Appendix
Creating a Tool Kit

The documents presented in this Appendix provide an illustration of the ways in which the Tool Kit is being used in practice by teachers. Chapter 4 provided a step-by-step guide which demonstrated how a series of questions (*reflection points*) can assist teachers in planning CLIL units of work. These questions can be selected from a pre-written battery of questions (such as that offered in this Appendix), or this battery of questions can be used to trigger new questions, all of which relate specifically to the opportunities and constraints that teachers work with in their own schools and institutions. The questions can then be used to create a more coherent overview of any unit of work built on the fundamental principles which underpin effective CLIL pedagogies. It is strongly recommended that the questions are used in conjunction with other tools suggested throughout the book, such as the 4Cs Framework, the Language Triptych, task-design principles and the CLIL Matrix. Used together, the tools can assist teachers and other planners in constructing their Tool Kit. Visual representations, such as mind maps for CLIL, can be used to guide CLIL implementation, ranging from curriculum design or evaluation to individual lesson planning and assessment.

Effective CLIL planning as conceptualized in this book is an iterative process. CLIL theories and practices are developing as the professional community evolves. It is for this reason that we do not see the tools as fixed and prescriptive, but recommend that groups of teachers use and adapt them for their own purposes. The ideas presented here have emerged from working with teachers as practitioners, as learners and as researchers.

The five items in this Appendix illustrate the CLIL planning process. Item A: **Six stages for reflection** presents the reader with the full battery of questions which were constructed in the *reflection points* in Chapter 4. It is from this list that teachers and planners are encouraged to select relevant questions for consideration which match their needs. Item **B: CLIL mind map** is based on a similar set of questions relating to planning a unit on *Ecosystems* for primary-level learners. This mind map was then used to plan a series of lessons with additional notes for teachers, exemplified in items **C: CLIL lesson plan** and **D: CLIL lesson plan – Teachers' notes** (these have been adapted from planning materials designed by Florià Belinchón Majoral, available at http://www.xtec.cat/cirel/pla_le/nottingham/floria_belinchon/index.htm). The final item in the Appendix, **E: Unit checklist**, was compiled by a group of CLIL teachers to evaluate their classroom practice. The checklist is based on the group's plan for a specific unit, and it provides an example which other teachers may find useful.
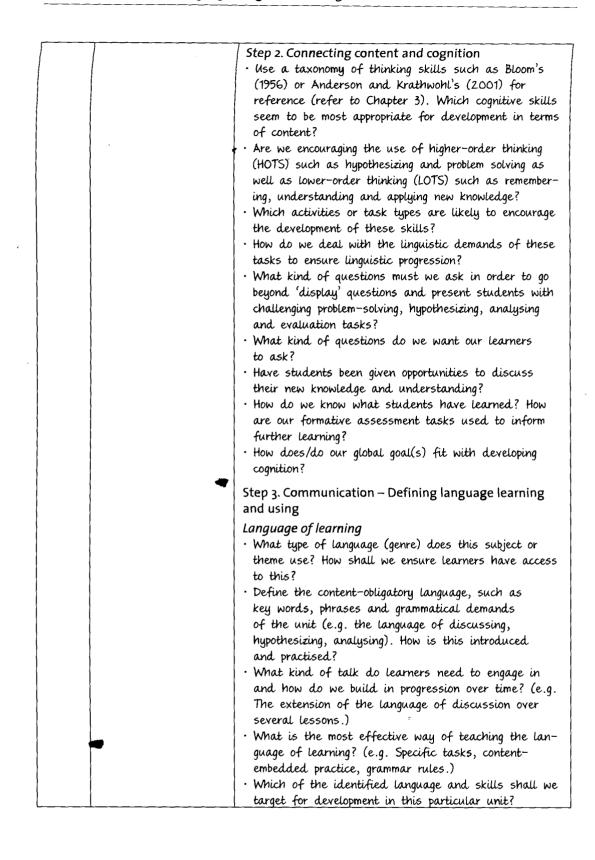
A: Six stages for reflection

