

Strengthening CLIL Practice in Schools

Solène Burtz

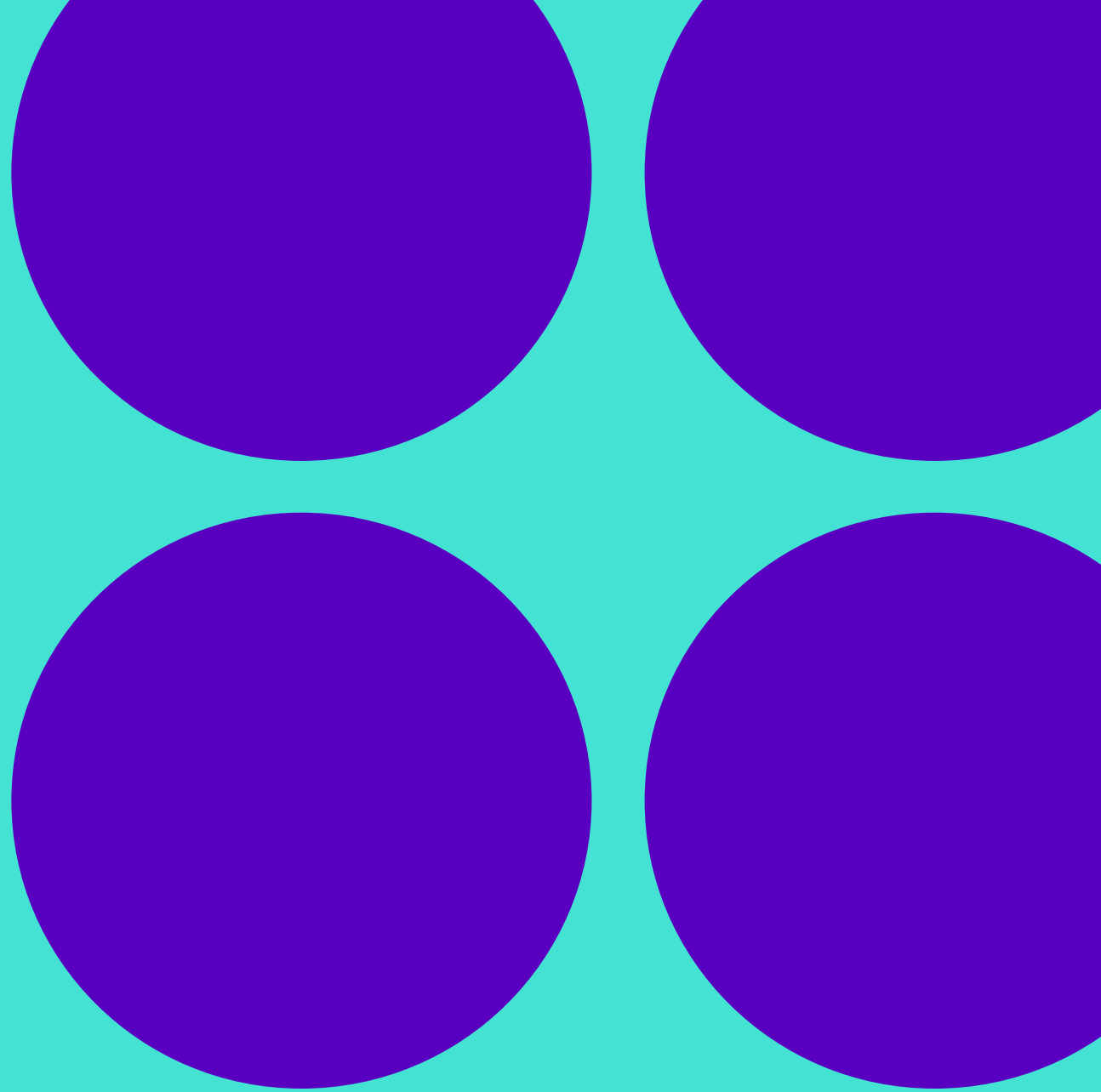


Contents

1. Our international workshop on CLIL
2. Practical suggestions from our « CLIL in Practice » report
3. Going further



Our international workshop on CLIL



Our international workshop on CLIL

In partnership with / en partenariat avec

FRANCE
EDUCATION
INTERNATIONAL

- ❖ Maximising learning outcomes linked to CLIL in primary and secondary education.
- ❖ 120 participants from 14 countries.
- ❖ Teachers, teacher educators, school leaders, researchers, policy makers.
- ❖ Roundtable discussions, poster presentations, and design thinking sessions to generate practical ideas.



