Scoring: How ‘CLIL’ are you?

After you have responded to each statement, you add up your scores as follows:

Always 4
Often 3
Sometimes 2
Occasionally 1
Never 0

You should take the following comments on your scores with a pinch of salt of course – just as you would were you to do a quiz in a magazine picked up in a doctor’s waiting room. However, your scores may be used as a general pointer to the areas of development you and CLIL colleagues need to work on. If you score low in a particular section, you can turn to the practical activities in Part 3 to see how to develop further.

If you have a score of over 100, you are most likely a well-informed and experienced CLIL teacher who understands why you are teaching CLIL and how to put CLIL into practice. You realise that, as well as being a subject teacher, language learning and teaching is an integral part of your role as a CLIL teacher. You activate both language and content when you start a lesson or topic. You provide multimodal input and know how to select and adapt appropriate materials. You organise speaking and writing activities in your classroom and notice and deal with language errors. You assess your learners’ subject knowledge and their language.

A score of between 75 and 100 shows that you are on your way to being an effective CLIL teacher who is applying many aspects of CLIL methodology in your classroom. However, you could think more about the language element of CLIL teaching and how to integrate language learning more with content learning.

If you have scored between 35 and 70, you are a teacher who is starting to integrate language with content. You probably do it on an ad hoc basis. You sometimes think about the language element in your subject lessons, but your lessons are mostly concentrated on subject knowledge and skills.

A score below 35 means you are probably a beginning CLIL teacher who needs to start thinking about how to integrate more language into teaching practice. This book will be a great help to you!