<table>
<tr>
<td colspan="3">**SIX STAGES FOR REFLECTION**
Selecting key questions for generating our own Tool Kit</td>
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<tr>
<td>**PLAN**</td>
<td>**Stage 1: VISION**

Constructing and owning a CLIL vision: our global goals.</td>
<td>• Who are the key players needed to form a CLIL teaching team?
• How can we communicate and share our ideas?
• Do we have a shared vision for CLIL? If so, what is it? If not, how shall we construct one?
• What is our ideal CLIL classroom and what goes on there?
• In an ideal setting, what do we want our CLIL learners and teachers to be able to achieve?
• Have we achieved a vision which is 'owned' by the group and which prioritizes different elements of our vision? (i.e. What are our global goals?)</td>
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<td>**Stage 2: CONTEXT**

Our school, our learners, our community. Situating the vision in our own context: our own model for CLIL.</td>
<td>• How can we as teachers share our ideas and skills?
• Is there leadership support for CLIL? What are the implications of the support?
• Who is involved in the teaching and the learning? Subject teachers? Language teachers? General teachers? Assistants? All of these?
• What are the implications of the above for constructing our own CLIL model? (e.g. Which subjects, themes, topics and languages? Which learners, classes?)
• What are the implications of the above for less capable learners?
• Does our CLIL programme have a dominant language, subject or citizenship orientation or are these integrated? What are the implications?
• How do our global goals impact on our CLIL model?
• How do we involve the wider community, such as parents, carers and significant others?
• Have we agreed on contextual opportunities and constraints?</td>
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<td>**Stage 3: UNIT PLANNING**

Using the 4Cs to guide planning a unit of work. Creating our mind map.</td>
<td>Step 1. Considering content
• Is there a choice of content? If so, which is the most appropriate for our CLIL setting?
• Do we have to use an existing syllabus or curriculum?
• How will we select new knowledge, skills and understanding of the theme to teach?
• What will the students learn? (i.e. What are the learning outcomes?)
• Is progression in learning taken into account?
• Do we have to prioritize the content to be included?
• How does the content develop our global goal(s)?</td>
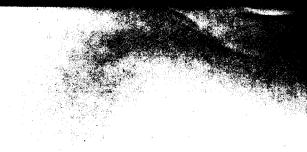</tr>
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Step 2. Connecting content and cognition

- Use a taxonomy of thinking skills such as Bloom's (1956) or Anderson and Krathwohl's (2001) for reference (refer to Chapter 3). Which cognitive skills seem to be most appropriate for development in terms of content?
- Are we encouraging the use of higher-order thinking (HOTS) such as hypothesizing and problem solving as well as lower-order thinking (LOTS) such as remembering, understanding and applying new knowledge?
- Which activities or task types are likely to encourage the development of these skills?
- How do we deal with the linguistic demands of these tasks to ensure linguistic progression?
- What kind of questions must we ask in order to go beyond 'display' questions and present students with challenging problem-solving, hypothesizing, analysing and evaluation tasks?
- What kind of questions do we want our learners to ask?
- Have students been given opportunities to discuss their new knowledge and understanding?
- How do we know what students have learned? How are our formative assessment tasks used to inform further learning?
- How does/do our global goal(s) fit with developing cognition?

Step 3. Communication – Defining language learning and using

Language of learning

- What type of language (genre) does this subject or theme use? How shall we ensure learners have access to this?
- Define the content-obligatory language, such as key words, phrases and grammatical demands of the unit (e.g. the language of discussing, hypothesizing, analysing). How is this introduced and practised?
- What kind of talk do learners need to engage in and how do we build in progression over time? (e.g. The extension of the language of discussion over several lessons.)
- What is the most effective way of teaching the language of learning? (e.g. Specific tasks, content-embedded practice, grammar rules.)
- Which of the identified language and skills shall we target for development in this particular unit?