Our international workshop on CLIL



- ❖ Maximising learning outcomes linked to CLIL in primary and secondary education.
- ❖ 120 participants from 14 countries.
- ❖ Teachers, teacher educators, school leaders, researchers, policy makers.
- ❖ Design thinking sessions to generate practical ideas.



CLIL in practice

Practical reflections from the international workshop on Content and Language Integrated Learning (CLIL) held by the British Council and France Éducation international in November 2025.

Réflexions pratiques issues de l'atelier-séminaire international sur l'enseignement d'une matière intégrée à une langue étrangère (EMILE) organisé par le British Council et France Éducation international en novembre 2025.

In partnership with / en partenariat avec

Table of contents

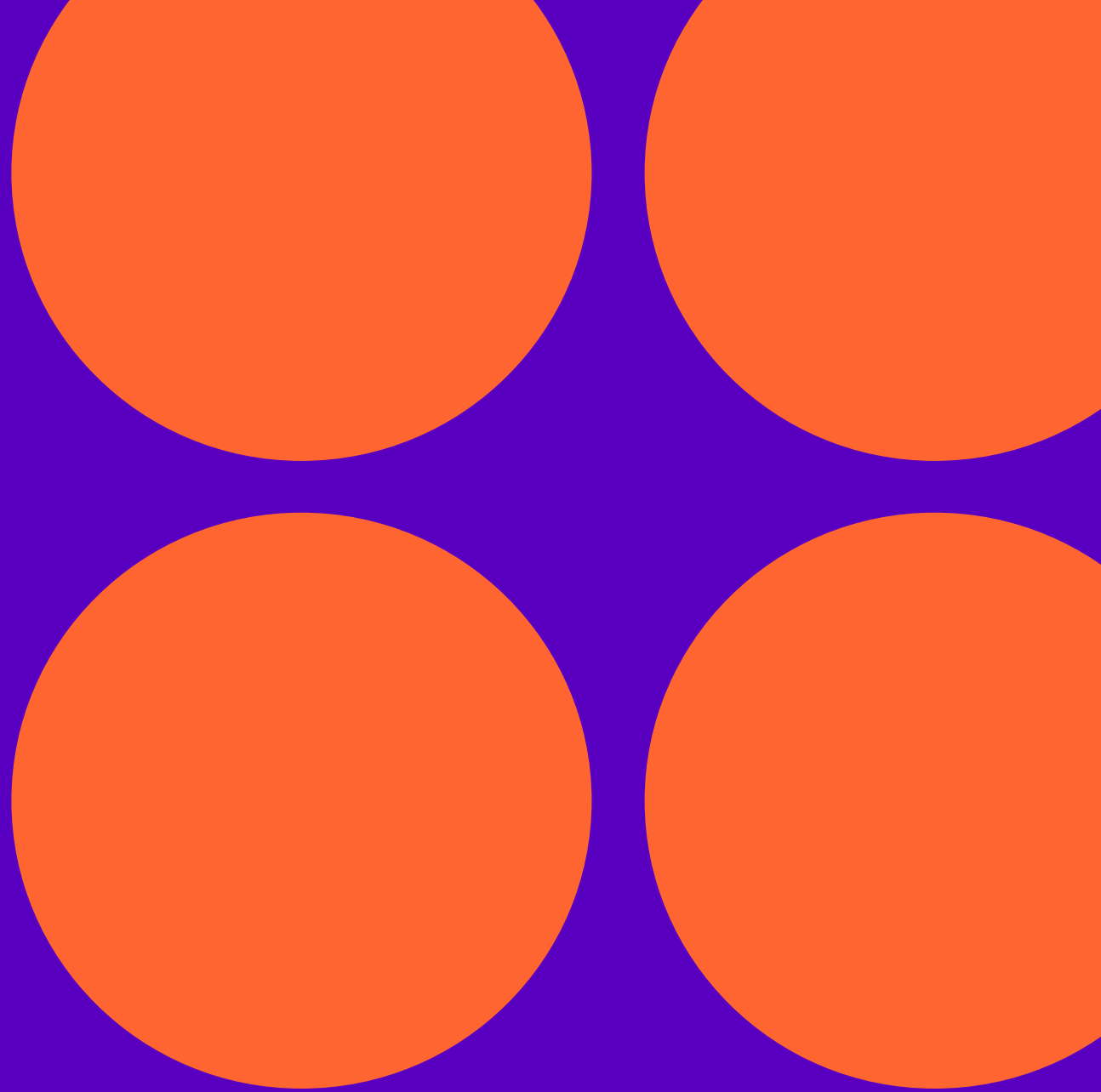
Foreword	4
Introduction	8
Initiating a CLIL programme within an institution	14
Promoting CLIL within the school community	16
Ensuring continuity of the CLIL pathway throughout schooling	18
Identifying effective professional practices and teaching strategies	20
Balancing disciplinary and language skills within CLIL classes	22
Encouraging oral communication and interaction in class	24
Leveraging student multilingualism	26
Integrating cultural dimensions into CLIL courses	28
Assessing students' linguistic and disciplinary skills	30
Find out more	34



