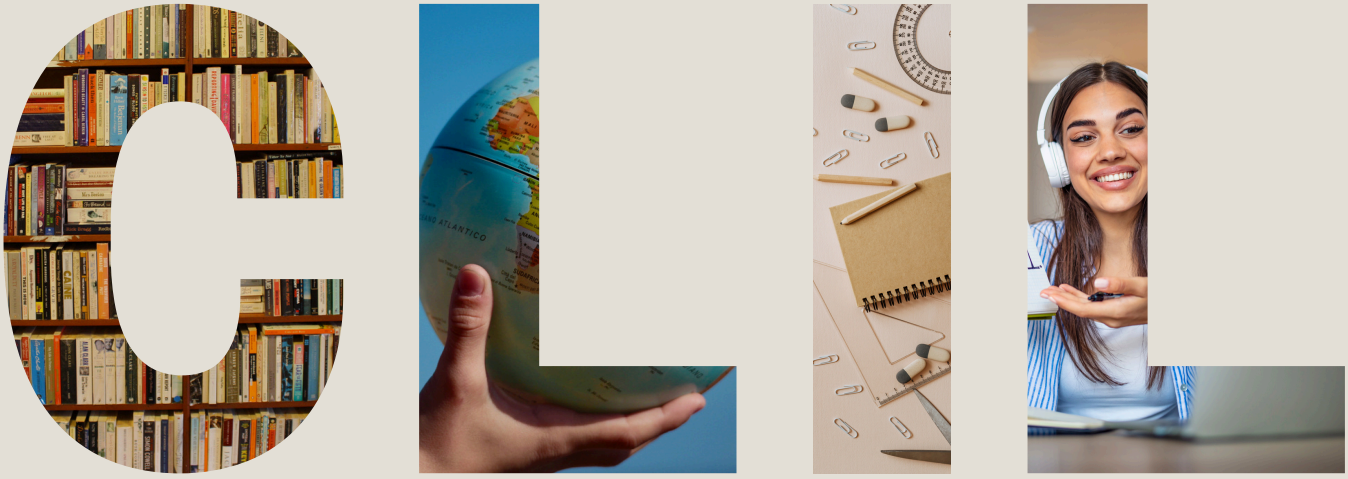


CLIL

CLIL is an acronym for **Content and Language Integrated Learning**.

It is an integrated teaching methodology with which a specific discipline is taught through the use of a foreign language. The lesson is based on disciplinary content, while the language acts as both a medium and a learning objective.

The advantages of CLIL can be observed regarding cultural awareness, internationalisation, language proficiency, readiness for both academic and professional life, and heightened motivation. Research shows the potential of CLIL for the acquisition of cross-curricular skills. This approach can bring benefits on various fronts, as it is outlined within a framework that considers 4 basic parameters: Content, Communication, Cognition and Culture.



In short, key characteristics of CLIL include:

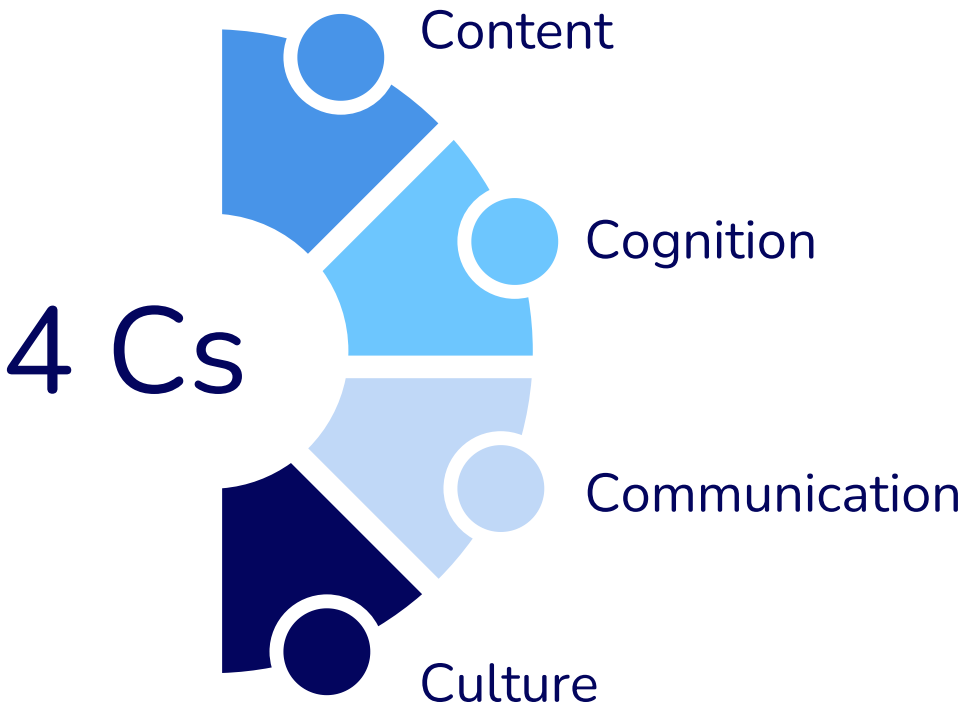
- It is an integrated approach, where both language and content are integrated in a balanced way.
- CLIL is a cross-curricular approach to learning and aims to enable learners to use their critical thinking in order to integrate, use and transfer newly acquired knowledge.
- The integration of content and language with cognition and culture is at the core of CLIL pedagogy. Apart from language and content-related skills, CLIL also promotes thinking skills as well as cultural awareness and intercultural communication skills.
- It promotes cooperative learning and learners are expected to learn in pairs or groups.

4Cs of CLIL

According to Coyle's 4Cs curriculum, a successful CLIL class should include the 4 elements or 4Cs:

- **Content** – Progression in knowledge, skills, and understanding related to specific elements of a defined curriculum. The teaching of content is not limited to the transfer of knowledge but must enable students to construct their understanding of the subject.
- **Communication** – Using language to learn whilst learning to use language. Students use the target language to communicate their thoughts, opinions, attitudes, and discoveries related to the lesson content.
- **Cognition** – Developing thinking skills that link concept formation (abstract and concrete), understanding, and language. Students use critical thinking skills to engage and understand the course content.
- **Culture** – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. Students are encouraged to consider themselves as citizens of the world, respecting both their own culture and others. The ultimate goal is to promote global awareness and understanding.

The focus on the 4Cs is important primarily because it improves a student's performance in the school environment, but also because it increases their quality of life. In multicultural classrooms, which are the focus of our project, 4Cs can be incorporated by introducing topics and activities that have intercultural and multilingual features and respect the specifics of the culture from which the migrant students come, as well as the culture of the country where the activities are carried out.



BICS and CALP

BICS (**Basic Interpersonal Communication Skills**) refers to the language skills needed for daily communication in social face-to-face interactions. On the other hand, **CALP** (**Cognitive Academic Language Proficiency**) focuses on proficiency in academic language or language used in the classroom in various content areas.

There are a few key differences between BICS and CALP. BICS is context-rich (topics are concrete), cognitively undemanding (easy to understand, everyday language), takes 1 to 2 years to achieve, and refers mainly to speaking and listening skills. On the other hand, in CALP, context is reduced (topics are more abstract), cognitively demanding (requires specialized vocabulary), takes 5 to 7 years to achieve, and can be used with all language skills.

The key difference between BICS and CALP is that the first encompasses social language acquisition skills and the other academic language acquisition. It is important for teachers to understand the difference between BICS and CALP when teaching migrant students so they can adapt to their unique strengths and needs (as well as struggles).

BICS are acquired more quickly, which is why they are considered the foundation for learning a new language. However, to learn a language, it is necessary to master both BICS and CALP.

The time required to develop BICS (1-2 years) and CALP (5-7 years) plays a role in setting realistic expectations for migrant students' language acquisition. It is necessary to adapt to the student's current language skills and continuously assess their progress. It is important to keep in mind the risk of having a student with developed BICS may mislead the teacher into assuming that the student has no difficulties following the program.

Lower and higher-order thinking skills

According to Bloom's Revised Taxonomy, learning objectives can be divided into those perceived as lower order and those perceived as higher order. Remembering, understanding, and applying are considered to be the LOTS, and analyzing, evaluating, and creating are HOTS.

Recalling information to recognize, label, name, or describe objects requires **lower-order thinking skills** (**LOTS**). **Higher-order thinking skills** (**HOTS**) are those cognitive processes that require thinking at a more complex, higher level in comparison to LOTS. HOTS are required when students apply new knowledge or a concept in novel contexts, dissect information or concepts to gain a deeper understanding or combine ideas to create something new. HOTS is also called critical thinking or creative thinking. However, to learn at the higher levels one must have knowledge and skills at lower levels.

Modern education emphasizes teaching thinking and creativity (HOTS), which is especially important in the context of comprehensive approaches such as CLIL. Learners are better prepared to handle the challenging academic and cognitive demands of studying school topics in a foreign language when they are taught specific thinking methods and the language that goes along with them.

Improvement of HOTS should encourage improvement of content knowledge and understanding as well, that is, increase student achievement and motivation (Brookhart, 2010). Also, scholars have acknowledged that developing critical thinking abilities could lead to increased linguistic competency. In other words, there is a link between thinking and language. HOTS leads to effective study because our brains absorb information most successfully and thoroughly at these higher levels of thinking. Therefore, learning should begin using learning methods from the lowest level, remembering level, and gradually progress through higher levels of thinking to further encourage understanding of the material, which makes learning more meaningful and improves long-term retention of information.

To transition students from relying on LOTS to engaging in HOTS tasks, educators can use strategies/activities that require creative thinking. TeachHub recommends some of the strategies: determining what HOTS are, connecting concepts, teaching students to infer, encouraging questions, using graphic organizers, teaching problem-solving strategies, encouraging creative thinking, using mind movies, teaching students to elaborate their answers, and teaching question-answer-relationships.

HOTS integration into the curriculum prepare students for problem-solving and decision-making in real-world contexts because the development of critical thinking contributes to the development of skills to perform complex tasks and generate new insights, which is essential for success in the academic environment and future professional life.

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COUNTRY RESEARCH RESULTS

2. Country research results

Poland

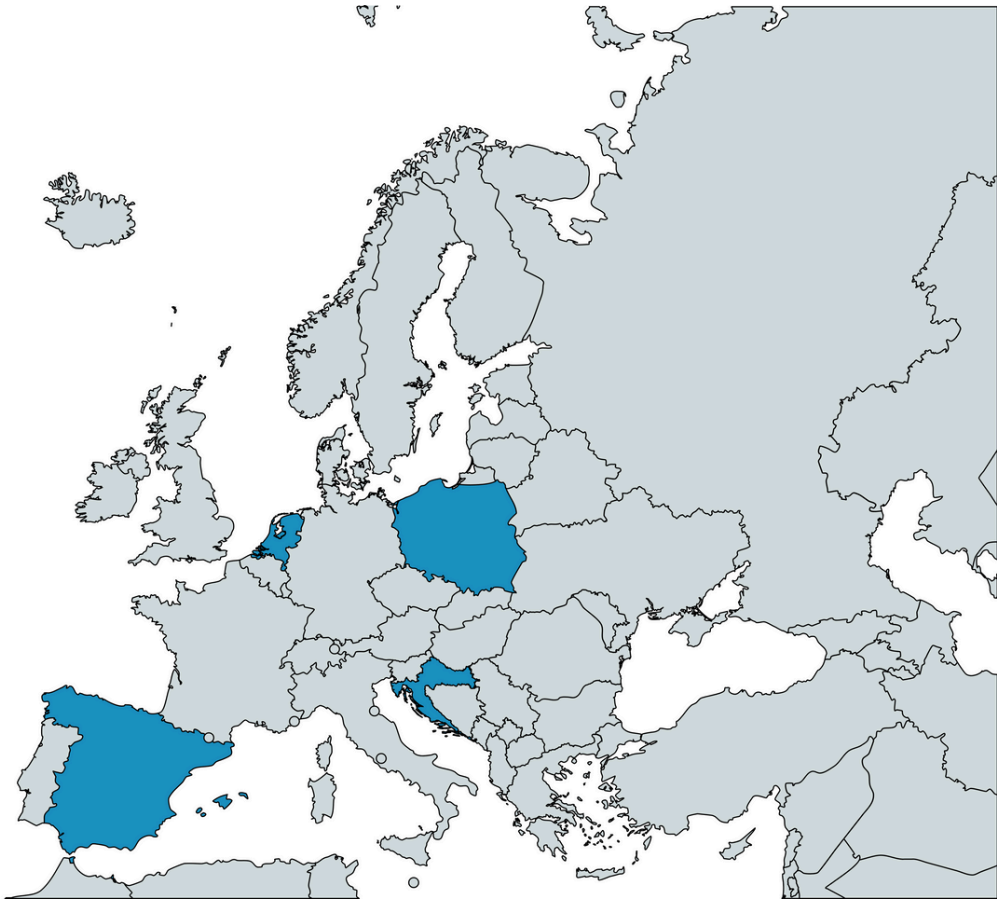
Spain

Netherlands

Croatia

DESK RESEARCH IN PARTNER COUNTRIES: KEY FINDINGS

This chapter presents the key results of research conducted in Poland, the Netherlands, Spain, and Croatia.



Desk research was conducted to map the situation in EU countries involved in the CARE project. The research focused on the implementation of CLIL in the education of migrant students and how the language learning process in a host country could be improved. It also focused on identifying the main needs of teachers and students, as well as gaining knowledge in the field of CLIL methodology and related innovative programs. In the next pages, research results will be presented for each country.