		Language for learning • What kind of language do learners need in order to operate effectively in this CLIL unit? • What are the possible language demands of typical tasks and classroom activities? (e.g. How to work in groups, organize research.) • How will these be taught? • Which language skills will need to be developed? • How are we developing metacognitive strategies? (Learning how to learn – e.g. reading strategies, comprehension strategies.) • How can learning be scaffolded (supported) by the teaching and learning of specific language? (e.g. Language used to seek additional information, assistance, explanation and access to other sources.) • How do students practise their new language and recycle familiar language? • Have we prioritized the language for learning in this unit in relation to the content? (i.e. What students need to know at each stage of the content – e.g. focus on developing reasoning, making a case.) • Is the language which is used to assess the learning accessible to the learners? *Language through learning* • What necessary language functions and notions do the students know already? How can these be practised and extended? • What strategies can our learners use to access new language for themselves? • When new language emerges, how shall we capture and select language for further development? • How can we define language progression in this unit? Step 4. Developing cultural awareness and opportunities • What different types of cultural implications are there for development in this topic? • Can the content be adapted to make the cultural agenda more accessible? • How do we actively involve the learners in developing their pluricultural understanding? • What is the approach to CLIL culture in our school and beyond? • What kind of curriculum links are available with other schools (regional, national, global)? How can these be best used?

		· Where is the added value of studying this topic through the medium of another language? What opportunities arise? · How does culture impact on the other Cs?
	Stage 4: PREPARATION Questions to steer the design of appropriate materials and tasks.	· Which materials/units are already available? How appropriate are they? · Which resources need adapting and how? · Which resources can be accessed via the Internet? · Are there CLIL materials banks in our region? If not, how can we create them? · How do we extend our repertoire of tasks and activities? · Can we share lesson plan templates across institutions and contexts? · What makes a good CLIL lesson? · How can we ensure cohesion between our teaching aims and the learning outcomes? · How can we plan for learner progression noting that, from a holistic view, students are not expected to develop across the 4Cs at the same rate (this will depend on the type of unit)?
DO	**Stage 5: MONITORING AND EVALUATING** Questions which assist in monitoring learner progress and evaluating the effectiveness of classroom practice.	· How can we monitor student progression in their learning? · What kind of formative and summative feedback tasks are built in? · Have we used the CLIL Matrix for a materials and task audit? Which quadrant and why? · Have we consulted learners about their progress and made it visible? · Have we built in times to revisit the unit mind map?
REVIEW	**Stage 6: REFLECTION AND INQUIRY** Creating opportunities for classroom inquiry and reflection which promote ownership of a theory of CLIL practice.	· What methods can we use to evaluate what we have done and identify lessons learned? · How can we feed into the next cycle what was successful and change what was not? · Can we review progress with colleagues using LOCIT? · How can we network and share materials with others? · How can we network with other teachers and students outside our school? · Where can we find more good ideas? · How does this experience enable us to reflect on our own professional learning? What works well? What doesn't, and what must we do as a result? · Are we constructing our own theory of practice? If so, can we talk it through?

B: CLIL mind map

– Global Goal: Develop spontaneous classroom talk

– Unit Title: Ecosystems

ECOSYSTEMS

CONTENT
- Types of ecosystem
- What ecosystems are made up of
- The food chain
- What are ecosystems?
- Interaction between living things
- Human influence
  - Recycling
  - Global warming

COGNITION
- Understanding
  - Concept of global warming
  - How living things interact
- Doing
  - Distinguishing habitats
  - Experiments/ posters
  - Classroom/ online games
  - Main habitats
  - Playing
  - Identifying
    - Food interactions
- Assessing
  - Self-assessment
  - Group work
  - Project
- Learning
  - Preserving the planet is important
  - Recycling is important

CULTURE
- Pollution/ deforestation
- Special ecosystems
- Landscapes from around the world

COMMUNICATION
- Language through learning
  - New expressions
  - New vocabulary
  - Questioning/ answering
- Language for learning
  - Describing a chain/landscape
  - Giving advice
  - Comparing/ contrasting
  - Superlative
- Language of learning
  - Key vocabulary
    - Landscapes
    - Ecosystems
    - Types of food
    - Recycling
    - Animals