Table des matières

Avant-propos	5
Introduction	10
Initier un programme CLIL / EMILE / DNL au sein de son établissement	15
Valoriser CLIL / EMILE / DNL au sein de la communauté scolaire	17
Assurer la continuité du parcours CLIL / EMILE / DNL tout au long de la scolarité	19
Identifier les gestes professionnels et les pratiques pédagogiques efficaces	21
Trouver l'équilibre entre les compétences disciplinaires et linguistiques	23
Favoriser la prise de parole et l'interaction orale des élèves en cours	25
Mobiliser le plurilinguisme des élèves	27
Intégrer des dimensions culturelles aux cours de CLIL / EMILE / DNL	29
Évaluer les compétences linguistiques et disciplinaires des élèves	31
Pour en savoir plus	35

Practical suggestions



Promoting CLIL within the school community

- Ensure clear communication with all stakeholders
- Provide official recognition of the CLIL pathway
- Measure and share impact with the community
- Ensure all teachers within the school can take part



Example of visual display to communicate on programme with school community



Image of the Ecole Vertus signage taken by Solène Burtz

Identifying effective professional practices and teaching strategies

- ❖ Share ownership of the CLIL initiative across the entire school community
- ❖ Plan consciously for classes that are inclusive of all learners
- ❖ Encourage collaboration between colleagues
- ❖ Redesign lessons for the CLIL context



Example of CLIL lesson plan

By the end of the lesson, learners will have ...			
Content outcome			
Communication (language) outcome			
Cognitive (thinking) outcome			
Culture outcome			
Stage Name and Aim	Procedure	Time	Materials

available at the bottom of this page:

www.britishcouncil.fr/en/programmes/english-programmes/education/teacher-development/clil/webinars

Balancing disciplinary and language skills within CLIL classes

- ⌘ Discuss key concepts in both the target language and learners' main languages
- ⌘ Use a backward-design approach
- ⌘ Create language-rich classroom spaces
- ⌘ Use exit tickets





Example of a webinar on balancing disciplinary and language skills

Subject-specific language

Anchor charts:

- are made by the teacher with the learners
- capture important content/language
- provide visual reference for students
- can be displayed on classroom walls.