POLAND

Poland was transformed from a primarily emigration country to an immigration one, particularly following the outbreak of the war in Ukraine in 2022, with around 2.5 million foreigners currently residing in Poland. Educational policies in Poland are increasingly recognizing the importance of tailored language programs that incorporate cultural understanding and social integration. CLIL is gaining traction within Poland's educational reforms, particularly with the introduction of the Primary School Graduate Profile in November 2024, followed by an entirely revamped national core curriculum for all school subjects from 2026. These reforms emphasize cross-curricular content and project-based learning methodologies, creating a conducive environment for implementing CLIL. Also, the Polish Education Policy Framework in principle supports CLIL programs, but critics point out that it requires further elaboration.

Currently, there is no implementation of the CLIL approach or teaching materials in the Polish public education system. In the last couple of years, there were attempts to implement this methodology and/or teaching materials in the area of teaching English as a foreign language, particularly at the first educational stage (learners in grades 1–3, aged 6–9), and in the upper-primary segment (learners in grades 4–8, aged 10–15). The use of CLIL methodology in teaching English to older students is fairly restricted with elements of CLIL limited to bilingual classes. The application of the CLIL methodology in teaching immigrant students in Poland is absent. Teachers identify immigrant students with a significant deficit in Polish language proficiency and refer them to ad hoc remedial classes, typically conducted by Polish language teachers. As one can notice, there are currently no systemic, professional development opportunities for teachers of Polish as a foreign language that would promote the use of the CLIL methodology.

To conclude, the implementation of CLIL in Poland is both an opportunity and a challenge. Some of the pitfalls for implementation of CLIL are low awareness of this methodology among Polish teachers, staffing shortages, insufficient funds, limited availability of training opportunities and, finally, high mobility of immigrant students. But, to end on a positive note, by enhancing teacher training and fostering an inclusive educational environment, Poland can better meet the needs of its diverse student population and facilitate their successful integration.

SPAIN

Spain has historically been a prominent destination for immigrants. Today the country hosts a diverse immigrant population. Language education is a cornerstone of integration efforts in Spain. The Spanish government and regional authorities implement specific language support programs for immigrant students, with special attention to regions with co-official languages.

Spain stands out as a leader in implementing CLIL. Many schools across the country, particularly in bilingual and trilingual regions, have adopted CLIL programs. They are offered at the primary, secondary, and vocational education levels. Professional development opportunities for teachers are also available, equipping them with effective methodologies for implementing CLIL.

While national CLIL policies are not specifically targeted at immigrant students, regional initiatives often include provisions to address their linguistic needs. For instance, in Catalonia, immigrant students may receive instruction in both Catalan and Spanish, facilitating their integration into the regional education system. Some regions also offer additional language support classes to help immigrant students develop BICS and CALP.

Although Spain's commitment to CLIL and language education is evident, challenges remain in ensuring equitable access to these programs for immigrant students. Regional disparities in resources and program availability can create gaps in support, highlighting the need for coordinated efforts at both the national and regional levels. The implementation of CLIL in classrooms with immigrant students presents several challenges, with linguistic barriers being one of the most significant, followed by cultural differences, discrepancies between the education systems of students' home countries and the Spanish education system, socioeconomic factors (economic hardship in many migrant families) and financial and logistical barriers.

Many Spanish teachers report that CLIL fosters greater engagement and motivation. Moreover, the use of real-life contexts makes learning more relevant and enjoyable for students. However, educators also face challenges in balancing the dual objectives of teaching content and language, especially when students have different proficiency levels. To address these difficulties, teachers emphasize the need for continuous professional development in CLIL-specific strategies, such as scaffolding and multilingual resource development.

In conclusion, ensuring the effective implementation of CLIL for migrant students in Spain requires a comprehensive approach that combines linguistic and pedagogical support with cultural inclusion strategies, education system adjustments, and measures to promote the integration of immigrant students.

THE NETHERLANDS

The Netherlands has long been a key migration destination, with immigrants making up 10.8% of the population and their children an additional 10%. Historically, Dutch policies encouraged cultural maintenance among immigrants, but since the 1990s, there has been a growing emphasis on language acquisition and integration. The Dutch education system plays a central role in this process through structured programs such as Nieuwkomersonderwijs (Newcomer Education) and NT2 (Dutch as a Second Language), which help migrant students transition into mainstream education. Additional support is provided through ISK (International Transition Classes) and schakelklassen (bridge classes), alongside initiatives for parental involvement in language learning.

In the Netherlands, CLIL (Content and Language Integrated Learning) is primarily implemented in secondary education, particularly through bilingual education programs (TTO), where subjects are taught in English, German, or French. The CLIL framework is coordinated by Nuffic, which sets quality standards, including teacher proficiency requirements and structured assessments. However, CLIL policies largely focus on Dutch native students learning foreign languages, with limited explicit provisions for immigrant students. Some adaptations include scaffolding techniques (visual aids, glossaries, and sentence starters), peer collaboration, and digital tools to support multilingual learners.

One of the key challenges in implementing CLIL for immigrant students is the dual-language barrier, as many arrive with limited proficiency in both Dutch and the CLIL language (typically English). Additionally, cultural inclusivity remains a concern, as CLIL curricula are often designed with Dutch native students in mind, making it harder for immigrant students to engage fully. Teachers highlight the need for more specialized training and culturally responsive teaching materials to bridge this gap. Limited financial and human resources and standardized testing limitations further complicate CLIL accessibility for immigrant students.

Despite these challenges, CLIL has strong potential to enhance both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) for immigrant students, helping them integrate linguistically and academically. Some schools are already adapting CLIL methods by incorporating students' home languages and using digital learning platforms. Moving forward, investments in teacher development, curriculum adaptation, and equitable access to CLIL programs are essential to maximizing its role in the academic and social integration of immigrant students in the Netherlands.

CROATIA

Croatia has experienced increased immigration, visible through, for example, a positive migration rate in 2022, influenced by its EU membership and strategic position on migration routes. The education system plays a key role in fostering linguistic competence among immigrant students, often through targeted programs like Croatian as a Second Language. There is increasing recognition of the importance of multilingual and intercultural competencies for both immigrant and native students in fostering social cohesion. Croatian national and regional policies primarily focus on providing education in minority languages for national minorities, which is structured around three models: education entirely in the minority language, bilingual education, and additional lessons for cultural and linguistic maintenance. Initiatives, such as preparatory Croatian language classes for immigrant students, are implemented to support language acquisition for those unfamiliar with the Croatian language and are conducted in all schools that are attended by immigrant children, including nine secondary education schools.

In Croatia, the application of CLIL in general is still limited and often confined to pilot projects or specific schools, particularly in regions with strong bilingual traditions. A good practice example comes from the Prelog Secondary School, where Croatian and German language teachers collaborated using the CLIL method to teach German literature. This integrated approach fosters creativity and develops both BICS (through interactive and group tasks) and CALP through in-depth discussions, textual analysis, and cross-language comparisons. CLIL courses for immigrant minority students are even more scarce.

The overall significant challenge in developing and implementing the CLIL curriculum in teacher education lies in its integrative nature. Except for primary school teachers for lower grades, teachers in Croatia are usually trained to teach a single subject, either a non-linguistic subject or a language. Besides that, CLIL materials for a specific subject and teaching unit do not exist, especially not for Croatian curricula. Finally, several studies conducted in Croatia indicate that while there is overall support for CLIL among educators, students, and parents, challenges such as increased workload, the need for specialized training and varying levels of support from parents based on socioeconomic factors remain.

In the context of integrating immigrant minority students, CLIL has potential. It can support linguistic integration by combining Croatian or another foreign language with subject learning, fostering both language acquisition and academic achievement. However, broader systemic support and teacher preparation are needed.

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CLIL APPROACH

3. The CLIL approach

The CLIL appproach

CLIL benefits

CLIL challenges

CLIL models

CLIL lesson planning tools

The CLIL appproach

CLIL, which stands for **Content and Language Integrated Learning**, is an educational approach that allows for combining subject matter instruction with language learning to a varying degree and with a varied intensity. As such it is related to but distinct from CBI (Content-Based Instruction) and, more specifically, EMI (English as a Medium of Instruction).

In a CLIL classroom, students learn a subject – such as science, history, or geography – through the medium of a language other than their mother tongue, thereby developing both their subject knowledge and their target language skills simultaneously. Proponents of CLIL argue that this dual-focused approach fosters deeper engagement with the additional language, as it is learned purposefully and in a meaningful, contextualized way, rather than as a goal in itself.

The origins of CLIL can be traced back to immersion programs, particularly those in Canada (St. Lambert, Quebec) in the 1960s, where French was used as the medium of instruction for English-speaking students. These programs demonstrated that learners could achieve high levels of language proficiency while mastering subject content (see Genesee (1987)). Similar bilingual education models were implemented in Europe, leading to the formal conceptualization of CLIL in the 1990s, as part of efforts by the European Commission to promote multilingualism and improve language learning across Europe. The term "CLIL" was officially coined in 1994 by David Marsh and Anne Maljers. Of the two, Marsh has been particularly influential and highly active in promoting various forms of CLIL implementation in several educational systems across Europe and well beyond.

CLIL gained traction due to its promise to bridge the gap between content knowledge and language acquisition. As we shall see below, CLIL is not a rigid methodology but a flexible framework that allows for various degrees of language integration. Regardless of the intensity, CLIL encourages active learning, collaboration, and higher-order thinking skills. It aligns with the idea that language learning is most effective when it occurs in a meaningful context, where learners are motivated to gradually enhance their target language skills as a means to their improved academic outcomes overall.

Although it initially focused on teaching English as a medium of content instruction, the CLIL approach has since expanded globally, influencing language education policies and practices in many countries.

CLIL benefits

Content and Language Integrated Learning (CLIL) potentially offers a range of benefits for students, teachers, and educational institutions. By combining subject learning with language acquisition, CLIL fosters a more engaging and effective learning experience. Its key advantages include:

Enhanced language proficiency
One of the most significant benefits of CLIL is that it provides students with an authentic, purposeful, and immersive language-learning environment. Since learners use the target language to process information and build knowledge in other subjects, they engage with the language studied in meaningful, real-world contexts. This approach helps them develop both general and academic language skills, improving fluency, accuracy, and confidence in using the language.

Improved cognitive skills
Research suggests that bilingual education, including CLIL, enhances cognitive flexibility, problem-solving abilities, and critical thinking skills (Genesee (1987), Swain & Johnson (1997), Coyle, Hood & Marsh (2010), and others). Learning through a second language – by bringing in an added linguistic challenge – requires students to analyze, compare, and adapt their understanding, strengthening their ability to process information and think in more complex ways.

Greater motivation and engagement
CLIL lessons often feel more purposeful and engaging because they focus on real-world content rather than isolated grammar and vocabulary exercises. Students are more motivated when they see the language as a tool for acquiring knowledge rather than yet another school subject, to be studied for its own sake. This increased motivation can lead to higher levels of participation and long-term retention.

Deeper subject knowledge
While the primary goal of CLIL is to improve target language skills, it also enhances subject learning. When students interact with content in a foreign language, they are encouraged to engage more actively with the material, leading to a deeper understanding of the subject. Additionally, CLIL fosters interdisciplinary learning by encouraging connections between different areas of study.

Development of 21st-century skills
CLIL aligns well with modern educational priorities by promoting skills such as collaboration, creativity, communication, and above all critical thinking. Students often work on projects, discussions, and problem-solving tasks that require teamwork and adaptability—key skills in today's globalized world.

Increased cultural awareness
Since CLIL often involves exposure to international topics, perspectives, and texts, it helps students develop intercultural competence. This awareness is essential in an increasingly interconnected world, fostering open-mindedness and global citizenship.

In principle, CLIL can provide a dynamic and genuinely engaging way to integrate language learning with subject knowledge, making education more relevant, skill-oriented, and ultimately more effective. This said, the potential benefits will only take effect inasmuch as imminent challenges are identified and appropriately addressed, to which we shall turn presently.

CLIL challenges

CLIL has the potential to support migrant students by combining language and subject learning. However, its implementation presents significant challenges for teachers and students alike.

Challenges faced by teachers

Diverse student backgrounds

CLIL classrooms blend local and migrant learners, creating disparities in language and content needs. In host-language CLIL settings, local students may lack the cognitive and linguistic challenges central to CLIL, as content stays within their linguistic comfort zone, with familiar subject-specific terms reducing impact. Similarly, English-medium CLIL in non-anglophone contexts risks imbalance: locals find lessons manageable, while migrants grapple with content and language in two foreign codes. This demands strategic lesson design to ensure equitable integration of language and subject matter.

Limited resources and training

Schools often lack ready-made CLIL materials, forcing teachers to create their own, which is time-consuming. Training in CLIL methodologies is often inadequate, leaving educators unprepared to balance language and content. Language teachers often have some familiarity with CLIL, whereas subject teachers may have little or no knowledge of the approach, making interdisciplinary collaboration more difficult.

Assessment difficulties

Evaluating both subject knowledge and language proficiency is complex. Traditional assessments may not fairly measure understanding, as linguistic limitations can obscure students' actual knowledge. Teachers need alternative assessment methods that separate language skills from subject comprehension.

Time constraints and systemic barriers

CLIL requires extensive lesson planning, but limited time, staff shortages, and insufficient funding hinder effective implementation. Teachers often lack the institutional support needed to develop structured CLIL curricula.

Multicultural classroom dynamics

The diverse backgrounds of migrant students result in different learning preferences and levels of prior knowledge. A lack of culturally inclusive materials can lead to disengagement and adjustment difficulties. Classroom norms, such as active participation, may differ from students' previous learning experiences.

Challenges faced by students

Cognitive overload and language barriers

Simultaneously learning a new language and subject content can be overwhelming. Limited proficiency in the language of instruction makes grasping academic concepts challenging, particularly when students lack the necessary academic vocabulary.

Gaps in prior knowledge and high mobility

Differences in prior education, national curricula and high mobility of migrant students disrupt continuity, making it harder to engage with CLIL lessons. Some students struggle to align with national curricula, leading to difficulties in subject comprehension.

Social and emotional challenges

Adjusting to a new linguistic and cultural environment can cause anxiety and isolation, affecting motivation and participation. Cultural differences in classroom expectations and teaching styles can further hinder student adaptation.