© Sarah Hillyard

© Sarah Hillyard

24

www.britishcouncil.org

British Council | TeachingEnglish
92.5k subscribers

Subscribe

43

Share

Save

...

available here:

www.britishcouncil.fr/en/programmes/english-programmes/education/teacher-development/clil/webinars

Encouraging oral communication and interaction in class

- ❖ Create a safe learning environment
- ❖ Look for opportunities for real-life communication in the target language
- ❖ Maximise classroom interaction
- ❖ Ensure lessons provide scaffolding for oral production



Example of platform to connect with UK schools

Schools Connect France



accessible here:

www.britishcouncil.fr/education/ecoles

Leveraging student multilingualism

- ⌘ Develop a shared definition of multilingualism
- ⌘ Resist the hierarchisation of students' languages
- ⌘ Design projects that are explicitly multilingual
- ⌘ Involve parents and the local community



Example of a training pathway on using multilingual practices

Pathways: Using multilingual practices

Explore this ready-made pathway of free tools and resources to help you in using multilingual practices.



accessible here:

www.teachingenglish.org.uk/professional-development/teachers/professional-development-pathways/pathways-using-multilingual

Integrating cultural dimensions into CLIL courses

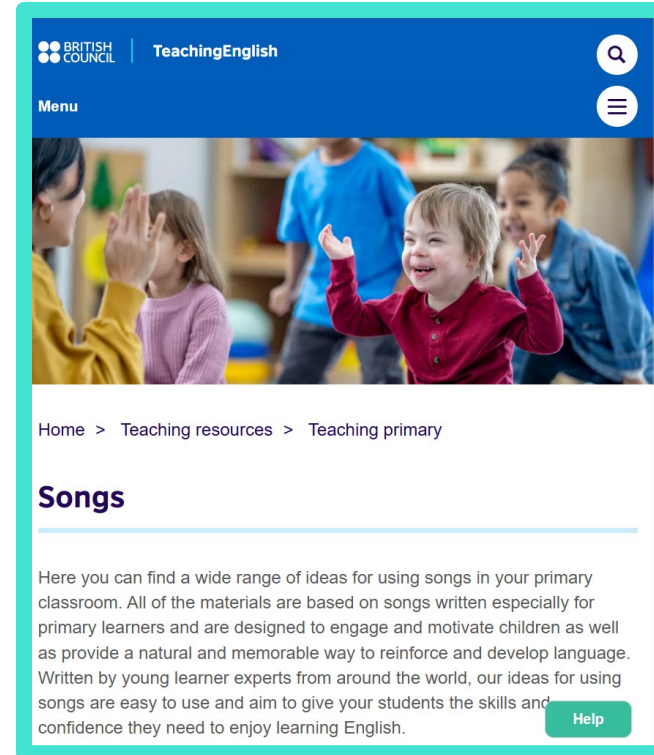
- Explore the range of cultures linked to the language(s) of learning
- Make culture a sensory rather than a theoretical experience
- Organise thematic events
- Favour project-based approaches



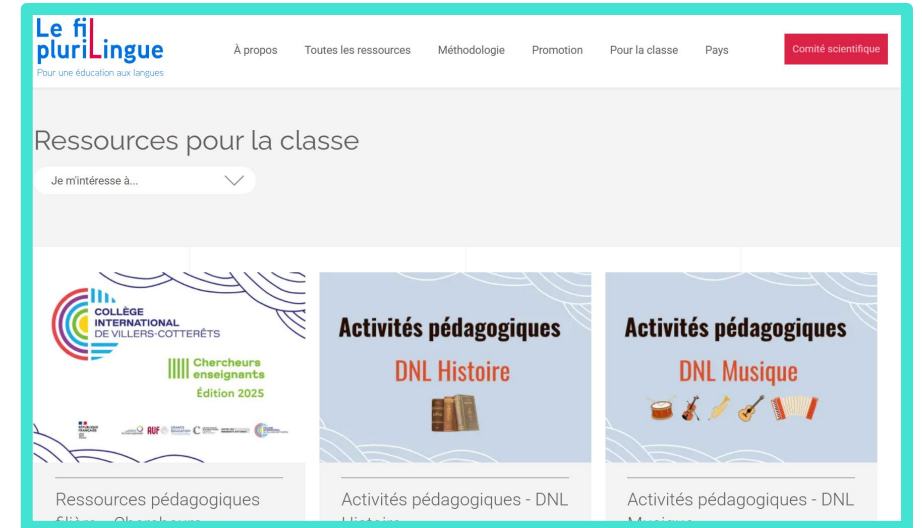
Examples of authentic resources to integrate culture in the classroom