Socioeconomic barriers

Limited access to educational resources and parental support due to language barriers or financial constraints further hinder academic success. Schools with fewer financial resources may struggle to provide adequate support structures.

While in principle CLIL offers many benefits, overcoming these challenges requires better teacher training, accessible resources, and inclusive assessment strategies. Schools must implement systemic support and culturally responsive teaching to ensure migrant students can fully benefit from CLIL education. Increased collaboration between policymakers, educators, and communities can help create an inclusive and effective CLIL framework.

CLIL models in language education for migrant students

Content and Language Integrated Learning (CLIL) is a flexible approach that combines language learning with subject instruction. Various CLIL models exist, ranging from soft CLIL, where language supports content learning, to hard CLIL, where language and subject matter are fully integrated. Choosing an appropriate model is crucial in mixed classrooms, where local students and migrant learners may have different levels of familiarity with the language of instruction. A lesson that serves as CLIL for migrant students may not provide the same linguistic challenge for local students, potentially making some content too easy for them while remaining difficult for newcomers.

Soft CLIL

Soft CLIL integrates subject-specific vocabulary into language lessons without full subject instruction in the target language. The focus is on language learning, with content providing context.
For example, in a host country language lesson for migrant students, a teacher might introduce science-related vocabulary while discussing the water cycle. Students learn counterparts of terms such as "evaporation" and "precipitation" in the target language while focusing on sentence structures. Local students may already be familiar with these concepts, making the lesson less challenging for them. Soft CLIL benefits migrant students by providing gradual exposure to academic vocabulary with linguistic support.

Hard CLIL

Hard CLIL involves full subject instruction in the target language. Students engage with academic content—such as history or geography—through the foreign or second language, developing both subject knowledge and linguistic skills.
For example, in a geography lesson taught in the target language, students analyze climate zones and interpret maps. The teacher provides scaffolding through visual aids but does not revert to students' native languages. In mixed classrooms, local students fluent in the target language may find the content accessible, while migrant students may struggle. This is particularly relevant when English is the target language in a non-English-speaking country—local students process subject matter, while migrants navigate both content and a foreign language. Differentiation strategies, such as peer collaboration and structured support, are essential.

CLIL models in language education for migrant students

Additional CLIL models that suit different student needs include:

Language-supported CLIL

- Provides language support before CLIL lessons.
- Example: Before a science lesson, students attend a preparatory session focusing on counterparts of key terms like "chlorophyll" in the target language.

Modular CLIL

- Implements CLIL for selected topics rather than the entire curriculum.
- Example: A history teacher teaches "The Industrial Revolution" using CLIL, while other topics remain in students' native languages. This balances the needs of local and migrant students.

Bilingual or dual-language CLIL

- Balances instruction between native and target languages.
- Example: A math teacher explains concepts in both languages, increasing target language exposure over time. This ensures local students develop academic language while supporting migrants.

Translanguaging CLIL

- Allows students to use all linguistic resources strategically.
- Example: In a history project, students gather information in their native language, collaborate in mixed-language groups, and produce a final report in the target language. This helps migrants access content while local students refine academic language skills.

Selecting a model depends on language proficiency, subject complexity, and classroom composition. Newly arrived migrants benefit from soft, language-supported, or translanguaging CLIL, which provide essential scaffolding. Intermediate learners transition to modular or bilingual CLIL, increasing language immersion while maintaining comprehension. Advanced learners can engage in hard CLIL, fostering academic independence and subject mastery.

CLIL models support migrant students in both linguistic and academic development. Soft CLIL offers an accessible entry point, while hard CLIL promotes full immersion. Additional models, such as bilingual and translanguaging CLIL, help accommodate diverse learning needs. In mixed classrooms, differentiation strategies ensure meaningful learning experiences for all students. Choosing the right model is key to successful CLIL implementation, balancing language acquisition and content learning.

CLIL lesson planning and lesson planning tools

A good CLIL lesson plan will have the same elements as a good lesson plan for any class. For example, it will start with an engaging or interesting activity that will introduce learners to the topic, it will connect to previous and future lessons, and it will include activities to assess learners' progress. What you should keep in mind is to focus both on the content and language elements to use the full benefits of a CLIL approach.

CLIL planning stages

According to Coyle, Marsh and Hood (2010), there are four stages in the process of implementing CLIL lessons (source: Generalitat de Catalunya, CLSI Module 6).

1) A shared vision for CLIL - Involve those interested in CLIL at your school (language teachers, subject teachers, managers) in the construction of a shared vision of CLIL.

2) Analysing and personalising the CLIL context - Those responsible for the CLIL programme construct a model for CLIL that grows from the vision shared in stage 1. They can add the local situation: school type and size, environment, teacher supply, and national policies.

3) Planning and preparing a unit - There are four steps at this stage, related to the **4Cs: Content, Cognition, Communication, and Culture**.

- Step 1: considering content
- Step 2: connecting content and cognition, analysing and selecting the thinking skills, problem solving and creativity which connect with the content
- Step 3: communication, defining language learning and using, and providing the proper language scaffolding
- Step 4: developing cultural awareness and opportunities

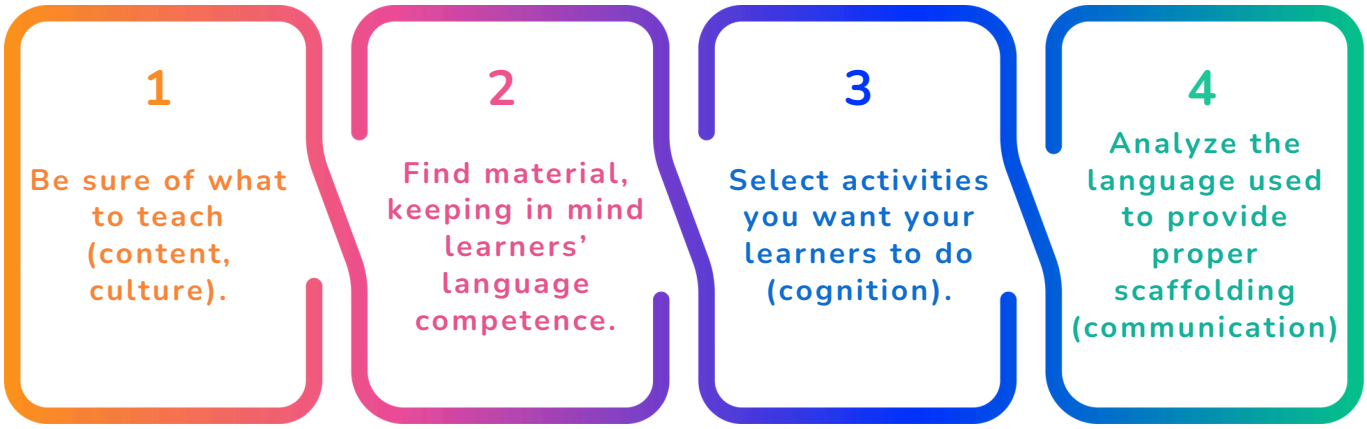
4) Monitoring and evaluating the unit

Monitoring the development of a unit and evaluating the processes and outcomes are integral to the teaching and learning process. This stage focuses on understanding classroom processes as they evolve to gain insights which inform future planning.

CLIL planning stages pyramid (Coyle, Marsh, Hood, 2010)

Creation process of a CLIL lesson

The diagram below presents the third stage of the CLIL planning process in more detail. It may help you to organise your time and resources in order to create your own CLIL lesson.



Step 1 may seem obvious, but a majority of teachers new to CLIL spend a lot of time searching for good materials from different sources without having a clear idea of what to teach. Write down your ideas before beginning to search. Decide in advance what you want to include and what to exclude from the topic you have selected. The focus of step 2 is that it is easier to transform available materials than to start from scratch. The selection of activities proposed in step 3 implies that you already have a range of tasks at different levels of Bloom's Taxonomy. Using different kinds of tasks engages learners and promotes a learner-centered approach to teaching. Providing language scaffolding in all your activities is the main point of step 4. Once the content is clear and the tasks have been chosen, you must adapt all the materials to the language level of your learners.

Tips for creating a CLIL lesson

Ollie Wood (author at OxfordTEFL) proposes the following list of tips and aspects of CLIL that should be considered when you start planning your lesson.

- Set your goals

Make sure that you have clarified your global goals, teaching aims and learning outcomes. The global goals refer to your vision for the course: is the lesson helping you to achieve that vision? The global goals should be embedded in the unit planning. Following this, check that the teaching aims are clear – there should be no grey areas. The learning outcomes also need to be defined, and you should know which ones can be measured and how you will measure them.

Tips for creating a CLIL lesson

- Build your scaffolding

Scaffolding is an instructional method where a teacher provides temporary support to help students learn new concepts or skills. As students become more proficient, the teacher gradually reduces guidance, allowing students to work independently. In other words, the teacher shows how something is done, then the class practices together and, finally, students work individually.

- Adapt to differing cognitive levels

Check that any questions or problems to be solved are also at the appropriate cognitive level. You need to ensure that the learners can progress cognitively and find ways of measuring this progress. Considering that classes are very rarely homogeneous, it's also important to build in ways of assisting the learners in developing a range of strategies through the CLIL language.

- Remember the 4 C's

Activities and tasks are the building blocks of any lesson. In CLIL we need to ensure that they relate to the global goals, aims and outcomes in terms of the 4Cs: content, communication, cognition, and culture. Progression should also be built into our activities and tasks, which should help to develop talk for learning.

- Assessment

All lessons must have forms of assessment built into them, but in CLIL it is even more important due to its dual-focused educational approach. In the planning stages of a CLIL lesson, we must build in stages that will allow both the learners and us, the teachers, to know what has been learned. Of utmost importance is making a decision on what will be assessed to ensure that feedback informs further learning. Similarly, we must decide what kind of formative and summative assessment tasks will be needed.

- Reflection

The final stage of successful CLIL planning is that of reflection. Firstly, check that there is a variety of interaction patterns (groups, pairs). Secondly, check that enough time has been allocated to each stage. Next, when looking over your lesson plan, think about what you might want to add or leave out. Finally, perhaps not in every lesson, build in ways of collecting the learners' views of your lessons. Then, of course, we need to act on that feedback and build it into the next lesson.

Below you will find a list of **lesson planning tools** and a **CLIL lesson plan template** developed by Hernández González, J. and Julian-de-Vega, C.

Lesson planning tools

TOOL	DESCRIPTION	QR CODE
Auto Classmate	The Auto Classmate AI-Powered Lesson Plan Generator enables teachers to create highly-customizable, editable, and unique lesson plans. Powered by OpenAI's GPT-4, this lesson planning tool also enables you to have conversations about your lesson plan with the AI-Powered Instructional Coach Chatbot.	
OER COMMONS OPEN EDUCATIONAL RESOURCES	OER Commons makes it easy for teachers to connect with other educators and find relevant materials. Teachers can search by subject area, standard, or keyword to find resources, or use the advanced search option. Those resources can then be saved within OER Commons or shared through Google Classroom. Teachers can also use the lesson builder or module builder to compile resources into lesson plans or unit plans that can be shared publicly on the site or more privately within a hub or group.	
aft sharemy lesson	Share My Lesson offers over 420,000 teaching resources, ranging from lesson plans to handouts to articles and webinars, covering all core academic subjects and classroom concerns like student management, social-emotional learning, and trauma-informed instruction. The site also offers professional development resources.	
nearpod A Renaissance Company	Nearpod is a tool that enables teachers to create and deliver lessons. It can help add a layer of interactivity and feedback to slideshow-style lessons; give students opportunities for interaction and immediate feedback by having them draw on a map or diagram, respond to a poll question, post a note or image to a collaboration board, take a multiple-choice quiz, or. use VR to take students on a virtual field trip. Teachers can create their lessons or use the library of pre-made lessons.	

CLIL lesson plan template

Title:		
Subject/s:	**Year:**	**Timing/number of sessions:**
Content		
Learning objectives	**Content objectives:**	
	Language objectives:	
Communication		
Skills	☐ Reading ☐ Listening ☐ Writing ☐ Speaking	
Grammar & syntactic structures **Vocabulary** **Pronounciation, intonation & fluency**	**Language of learning** (*CALP*): *academic language* **Language for learning** (*BICS*): *class language, useful phrases, giving instructions* **Langugage through learning** (*not planned*):	
Cognition		
LOTS (*remembering, understanding, applying*) **HOTS** (*analyzing, evaluating, creating*)		
Questions to be used		
Culture		
Context / citizenship / intercultural elements / cultural awareness / multiple perspectives / life skills		
Methodology		
1. Enabling activities	*Introductory activities, vocabulary needed, previous knowledge*	
2. Development and final products	*Making posters or presentations, writing descriptions, discussions*	
3. Final or follow-up activities	*Feedback, exhibitions, final presentations*	
4. Assessment	*Self-assessment, peer assessment, teacher assessment (observations, tasks, tests)*	

Click here to download the CLIL Lesson Plan Template.