Accessible here:
www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/creepy-crawlies



Accessible here:
www.teachingenglish.org.uk/teaching-resources/teaching-primary/songs



Accessible here:
www.lefilplurilingue.org

CLIL in Practice

- Initiating a CLIL programme within your institution
- Ensuring continuity of the CLIL pathway throughout schooling
- Assessing students' linguistic and disciplinary skills



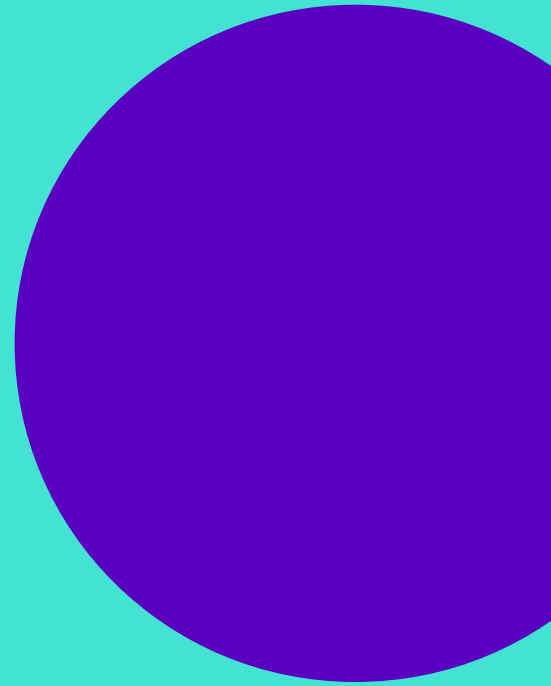
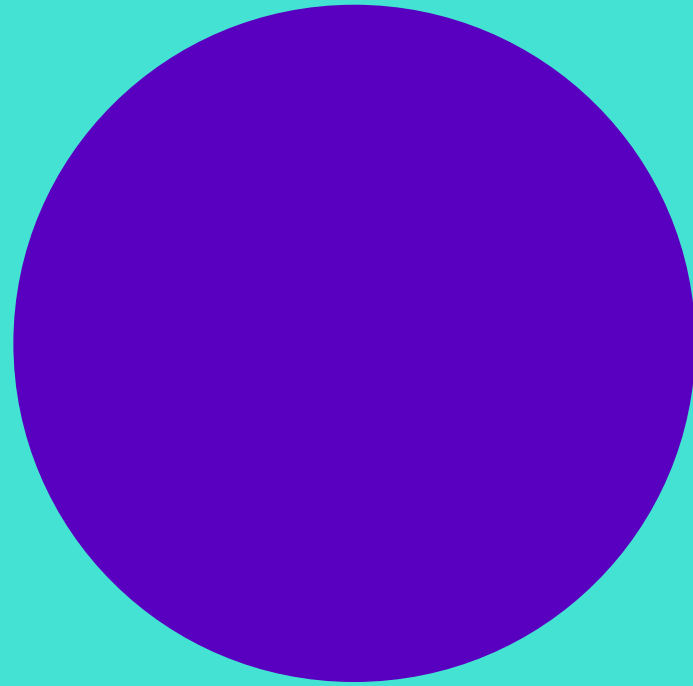
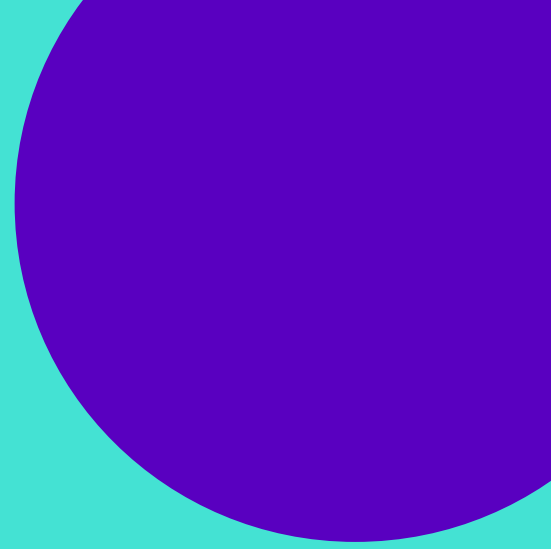
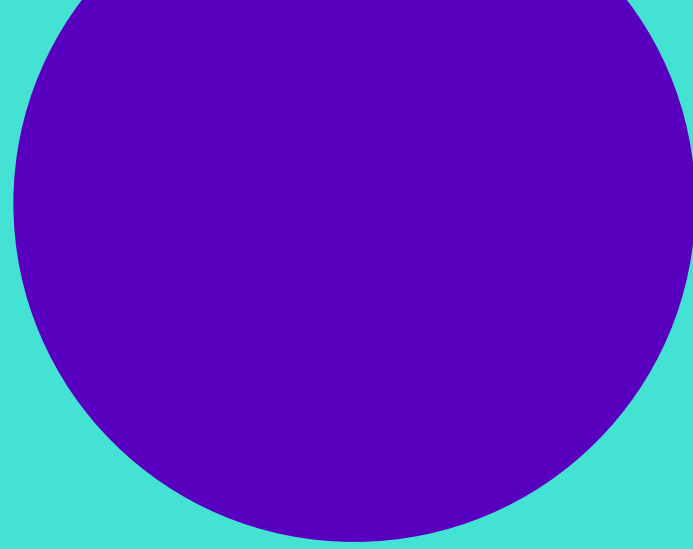
CLIL in practice