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CARE

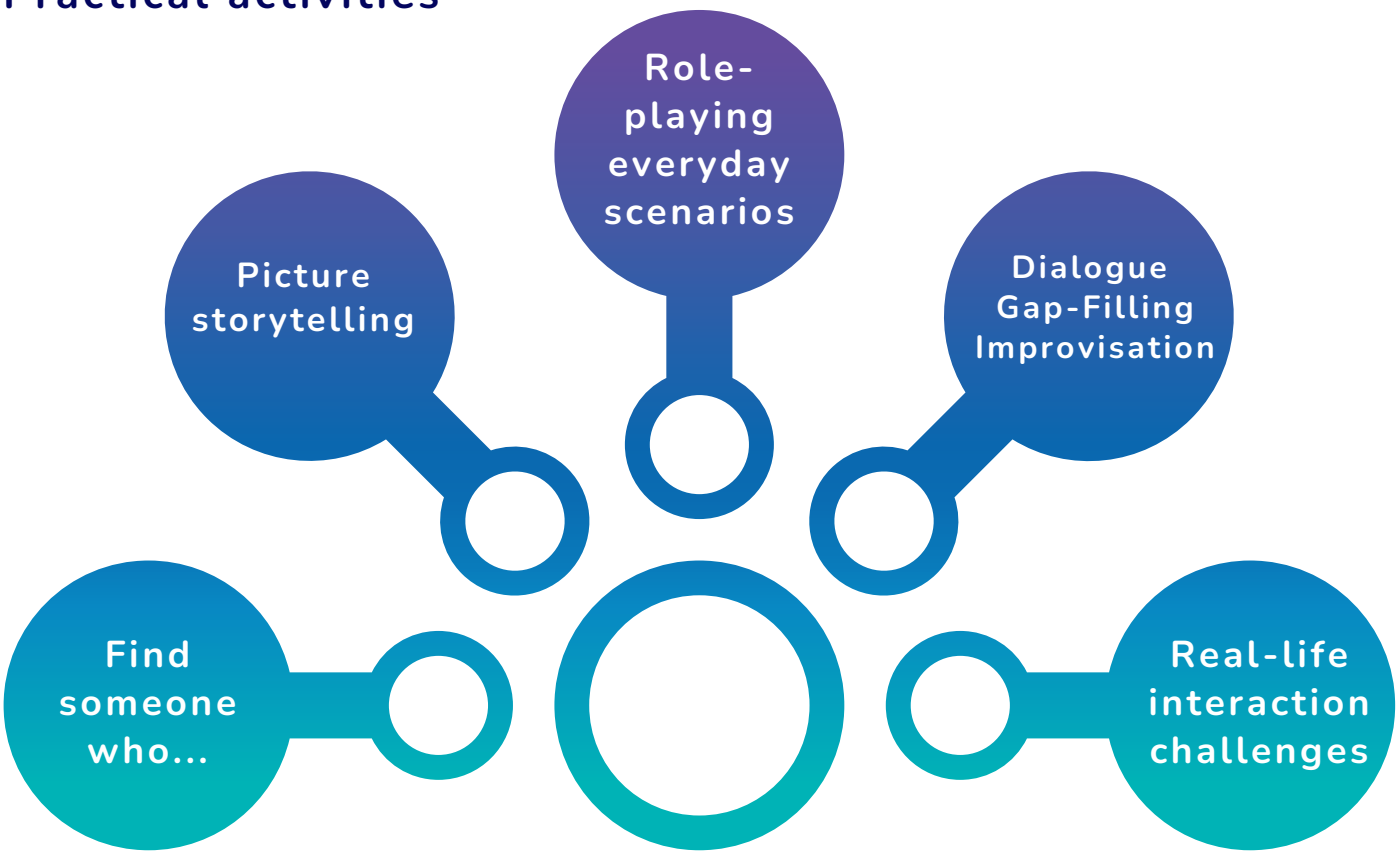
PRACTICAL ACTIVITIES

4. Practical activities

Activities for developing Basic Interpersonal Communication Skills (BICS)

Activities for developing Cognitive Academic Language Proficiency (CALP)

BICS (Basic Interpersonal Communication Skills) Practical activities



Role-playing scenarios

Role-playing is a teaching technique in which participants take on different roles in a simulated situation, allowing them to experience and practice responses in real or fictional contexts. This methodology fosters active learning, the development of social and communication skills, and the ability to empathize in various situations.

In relation to BICS (Basic Interpersonal Communicative Skills), role-playing is particularly useful because it promotes spontaneous and contextualized interaction, facilitating the acquisition of conversational language in everyday situations. BICS are the basic language skills needed for interpersonal communication and develop in informal settings, as opposed to CALP (Cognitive Academic Language Proficiency), which relates to more advanced academic and cognitive language.

Through role-playing, students can practice authentic communicative situations, such as making a purchase, asking for directions, or resolving a conflict, thereby improving their fluency and confidence in oral expression—key aspects in acquiring BICS.

Example of a role-playing scenario
Ordering food at a restaurant

1. We introduce the context and key vocabulary. We can use flashcards, dialogues, or short videos to model the interaction.
2. Divide students into pairs or small groups and assign each student a role (customer, waiter/waitress, cashier).
3. Provide a model dialogue.
4. Act out the scene.
5. Feedback and reflection.

TPR activities

Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. The process mimics the way that infants learn their first language, and it reduces student inhibitions and lowers stress.
TPR has become a very popular technique, especially with children. In the classroom with young learners, using this method could be as simple as pairing commands such as “touch your nose” or “show me five fingers,” with the action of doing so yourself. Children can also easily sing along with the teacher to a song that integrates movement with language.

Advantages of using TPR for migrant students:

- All students participate
- Combines visual, auditory and kinaesthetic learning.
- Physical movement helps to learn vocabulary better.
- Role-playing with movement is a motivated activity.

Example of a TPR role-play activity

Learning outcomes:

- understand and use key restaurant phrases through physical responses
- improve listening comprehension of common restaurant dialogues

Materials: flashcards (menu, waiter, table, food items, bill), visual aids (pictures), real objects (tray, menu, money, cups, plates)

Instructions:

1. Introduce key vocabulary: show flashcards or real objects.
2. Say the words and students repeat them and mimic the actions. Example: waiter - pretend to carry a tray.
3. Listen and respond with actions (give commands and students respond physically). Example: look at the menu - students mime reading.
4. Pair work role-play - students practice ordering as customers and waiters.

Multiple-choice activities

Multiple-choice questions should contain a question (known as the stem), the correct answer (key) and distractors (other plausible options). Multiple-choice questions can be used at different points in the learning process, to check for understanding or as a low stakes retrieval task.

Example of a multiple-choice activity

At the restaurant. Choose the correct answer.

1. What is the correct way to ask for the menu?
A. I want to see the menu now!
B. Could I see the menu, please?
C. Can I have the menu, please?

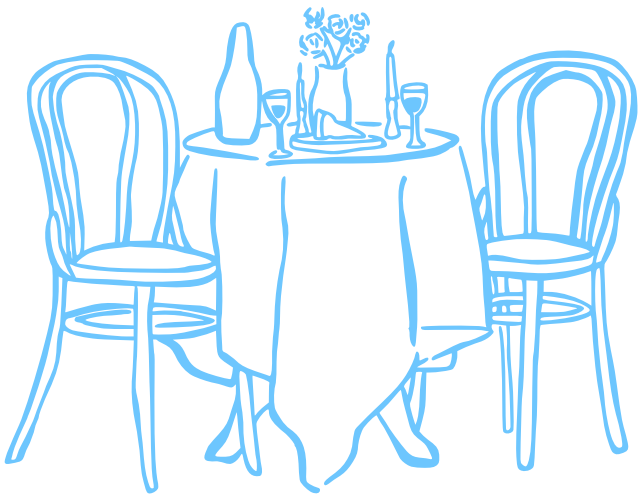
2. If the waiter says: *What would you like to drink?*, what is he asking?
A. What would you like to drink?
B. Are you ready to order?
C. What would you like to eat?

3. What should you say if you don't understand the waiter?
A. I don't understand anything!
B. Could you repeat it, please?
C. Say it louder!

4. Which of the following is a polite way to order food?
A. Could I have a pizza, please?
B. Give me a pizza!
C. Give me that!

5. How would you politely ask for the bill?
A. Bill, quickly!
B. Bring me the bill!
C. Could you bring me the bill, please?

ANSWERS:
1. A, 2. A, 3. B, 4. A, 5. C



Matching activities

Matching activities require learners to match similar elements. Students need to find a match for a word, picture, tile or card. For example, students place 30 cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair by using their memory.

Example of a matching activity

Phrases in a restaurant

Column A (Situation)	Column B (Matching phrase)
1. Customer enters the restaurant.	Good evening! Welcome to our restaurant.
2. Waiter greets the customer.	Could I see the menu, please?
3. Customer asks for the menu.	Hello! Table for one or two?
4. Waiter brings the menu.	I would like a pizza, please.
5. Customer places an order.	Here is the menu. Let me know when you're ready.
6. Waiter asks about drinks.	Would you like something to drink?
7. Customer asks for the bill.	Could I have the bill, please?
8. Waiter brings the bill.	Here is your bill. Would you like to pay by card or cash?
9. Customer thanks the waiter.	Thank you! The food was great.

Interview activities

Engaging in interview activities can have numerous benefits for students. These activities provide opportunities for students to enhance their communication skills, build self-confidence, develop active listening skills, and promote critical thinking and problem-solving abilities. By participating in interview activities, students are able to practice expressing their thoughts and ideas effectively. They learn how to articulate their responses clearly and concisely, which is a valuable skill in both academic and professional settings. Additionally, interview activities help students become more comfortable speaking in front of others, boosting their self-confidence and reducing anxiety.

Example of an interview activity

The objective of this activity is to learn and practice key interview phrases for a restaurant job using physical actions.

STEPS:

1. Preparing phrases and gestures:
    a. Examples of common interview questions for a restaurant job (waiter, customer)

PHRASES	GESTURES
Why do you want to work here?	Open the arms towards the restaurant.
How would you handle an angry customer?	Make calming gestures.
How would you take an order?	Pretend to write on a notepad.
Can you carry a tray with multiple drinks?	Pretend to balance a tray carefully.

2. Pair practice:
    - One student plays the manager, and another plays the job candidate.
    - The manager asks questions while the candidate responds with both the phrase and the corresponding movement.
    - And then they change the roles.

3. Advanced variation:
    - Conduct the interview using only gestures, and others must guess the correct response.
    - Add real-life props like trays, menus, or reservation books to make it more realistic.

CALP(Cognitive Academic Language Proficiency) Practical activities

Idea(l) Mapping activities

Description

WRITING / SPEAKING ACTIVITIES

In this example, we focus on using structured templates like Venn diagrams or cause-effect charts to organize ideas before writing essays.

Example of when to use in the classroom:

- Before writing assignments - helps students structure their ideas,
- During debates or presentations - to prepare clear arguments and evidence.

Step-by-step instructions

1. Introduction and instructions (10 minutes)

Explain how visual mapping helps organise ideas before essay writing. Discuss Venn and Fishbone diagrams, or other cause-effect charts as structuring tools.

2. Brainstorming (15 minutes)

Assign a broad theme (e.g., personal development, migration, or inflation). Encourage students to brainstorm key concepts.

3. Filling diagrams (15 minutes)

Individually or in pairs, or groups, students categorise their ideas using the template. They refine overlapping areas (Venn) or cause-effect relationships (Fishbone).

4. Essay writing (30–40 minutes)

Students use the completed diagram as a foundation for structuring their essays.

Required materials

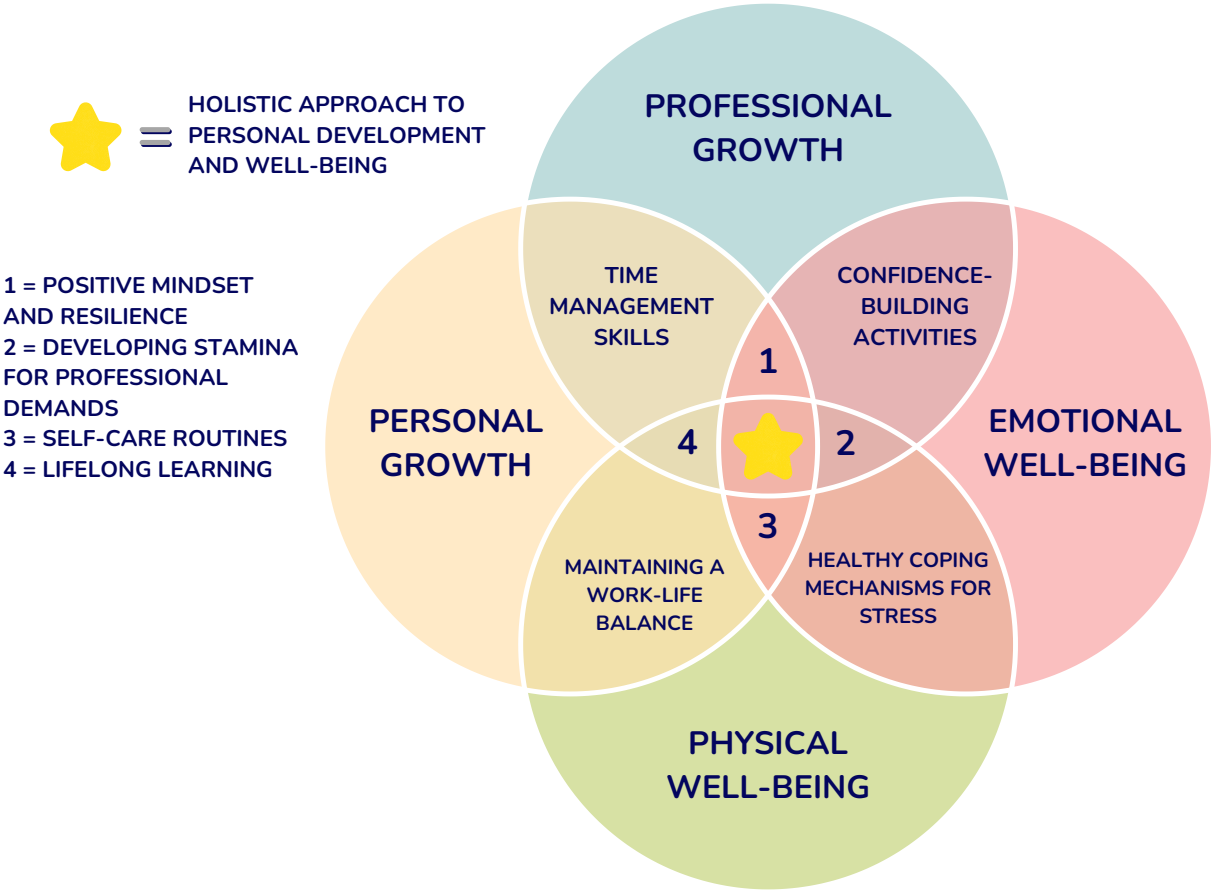
- Printed or digital templates of Venn diagrams, Fishbone diagrams, or other cause-effect charts,
- Markers and sticky notes (if using physical copies),
- A projector or whiteboard for collaborative mapping.

Learning outcomes

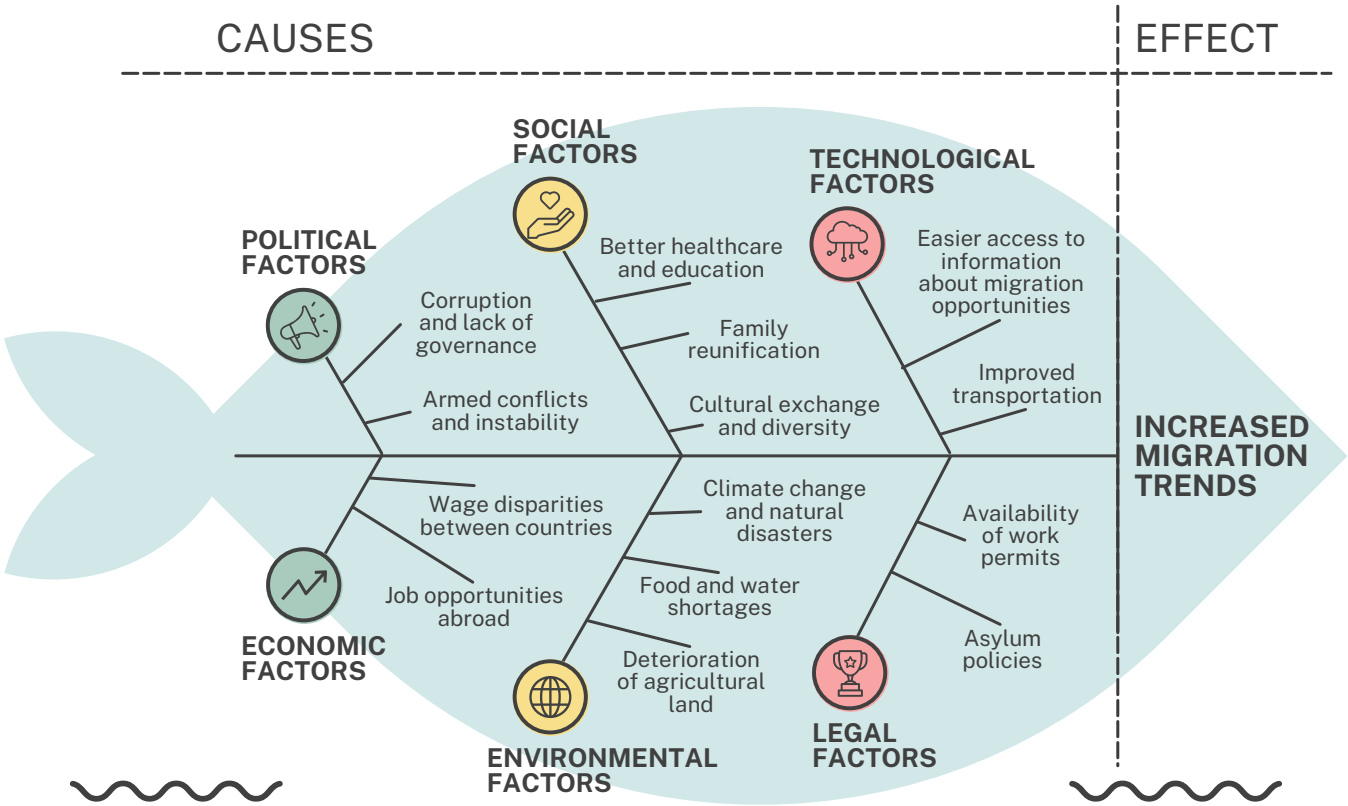
- Organise complex ideas using structured templates,
- Develop critical thinking and categorisation skills,
- Enhance clarity in essay writing through visual structuring.

Examples of Idea(l) Mapping activities

Four Venn diagram: Personal development and well-being



Fishbone diagram: Migration



Examples of Idea(l) Mapping activities

Fishbone diagram: Inflation

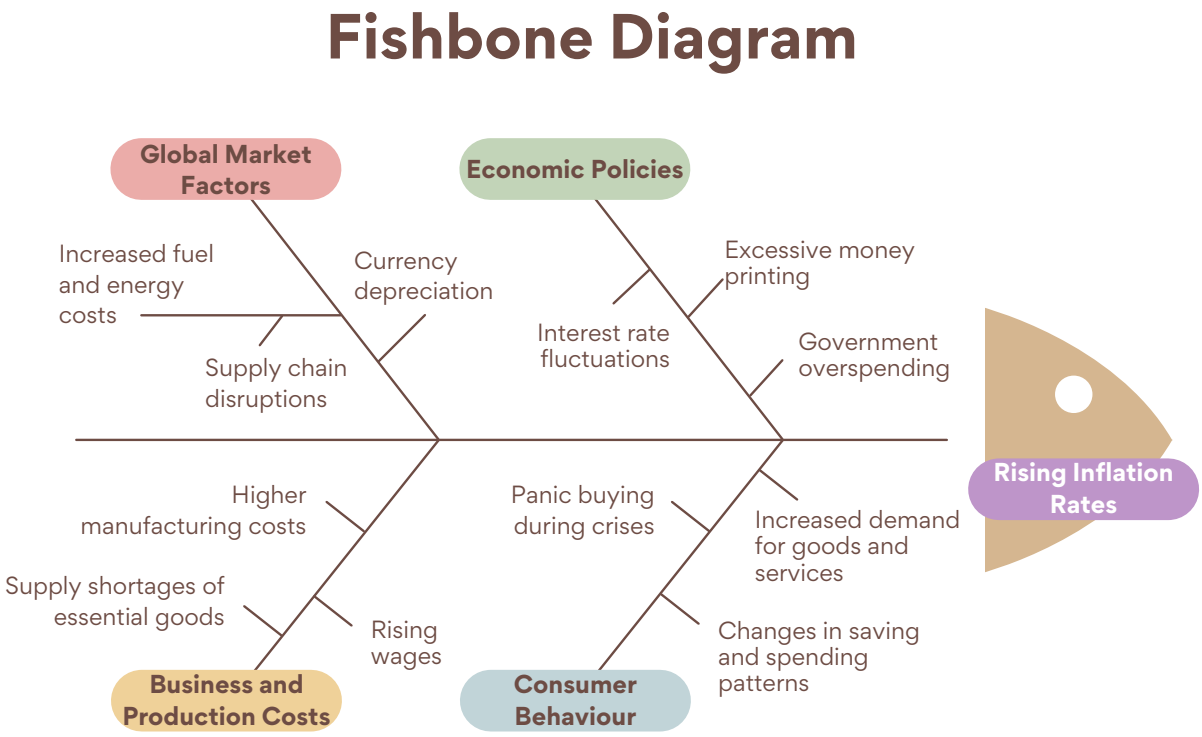
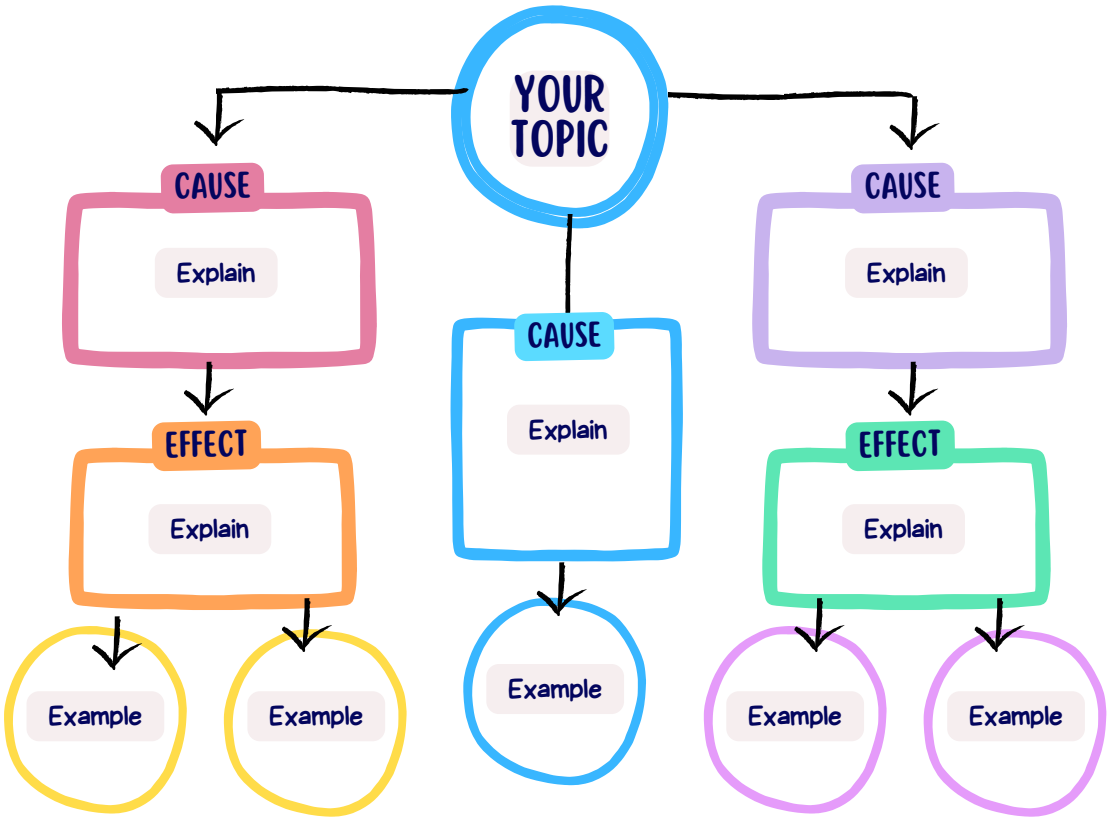


Diagram template



Text Mosaic activities

Description

READING ACTIVITIES

Each student reads a different part of a text, summarizes key points, and shares with a group to build comprehension skills.

Example of when to use in the classroom:

- Before a debate on the given issues, students can mosaic-read different perspectives on its policies.

Step-by-step instructions

1. Preparation (before the lesson)

Divide the text – choose an academic text and split it into 4-5 sections.

2. Introduction (5 minutes)

Introduce the text topic. Explain the Text Mosaic activity.

Students form small groups (4-5 students as there are 4-5 sections). Assign a different section to each student in a group.

3. Individual reading and notes (10 minutes)

Students read their assigned section and take notes on key points.

4. Expert group discussion (10 minutes)

Students meet with peers who read the same section to discuss and summarize.

5. Mosaic group sharing (15 minutes)

Students return to their original groups and teach their section to peers.

6. Whole-class discussion (10 minutes)

The teacher facilitates a class discussion to connect ideas.

Required materials

- Printed texts (or digital versions),
- Note-taking sheets,
- Graphic organizers for summarizing key points.

Learning outcomes

- Developing reading comprehension in an academic context,
- Enhancing speaking and summarization skills,
- Building collaboration and teamwork among students,
- Strengthening critical thinking by making connections across sections.

Example of a Text Mosaic activity

Topic: Climate change

"Climate Cha(lle)nge – A Global Concern"

1 Climate change is one of the biggest challenges of our time. It affects the environment, the economy, and people's daily lives. Scientists agree that human activities, such as burning fossil fuels and deforestation, are increasing greenhouse gases in the atmosphere. These gases trap heat, causing global temperatures to rise.

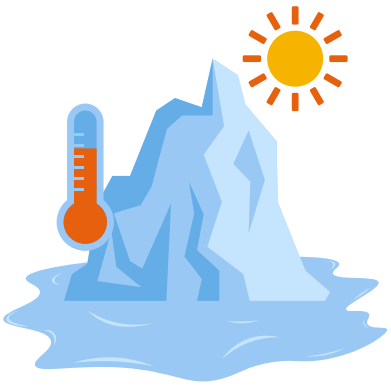
2 One major consequence is extreme weather. Many regions now experience more heatwaves, floods, and wildfires. Ice caps are melting, leading to rising sea levels, which threaten coastal cities. In some places, droughts make it harder to grow food, affecting millions of people.

3 However, there are solutions. Governments, businesses, and individuals can all take action. Switching to renewable energy sources like wind and solar power reduces carbon emissions. Using public transport, recycling, and planting trees can also help. Many cities are now investing in climate resilience – building stronger infrastructure to handle extreme weather.

4 But change takes effort from everyone. Educating people, supporting eco-friendly policies, and making small daily choices, like using less plastic or saving electricity, all make a difference. If we act now, we can protect our planet for future generations.

Discussion questions:

1. How does climate change affect your country?
2. What actions can individuals take to reduce their carbon footprint?
3. Why is international cooperation important in fighting climate change?



Example of a Text Mosaic activity

Topic: Climate change

Key points

Section 1 - Climate change and its causes

- Climate change is a major global challenge.
- It impacts the environment, economy, and daily life.
- Human activities like burning fossil fuels and deforestation increase greenhouse gases.
- Greenhouse gases trap heat, raising global temperatures.

Section 2 - Consequences of climate change

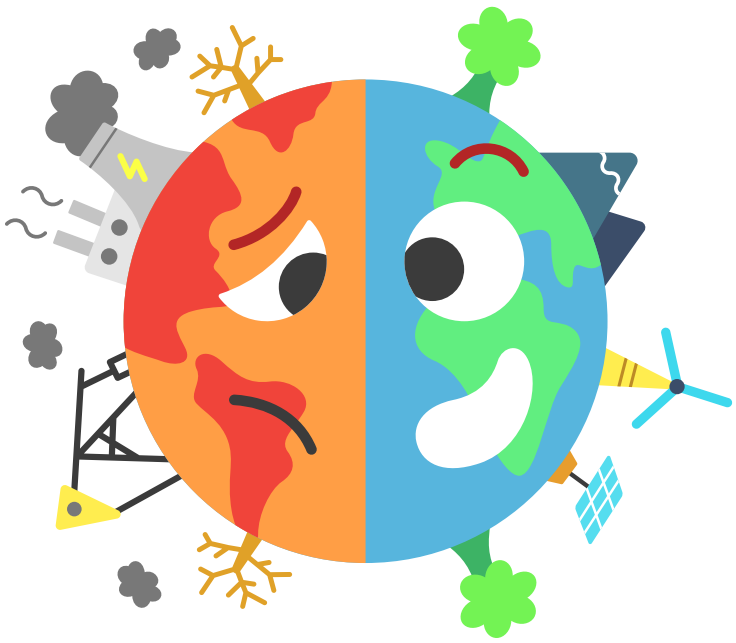
- Extreme weather events (heatwaves, floods, wildfires) are increasing.
- Melting ice caps contribute to rising sea levels.
- Rising sea levels threaten coastal cities.
- Droughts affect food production, impacting millions of people.

Section 3 - Solutions to climate change

- Renewable energy (wind, solar) reduces carbon emissions.
- Public transport, recycling, and tree planting help combat climate change.
- Cities invest in climate resilience (stronger infrastructure for extreme weather).

Section 4 - Role of individuals and cooperation

- Everyone must contribute to change.
- Education, eco-friendly policies, and daily habits (saving electricity, reducing plastic) matter.
- International cooperation is key to addressing climate change.
- Immediate action is needed to protect future generations.



Solo-Duo-Group Exchange activities

Description

SPEAKING ACTIVITIES

Students think individually about the given topic, discuss it with a partner, then share with the class to develop academic discussions.

Example of when to use in the classroom:

- Before an essay or debate on the given topic,
- To introduce the given topic,
- As a review activity after a unit on the given topic.

Step-by-step instructions

1. Introduction (5 minutes)

Introduce the topic. Provide key vocabulary and phrases to support discussion.

2. Solo Thinking (5 minutes)

Each student independently reflects on the given topic and writes down a few key related points. Encourage the use of academic language.

3. Duo Discussion (10 minutes)

Students pair up and discuss their ideas. They compare their points, refine their arguments, and provide additional details. Each pair selects the most important points to share with the group.

4. Group Exchange (15 minutes)

Two-three pairs form a small group (4-6 students). They present and discuss their findings. Groups summarise their conclusions and prepare to share them with the whole class.

5. Whole-Class Discussion (15 minutes)

Groups present their ideas to the class. Encourage students to ask questions and challenge arguments using academic discourse. Summarise key takeaways on the board.

Required materials

- Vocabulary list with essential terms related to the given topic (example below),
- Sentence starters to support academic discussions (handout below),
- Paper or notebooks for students to take notes,
- Whiteboard/flipchart for summarising key points.

Learning outcomes

- Enhancing critical thinking by analysing different aspects of the given topic,
- Developing academic speaking skills through structured discussion,
- Improving collaboration by working in pairs and groups,
- Expanding vocabulary related to the given topic,
- Practice argumentation and justification using evidence.

Example of a Solo-Duo-Group Exchange activity

Topic: Global warming

Basic terms:

- Climate change
- Greenhouse effect
- Fossil fuels
- Carbon footprint
- Emissions
- Renewable energy
- Non-renewable resources
- Deforestation
- Biodiversity loss

Causes of global warming:

- Human activities
- Burning fossil fuels
- Deforestation and land use changes
- Industrialization
- Transportation emissions
- Agricultural practices

Effects of global warming:

- Rising sea levels
- Extreme weather events
- Melting glaciers
- Ocean acidification
- Habitat destruction
- Food and water shortages
- Heatwaves and droughts

Solutions and strategies for counteracting:

- Reducing carbon emissions
- Investing in renewable energy
- Energy efficiency
- Sustainable development
- Reforestation and afforestation
- Carbon tax
- Eco-friendly transportation

Example of a Solo-Duo-Group Exchange activity

HANDOUT

A list of SENTENCE STARTERS to support academic discussions, divided into useful categories:

1. Introducing an idea

- One major cause of... is...
- It is widely recognised that...
- A key/significant factor contributing to... is...
- Research suggests that...
- It is important to consider...

2. Expressing an opinion

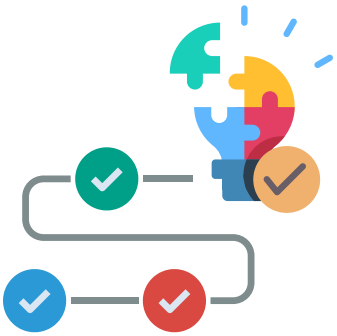
- In my view, ...
- I strongly believe that...
- From my perspective, ...
- It seems to me that...
- I would argue that...

3. Agreeing with a point

- I completely agree with... because...
- That is a valid point, and I would add that...
- I see your point, and I also think...
- That is a strong argument, especially considering...

4. Disagreeing politely

- I see your point, but have you considered...?
- While I understand your argument, I believe...
- That is an interesting perspective, but I would argue that...
- I partially agree, but I think we should also consider...
- One could argue that...



5. Comparing and contrasting

- Similarly, ...
- In contrast, ...
- On the one hand, ... On the other hand, ...
- Unlike..., ...
- Compared to..., ...

6. Giving examples

- For instance, ...
- A clear example of this is...
- This can be seen in...
- To illustrate this point, ...
- A case study that supports this is...
- A counterpoint to consider is...

7. Making a generalisation

- Generally speaking, ...
- In most cases, ...
- It is often the case that...
- A common trend is...

8. Drawing conclusions

- In conclusion, ...
- To sum up, ...
- Taking everything into account, ...
- Therefore, it can be concluded that...
- This evidence strongly suggests that...

Visual debate conceptualization activities

Description

SPEAKING ACTIVITIES

Students create a visual diagram linking key terms and ideas related to the given topic.

Examples of when to use in the classroom

- To develop public speaking skills in preparation for presentations,
- To introduce a debate format in a language lesson,
- As a revision activity to consolidate knowledge or before an essay on the given topic.

Step-by-step instructions

1. Introduction (5 minutes)

Introduce the debate topic. Provide key vocabulary and phrases to support discussion.

2. Creating the visual diagram (15 minutes)

Students work in small groups (3-4 students). Each group creates a mind map/diagram linking key terms, arguments, and counterarguments. The diagram/mind map should include:

- Main idea (e.g., cultural diversity) in the centre,
- Supporting arguments (e.g., promotes tolerance, encourages innovation),
- Opposing arguments (e.g., may cause social tensions, language barriers),
- Examples and evidence for each point.

3. Debate preparation (10 minutes)

Each group selects a spokesperson. They prepare short statements supporting or opposing the motion. Encourage the use of academic language.

4. Class debate (25 minutes)

Groups take turns presenting their arguments using their diagrams. Encourage rebuttals, where teams challenge or support previous statements. The teacher moderates the discussion.

5. Reflection and summary (5 minutes)

The class discusses the strongest arguments presented. The teacher summarises key points on the board. Optional: Students vote on which side made the most convincing argument.

Required materials

- Large sheets of paper or whiteboards for creating visual diagrams,
- Coloured markers for categorising arguments,
- List of debate topics ranging from general discussions to more thought-provoking issues,
- Vocabulary list with essential terms related to the given topic (example below),
- Sentence starters to support academic discussions (handout in a previous activity),
- Timer to manage discussion phases.

Learning outcomes

- Developing critical thinking skills by evaluating different perspectives,
- Improving teamwork by collaborating on a visual diagram,
- Strengthening academic discussion skills using key terms and logical argumentation,
- Practising supporting claims with evidence.

Example of a visual debate conceptualization activity

Topic: Cultural diversity

DEBATE TOPICS

Education and language

- Should all students be required to learn multiple languages?
- Is it important for immigrants to adopt the dominant language of their new country?
- Should cultural history be a compulsory subject in schools?

Social and political issues

- Does globalisation help or harm cultural traditions?
- Should immigrants be required to integrate into the dominant culture?
- Should countries do more to protect minority cultures?
- Does multiculturalism strengthen or weaken national identity?
- Does cultural diversity lead to stronger or weaker social cohesion?

Workplace and economy

- Does cultural diversity in the workplace lead to more innovation?
- Should businesses respect all cultural holidays or only national ones?
- Does cultural diversity create more economic opportunities or challenges?

VOCABULARY

Aspects of cultural diversity

- Language barrier
- Religious diversity
- Intercultural communication
- Social integration
- Ethnic minority
- Cultural exchange
- Cultural adaptation
- Stereotypes
- Prejudice
- Discrimination

Benefits of cultural diversity

- Broader perspectives
- Mutual understanding
- Cultural enrichment
- Tolerance and acceptance
- Creativity and innovation
- Diverse workforce

Challenges of cultural diversity

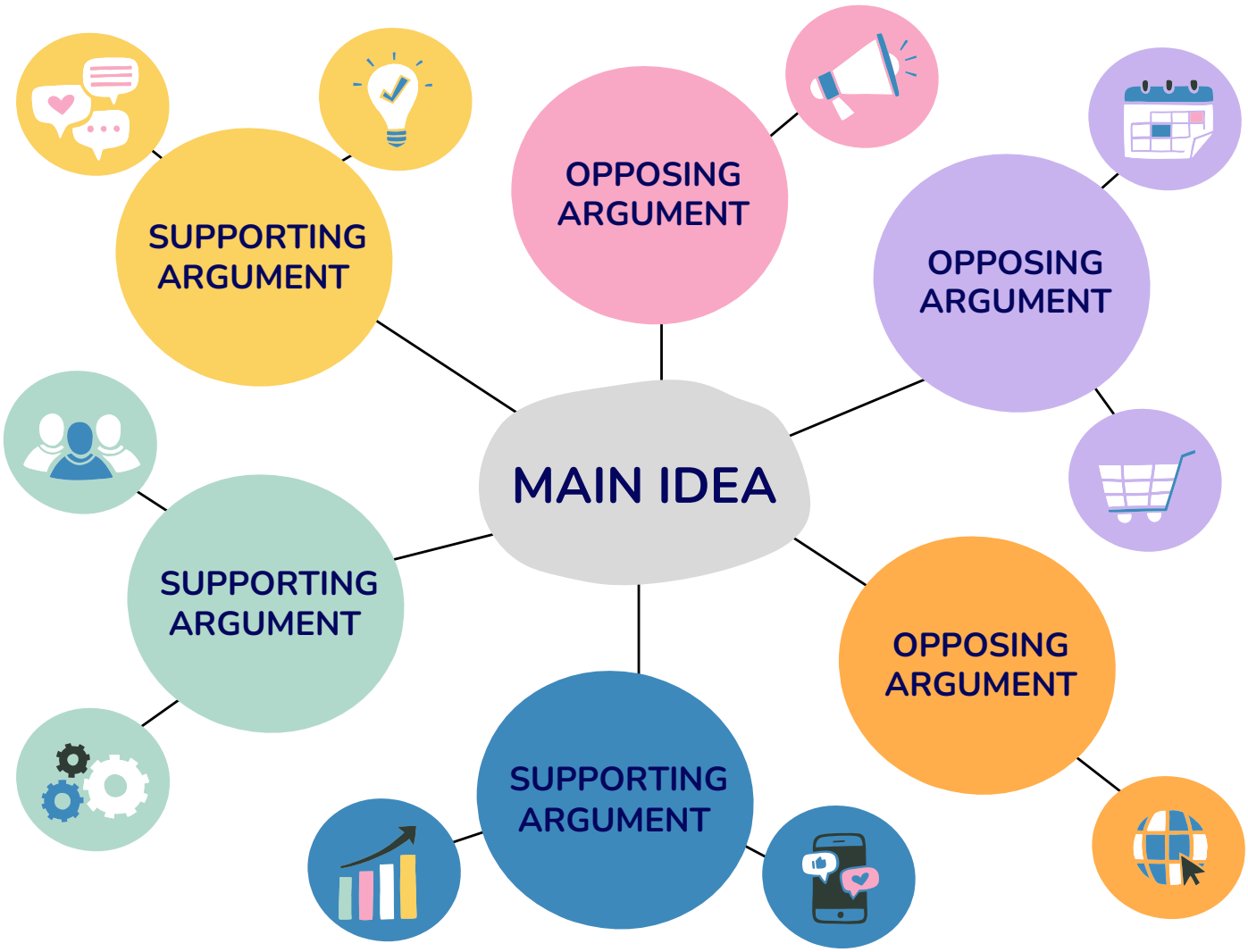
- Cultural clashes
- Integration difficulties
- Social exclusion
- Racism and xenophobia
- Unconscious bias
- Segregation

Promoting cultural diversity

- Inclusion
- Equal opportunities
- Interfaith dialogue
- Anti-discrimination policies
- Cultural awareness programmes
- Diversity training

Example of a visual debate conceptualization activity

MIND MAP - TEMPLATE



Fill-in-the-frame listening practice activities

Description

LISTENING ACTIVITIES

Students complete academic sentences using provided structured frames to improve formal language use.

Example of when to use in the classroom

- Before writing an academic essay to familiarise students with formal structures,
- As a listening comprehension task in exam preparation,
- As a warm-up for a debate or discussion to ensure students use academic language

Step-by-step instructions

1. Introduction (5 minutes)

Explain the importance of formal academic language in speaking and writing. Provide examples of sentence frames commonly used in academic discussions. Introduce the listening exercise and explain that students will need to fill in the blanks using the correct formal expressions.

2. Listening activity (15 minutes)

Encourage students to listen carefully to intonation and word stress. Play the recorded script or read it aloud. Students listen carefully and try to identify missing words or phrases in structured frames. Play the recording twice if needed.

3. Pair/Small group discussion (10 minutes)

Students compare their answers in pairs or small groups. Encourage discussion on why a particular phrase fits the context.

4. Class review and correction (10 minutes)

Go over the script together, pausing at missing words. Elicit correct answers from students and discuss alternative expressions if applicable. Write key academic structures and their synonyms on the board for reinforcement.

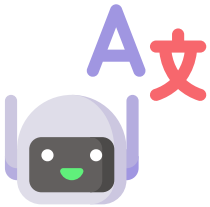
Required materials

- Audio recording or script (teacher reads aloud if no recording is available),
- Printed worksheets with gaps for students to fill in missing words,
- Whiteboard and markers to note key phrases and corrections.

Learning outcomes

- Enhancing listening skills by recognising academic structures in context,
- Improving formal language use by practising structured phrases,
- Developing note-taking skills by identifying missing words,
- Strengthening academic speaking and writing through structured sentence frames.

Example of a fill-in-the-frame listening practice activity



Topic: Artificial intelligence in language education

LISTENING SCRIPT

"In recent years, artificial intelligence has significantly transformed the way languages are learned. **One major advantage is that** *[missing phrase]* AI-powered applications can provide personalised feedback to learners. **Moreover, studies suggest that** *[missing phrase]* adaptive learning platforms can enhance student engagement and retention.

However, there are also concerns. **A common criticism is that** *[missing phrase]* AI lacks the human interaction necessary for developing conversational fluency. **Nevertheless, it is important to note that** *[missing phrase]* technology can complement traditional teaching rather than replace it. **In conclusion, it can be argued that** *[missing phrase]* artificial intelligence offers valuable support in language education, but should not replace human teachers."

WORKSHEET

Part 1: Listening comprehension

Listen carefully to the script. As you listen, fill in the missing phrases in the sentences below. You may listen to the recording twice before discussing your answers with a partner.

1. _____ AI-powered applications can provide personalised feedback to learners.
2. _____ adaptive learning platforms can enhance student engagement and retention.
3. _____ AI lacks the human interaction necessary for developing conversational fluency.
4. _____ technology can complement traditional teaching rather than replace it.
5. _____ artificial intelligence offers valuable support in language education, but should not replace human teachers.

Part 2: Discussion and reflection

- Compare your answers with a partner. Do you both have the same missing words?
- Discuss alternative academic phrases that could fit in each sentence.

Part 3: Extension activities

- Rewrite the sentences using different academic expressions while keeping the meaning intact.
- Create your own sentences using the academic frames introduced in this exercise.
- Write a short paragraph using at least three of the formal phrases from the exercise.

Example answer key (for teacher reference): A list of different academic expressions

- A significant benefit is that...
- Additionally, research indicates that...
- One frequently raised concern is that...
- Nonetheless, it is crucial to acknowledge that...
- To summarise, it may be asserted that...

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DIGITAL TOOLS

5. Digital tools

Presentation tools

Classroom management tools

Quiz tools

Audio and video tools

Digital tools

Digital tools have become an essential component of Content and Language Integrated Learning (CLIL), providing innovative ways to enhance language acquisition, subject comprehension, and student engagement. In a CLIL environment, where students must learn both a new language and academic content simultaneously, digital resources bridge linguistic gaps, create interactive learning experiences and facilitate collaboration between students and teachers.

By incorporating multimedia, gamification, and real-time assessment, digital tools support both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). They provide adaptive learning environments, helping students practice vocabulary, pronunciation, and subject-specific content in engaging ways. Tools such as quizzes, video learning platforms, classroom management systems, and interactive presentation software empower educators to differentiate instruction, track student progress, and foster a more inclusive learning environment for students with diverse language backgrounds.

This section presents a selection of digital tools recommended for use in CLIL teaching. These tools can be web-facilitated, blended, or used in fully online learning, ensuring that educators have flexible options to enhance student engagement and comprehension. The following tables provide information about each tool, including its name, symbol, brief description, and a QR code with a URL link for easy access. Additionally, in the table below, you will find practical usage examples and strategies for integrating these tools into CLIL lessons. These examples will showcase how digital tools can be effectively used to reinforce subject learning and language development, optimize classroom interaction, and support multilingual students in their academic success.

Presentation tools

TOOL	DESCRIPTION	QR CODE
Canva	Canva is used for creating visually engaging presentations, infographics, and posters to support language learning and content understanding.	
Google Slides	Google Slides is used for collaborative presentations, integrating videos, and real-time editing to support interactive learning and student engagement.	
Genially	Genially is used for interactive presentations, infographics, and gamified learning, allowing teachers to create engaging, animated content.	
Prezi	Prezi is used for non-linear, zooming presentations, allowing teachers to visually connect concepts and enhance engagement.	
Figma Slides	Figma Slides is used for collaborative and interactive slide design, enabling real-time teamwork, brainstorming, and visually structured lessons.	

Canva

- Create engaging visual presentations with customizable templates, images, and icons to support subject learning.
- Assign students to design infographics and posters to explain concepts in a visual and creative way.
- Use Canva's collaboration feature to allow students to work together on shared projects that integrate both content and language learning.

Google Slides

- Embed videos, images, and quizzes in presentations to create interactive lessons.
- Encourage students to collaborate by working on shared slides for group projects or research activities.
- Use live captions during presentations to support students with different language levels and improve accessibility.

Genially

- Create animated and interactive lessons that keep students engaged with clickable elements and gamified learning experiences.
- Use Genially to design digital escape rooms where students solve puzzles related to the lesson content.
- Assign students to create interactive infographics summarizing key topics, reinforcing both content and language skills.

Prezi

- Design non-linear, zooming presentations to help students see connections between ideas and concepts.
- Use Prezi for storytelling activities, allowing students to present research or historical timelines interactively.
- Encourage students to create their own presentations for peer-to-peer teaching, reinforcing subject comprehension and communication skills.

Figma Slides

- Enable real-time collaboration where students can co-design slides and brainstorm ideas visually.
- Use drag-and-drop elements to create interactive exercises, such as labeling diagrams or structuring mind maps.
- Encourage group work by allowing students to edit a shared slide deck for class discussions and presentations.

Classroom management tools

TOOL	DESCRIPTION	QR CODE
Google Classroom 	Google Classroom is used for organizing assignments, sharing resources, and facilitating communication between teachers and students.	
ClassDojo 	ClassDojo is used for collaborative presentations, integrating videos, and real-time editing to support interactive learning and student engagement.	
Microsoft Teams for Education 	Microsoft Teams for Education is used for virtual classroom management, file sharing, and real-time discussions to enhance collaboration.	

Google Classrom

- Share lesson materials, assignments, and quizzes in a structured way.
- Facilitate student collaboration with shared documents and discussion threads.
- Provide timely feedback using the commenting and grading features.

ClassDojo

- Encourage positive behavior through rewards and progress tracking.
- Engage students with real-time feedback on participation and classroom activities.
- Keep parents involved with direct messaging and progress updates.

Microsoft Teams for Education

- Create virtual classrooms for live discussions, group projects, and teacher-student interactions.
- Use file-sharing and collaboration features to organize materials and assignments.
- Record lessons and meetings for students to revisit content at their own pace.

Quiz tools

TOOL	DESCRIPTION	QR CODE
Kahoot! 	Kahoot! is used for game-based quizzes and polls to reinforce learning through competition and engagement.	
Quizlet 	Quizlet is used for digital flashcards, vocabulary games, and study sets to help students memorize key terms and concepts.	
Quizizz 	Quizizz is used for self-paced quizzes, interactive learning games, and real-time feedback to assess knowledge and track progress.	
Socrative 	Socrative is used for real-time formative assessments, live quizzes, and open-ended questions, helping teachers measure student understanding.	

Kahoot!

- Create interactive quizzes to reinforce vocabulary, grammar, and key subject concepts in a fun and engaging way.
- Use team-based competitions to encourage collaborative learning and peer discussion.
- Assign Kahoot! quizzes for homework to allow students to review material at their own pace.

Quizlet

- Use digital flashcards for vocabulary building and subject-specific terminology practice.
- Enable the “Learn” and “Test” modes to help students memorize and reinforce concepts independently.
- Encourage students to create and share study sets, promoting collaborative learning.

Quizizz

- Conduct self-paced quizzes with instant feedback to support independent learning.
- Use gamified elements like power-ups and leaderboards to make learning more engaging.
- Assign Quizizz for at-home practice, allowing students to review content outside the classroom.

Socrative

- Use real-time formative assessments to test student understanding during lessons.
- Create open-ended questions to encourage deeper thinking and language use.
- Analyze detailed reports to track student progress and adjust lesson plans accordingly.

Audio and video tools

TOOL	DESCRIPTION	QR CODE
Online Voice Recorder 	Online Voice Recorder is used for simple, one-click audio recording, allowing students to practice pronunciation and create spoken assignments.	
Edpuzzle 	Edpuzzle is used for interactive video lessons, enabling teachers to add quizzes, notes, and voiceovers to enhance student engagement.	
	Voki is used for creating animated speaking avatars, helping students practice language skills in a creative and interactive way.	

Online Voice Recorder

- Assign students to record short speech exercises to practice pronunciation and fluency.
- Use for oral assessments, where students submit audio responses to lesson questions.
- Encourage students to record personal reflections on learning topics to develop speaking skills.

Edpuzzle

- Add interactive elements like questions and voiceovers to educational videos.
- Reinforce listening comprehension by pausing videos for guided discussions.
- Track student engagement and understanding through built-in quiz features.

Voki

- Allow students to create animated avatars that deliver presentations in any language.
- Use for storytelling assignments, where students narrate historical events, scientific discoveries, or personal stories.
- Encourage students to practice speaking skills in a fun, low-pressure way by using avatars instead of recording themselves directly.

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AI TOOLS

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6. AI tools

General AI tools

Presentation AI tools

Lesson planning and content creation

Quiz and assessment AI tools

Audio and video AI tools

AI for inclusive education

Using AI Critically and Responsibly in Language Learning

AI tools

Artificial Intelligence (AI) is the ability of machines - such as a computer or robot - to perform tasks associated with human intelligence, such as the ability to calculate, memorise data, understand meaning and even play chess. However, there are still no programmes that can match the human mind in areas that require processes other than everyday ones, such as creativity or reasoning.

The goals of artificial intelligence focus primarily on mimicking human cognitive activity. By now, the technology has advanced to the point where it can mimic learning, reasoning, perception and problem-solving activities and even, with GAI (Generative Artificial Intelligence), creative activities.

GAI falls into the category of machine learning. It is a form of machine learning capable of creating unique and new content, from music and art to virtual worlds of all kinds.

Generative AI extends beyond typical NLP (neurodegenerative programming) tasks, such as translating text into different languages, summarising content or generating text.

The integration of artificial intelligence (AI) in CLIL teaching represents an innovative opportunity to improve learning outcomes for students with migrant backgrounds. In this section, we present a table with various digital and AI tools recommended for use in CLIL teaching, addressing the specific needs of educators and ensuring effective teaching in both face-to-face, blended learning and fully online environments.

The use of AI tools in the classroom offers multiple benefits, such as personalisation of learning, improved interaction and access to language resources adapted to the level and pace of each student. In addition, the automation of certain tasks allows teachers to focus on more inclusive and learner-centred pedagogical strategies. These technologies facilitate the integration of BICS and CALP, thus promoting a more equitable and effective language education.

General AI tools

TOOL	DESCRIPTION	QR CODE
ChatGPT	ChatGPT is powered by advanced natural language processing (NLP) and deep learning models trained on vast amounts of text data. It generates human-like responses, assists with writing, answers questions, and adapts to different tones and contexts, making it useful for content creation, brainstorming, and learning support.	
grammarly	Grammarly employs AI-driven grammar, spelling, and style correction using machine learning and deep neural networks. It analyzes text in real-time, providing context-aware suggestions for clarity, conciseness, and tone, while also detecting plagiarism and AI-generated content.	
DeepL	DeepL uses neural machine translation (NMT) models trained on multilingual datasets to provide highly accurate translations. Its AI analyzes context and sentence structure, producing natural-sounding translations that preserve nuance and meaning better than traditional translation tools.	

ChatGPT

- Use for generating discussion prompts or writing exercises.
- Encourage students to refine their writing by interacting with AI-generated feedback.
- Integrate into classroom debates by simulating conversations with historical or fictional characters.

Grammarly

- Provide students with real-time grammar and style corrections.
- Encourage self-editing before submitting assignments to enhance accuracy.
- Use AI suggestions to teach language nuances and common errors in writing.

DeepL

- Assist students in translating key texts while preserving contextual meaning.
- Use as a comparative tool for language analysis and discussion.
- Encourage students to refine AI translations by improving fluency and accuracy manually.

Presentation AI tools

TOOL	DESCRIPTION	QR CODE
Gamma	Gamma uses AI to generate visually appealing and structured presentations, eliminating the need for manual slide design. It leverages natural language processing (NLP) to transform simple text prompts into engaging, interactive decks, optimizing content layout and design automatically.	
beautiful.ai	Beautiful.AI integrates AI-driven design automation to create polished and well-structured presentations effortlessly. The tool applies machine learning to adjust slide formatting, align elements, and suggest visual improvements, ensuring professional-quality presentations with minimal effort.	
tome	Tome harnesses generative AI to craft dynamic, story-driven presentations based on user prompts. Its AI engine suggests layouts, content structures, and multimedia elements, allowing users to create interactive and engaging visual narratives seamlessly.	
ClassPoint	ClassPoint integrates AI-powered interactive features into PowerPoint presentations to enhance engagement and learning. It uses AI to generate real-time quizzes, analyze student responses, and provide instant feedback, making traditional slides more interactive and effective for education.	

Gamma

- Use Gamma to transform long texts into visually engaging and summarized presentations.
- Have students present a topic using Gamma to enhance their speaking skills and summarization abilities.
- Create presentations with interactive questions to foster reading and listening comprehension.

Beautiful.ai

- Ask students to create presentations on a subject using Beautiful.ai to promote autonomous learning.
- Use AI to convert text into visually attractive and easy-to-understand slides.

Tome

- Use Tome to design interactive stories related to the subject content.
- Encourage students to develop multimedia projects in English using Tome's AI content generation.
- Simplify difficult topics with AI-structured visual presentations.

ClassPoint

- Use ClassPoint to add interactive questions to presentations on science, math, or history topics.
- Boost student engagement with live polls and quizzes.
- Support formative assessment with AI-generated insights on student participation and comprehension.

Lesson planning and content creation

TOOL	DESCRIPTION	QR CODE
Classcraft HMH	ClassCraft applies AI-driven gamification to enhance student engagement and classroom management. The AI adapts challenges, rewards, and feedback based on student behavior and progress, fostering motivation and collaboration.	
MAGIC SCHOOL	MagicSchool.ai automates lesson planning, assessment creation, and personalized learning materials using natural language processing (NLP), helping educators save time while maintaining high-quality instruction.	
Curipod	Curipod leverages AI to generate interactive lessons and discussion prompts, adapting content to students' interests and comprehension levels for more engaging and student-centered learning experiences.	
Eduaide.Ai	This AI-powered teaching assistant helps educators generate lesson plans, worksheets, and educational resources by analyzing curriculum standards and best teaching practices.	

Classcraft

- Design quests that require students to solve subject-related problems.
- Encourage collaboration by forming teams where students communicate to achieve goals.

MagicSchool.ai

- Adapt lesson plans with AI-generated scaffolding to support language learning in different subjects.
- Provide differentiated reading materials to match students' abilities.
- Use AI-generated discussion questions to stimulate critical thinking and communication.

Curipod

- Start lessons with a Curipod poll or quiz to activate prior knowledge.
- Encourage collaborative learning by having students respond to open-ended questions.
- Use AI insights to adjust lesson pacing and focus on areas where students need extra support.

eduaide.ai

- Develop CLIL-friendly exercises that combine subject knowledge with language skills.
- Personalize student learning by adapting AI-generated content to different language proficiency levels.
- Use AI-generated discussion prompts to encourage students to articulate subject-related ideas.

Quiz and assessment AI tools

TOOL	DESCRIPTION	QR CODE
gradescope by Turnitin	Gradescope automates grading by using AI to recognize patterns in student responses, providing quick and consistent feedback for assignments and exams, even for handwritten work.	
turnitin	Turnitin's AI detects plagiarism, AI-generated content, and writing inconsistencies, helping educators ensure academic integrity in student work.	

Gradescope

- Use Gradescope to evaluate essays and short answers with AI-generated feedback.
- Provide structured comments on grammar, vocabulary, and content comprehension.
- Identify patterns of errors to tailor language support in future lessons.

Turnitin

- Encourage students to write essays and use Turnitin to check for originality.
- Use AI-generated grammar and structure feedback to improve writing skills.
- Teach proper citation methods using Turnitin's similarity reports.

Audio and video AI tools

TOOL	DESCRIPTION	QR CODE
runway	Runway ML applies generative AI to video creation and editing, enabling text-to-video, style transfer, and real-time enhancements for professional-looking multimedia projects.	
IIElevenLabs	ElevenLabs' AI generates realistic voiceovers and text-to-speech audio, using deep learning to create lifelike speech with natural intonation and emotion.	
Leonardo.Ai	Leonardo AI generates high-quality, detailed images using deep learning models, allowing users to create illustrations, concept art, and digital designs based on text prompts.	

Runway

- Have students create video presentations to enhance speaking skills.
- Use AI-generated subtitles to support language learners in understanding video content.
- Encourage students to use AI-powered tools to experiment with creative storytelling.

ElevenLabs

- Provide students with AI-generated audio versions of texts to enhance listening skills.
- Use AI voiceovers to create engaging and interactive storytelling activities.
- Encourage students to compare AI-generated pronunciations with their own recordings for self-assessment.

Leonardo AI

- Have students describe AI-generated images to practice vocabulary and speaking.
- Use AI-created visuals as writing prompts to develop storytelling and descriptive writing skills.
- Integrate AI-generated illustrations into history or science lessons to make abstract concepts more tangible.

AI for inclusive education

TOOL	DESCRIPTION	QR CODE
COUGH DROP EVERY VOICE SHOULD BE HEARD	CoughDrop uses machine learning to analyze communication patterns, suggesting words and phrases based on the user's previous interactions. It also helps personalize communication boards according to context and frequency of use.	
tobii dynavox	Tobii Dynavox is a AI-powered eye-tracking and predictive text technology to assist individuals with communication difficulties. Its AI adapts to user behavior, improving the accuracy of gaze-based selection, while its smart word prediction speeds up message composition.	
Proloquo2Go	Proloquo2Go implements machine learning-based word and phrase prediction, helping users communicate faster and more effectively.	
AsTeRICS GRID	Asterics Grid is an open-source AAC system that provides customizable communication boards for people with speech or motor impairments. It incorporates AI-based predictive text to speed up communication and supports alternative input methods, such as eye-tracking, head tracking, and switch control, making it highly adaptable to users with different needs.	

CoughDrop

- Create personalized symbol-based boards for classroom discussions.
- Encourage students to use AAC tools to participate in group activities and presentations.
- Use AI insights to adjust lesson content based on students' communication progress.

Tobii Dynavox

- Design interactive CLIL activities where students use Tobii Dynavox to respond to questions.
- Personalize vocabulary sets for different subjects to help students engage with content.
- Use AI-generated feedback to analyze student engagement and language use.

Proloquo2go

- Encourage students to use Proloquo2Go to participate in discussions about subject topics.
- Develop thematic boards with key vocabulary for science, history, or math lessons.
- Use AI-generated reports to track student progress and adapt learning materials accordingly.

AstericsGrid

- Customize communication grids for different subjects to help students actively engage in lessons.
- Use AI-generated speech functions to enable students to participate in classroom discussions.
- Combine Asterics Grid with interactive whiteboards for more immersive CLIL experiences.

Using AI Critically and Responsibly in Language Learning

As AI tools become more integrated into education, it is essential to approach them with a critical mindset. While AI offers exciting opportunities for personalisation, content generation, and support in CLIL teaching, it also brings challenges related to reliability, accuracy, and bias.

AI-generated content can appear polished and convincing, but it may:

- Contain factual inaccuracies or outdated information.
- Reflect hidden biases from the data it was trained on.
- Lack cultural or contextual sensitivity.

Students must learn to question, verify, and reflect—just as they would with any other source.

Practical Tips for Teachers

Promote Source Awareness
Encourage students to ask:

- Who created this AI content?
- What data might it be based on?
- Is it appropriate for this task?

Build in Reflection Activities
Use tasks like:

- "Fact-check the bot": Students evaluate a text generated by AI and highlight errors or assumptions.
- "AI vs Human": Compare a student-written and AI-generated summary of the same text.

Teach Verification Skills
Model how to:

- Cross-check facts with reliable sources.
- Identify inconsistencies or unclear claims.
- Discuss how to rewrite or adapt content as needed.

Emphasize AI as a Tool, Not an Authority

- Remind students: AI assists learning but does not replace human judgment.
- Use prompts like: "How would you improve this AI response for your context?"

Mini-Checklist for Responsible AI Use

Did I understand where this AI content came from?
Have I verified key facts or vocabulary?
Is the language appropriate for my learners?
Have I thought about potential bias or stereotypes?
Did I reflect on how I could use or adapt the output responsibly?

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ASSESS MENT

7. Assessment

Lower and higher-order thinking skills

Assessment of learning

Assessment for learning

Lower and higher-order thinking skills

In a CLIL classroom, during assessment, it is important to pay attention to the development of both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Assessment of LOTS is needed to review understanding and learning, while HOTS are assessed with the intent to see the development of students' reasoning skills and critical thinking (Nowak, 2013).

Due to the differences in these skill sets, the method of testing is necessarily different. Objective assessments, such as multiple-choice, matching, and fill-in-the-blanks, are suitable for the assessment of LOTS. Also, questions with interrogatives such as when, where, which, how many, and who are the ones focused on LOTS. Answers to that kind of questions are mostly closed-ended.

On the other hand, subjective assessments, such as essay responses, experiments, and portfolios, can provide insight into the development of HOTS. Questions that develop HOTS are why, how, or more probing questions (e.g. what supports that claim?) develop HOTS and answers to that set of questions are open-ended and lead to discussion.

When assessing HOTS, it is important to:

- specify the scope of assessment (in terms of thinking skills and content),
- design tasks that require students to demonstrate the skill in focus,
- decide on the evidence that the student truly showed the skill in focus,
- present some introductory material for students to think about,
- use material that wasn't used previously in class, and
- control each level of difficulty (easy vs. hard) and cognitive complexity (LOTS and HOTS) separately (Brookhart, 2010).

Lastly, assessment of students LOTS and HOTS in a CLIL program should take into account both the content and language dimensions.

Assessment of learning

Assessment of learning is also called summative assessment. It typically involves assessment at the end of a course or semester to check learners' achievements or competence level against learning outcomes (grades on school reports or results of external exams). Even this type of assessment can have a formative function and enable teachers to notice areas where a student needs additional support moving forward (Leontjev & deBoer, 2020).

In CLIL, assessment should overcome the traditional teaching “obsession” with error detection and correctness. Even though traditional evaluation methods, such as written exams and standardized tests, have long served as the backbone of educational assessment, they frequently fail to fully capture the range of a student's capacities. The emphasis they place on memorization and performance under pressure may not be a true reflection of a student's comprehension or critical thinking skills. One should bear in mind that standardized testing doesn’t provide insight into students’ language competence and skills which take into account possible factors impacting student performance (e.g. trauma, illness) (Staring, Day & Meierkord, 2017). This can lead to the mistaken perception that reduced language skills are learning disabilities. On the other hand, innovative methods of assessment seek to provide a broader view of student learning by promoting creativity, critical thinking, collaborative behavior, and practical problem-solving. They are also more inclusive in a way that different types of learners can show their knowledge and skills.

In CLIL, teachers should make the language needed for the competent performance of content visible: language should be linked to the achievement of content-based learning objectives, language goals should be expressed using CEFR standards and adapted to learners' proficiency levels to determine the desired level of language competence, language-related goals should be regularly shown to learners. Although both content and language skills are considered in CLIL, linguistic proficiency shouldn’t lower the content grade (Pedrajas Ruiz, 2021).

We should always introduce the objectives set for the lesson/workshop to students at the beginning of the session. This will help students to understand why this lesson or workshop is relevant and important to them, what to expect, and what level of performance they should be working toward, as well as help them to become more motivated to actively participate in the learning process. If the lesson/workshop is divided into several sessions, you can review which objectives students have achieved after the completion of each session to help keep them motivated and engaged.

Assessment of learning

Teachers use different assessment techniques to monitor learners' progress toward specific learning outcomes:

- Tests – the most common way of collecting information for assessment. They can vary in type and form, ranging from a spelling test based on homework to an end-of-course test used to assess academic progress.
- Portfolio – the learner gathers a collection of assignments and projects completed over an extended period into a file. A portfolio can contain projects, documents, maps, tables, experiments, interviews, recordings, CVs, surveys, questionnaires, slideshows, and many other types of information.
- Show and tell – after being introduced to new content, learners can analyze and synthesize it – and make it their own in the form of a micro-lesson, slideshow, or a video the teacher can evaluate.
- Project-based learning – learners are provided with challenging real-world problems they have to solve. A project may last for a few lessons, a semester or a whole year.
- Games – can be competitive, but still create a positive atmosphere in class. Good for presenting and reviewing grammar and vocabulary points.

It is important to include a variety of assessment techniques to achieve a comprehensive evaluation of students' performance. As stated before, a diverse and complex population such as migrant students needs an individualized approach that takes into account different facets of their learning experience.

Assessment for learning

Assessment for learning is also referred to as formative assessment. It involves any assessment activity carried out by teachers during the learning process to use the results to improve teaching and meet learners' future needs more effectively. It can be described as diagnostic because it determines the student's strengths, weaknesses, or need for additional support. This type of assessment should improve the implementation of CLIL courses for migrant students because of the emphasis on the level of support needed for individual students. In other words, it allows an individualized approach.

All lessons should have forms of assessment built into them, but in CLIL it is even more important due to its dual-focused educational approach. In the planning stages of a CLIL lesson, we must build in instances that will allow both the learners and the teachers to know what has been learned. Of utmost importance is deciding on what will be assessed to ensure that the feedback informs and encourages further learning. To assess the lesson/workshop we should use both formal and non-formal assessment methods that are consistent with the objectives but also provide clear feedback to the students to allow them to identify their limitations and improve in the future. It is important to remember that the learning objectives are used as results in a process of assessment and not just "test questions". Learning objectives will dictate what should be assessed and suggest possible assessment methods.

To use assessments to track progress, CLIL teachers should provide learners with regular feedback and let them know:

- what is expected of them,
- what they can achieve,
- where they are, and
- what they can do to advance their competencies.

In the classroom teachers can use e.g. quizzes, games or class participation as a way of assessment. Portfolio is another possible way of assessment for learning. Regarding feedback mechanisms, a language educator can assess, depending on the student's need, content, and other factors, whether synchronous in-person (verbal) feedback, written feedback, audio or video-based feedback, or peer feedback is appropriate. Using digital and AI tools can also boost the efficiency of feedback.

Teachers can also present some reflective activities for continuous improvement. Involvement of students in assessment can have additional benefits - it can lead to creating habit of introspection and self-assessment among students, which in the long run could improve their learning strategies.

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