Practical reflections from the international workshop on Content and Language Integrated Learning (CLIL) held by the British Council and France Éducation international in November 2025.

Réflexions pratiques issues de l'atelier-séminaire international sur l'enseignement d'une matière intégrée à une langue étrangère (EMILE) organisé par le British Council et France Éducation international en novembre 2025.

In partnership with / en partenariat avec

Going further



Access to outcomes



Our workshop on CLIL in primary and secondary education



Learn about the reflections to have emerged from the event

[Read our report](#)

FRANCE
EDUCATION
INTERNATIONAL

In partnership with France
Education international



[Read our report on CLIL in
France](#)

Accessible here:
www.britishcouncil.fr/en/programmes/english-programmes/education/projects/clil



Isabelle Leguy

Doyenne du groupe des langues vivantes de l'inspection générale de l'éducation, du sport et de la recherche, référente du plan Langues vivantes (France)



Prof. Do Coyle

Professeure en pédagogie et enseignement des langues à la Moray House School of Education, Université d'Édimbourg (Royaume-Uni)



Christa Rawkins

Analyste des politiques publiques, OCDE



Artur Dzierkowski

Directeur d'un lycée bilingue en Pologne



Sarah Breslin

Directrice exécutive du Centre européen pour les langues vivantes et Cheffe des politiques linguistiques, Conseil de l'Europe.



Dr Dieuwerke Rutgers

Chercheuse en CLIL à Sheffield Hallam University



Ann Veitch

Directrice mondiale de recherches et d'évaluation pour les programmes d'anglais et l'éducation scolaire, British Council



Prof. Maria Ellison

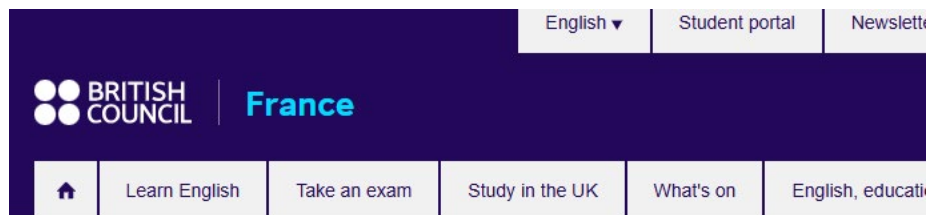
Faculté des lettres et sciences humaines, Université de Porto (FLUP), responsable du groupe de recherche Working CLIL au sein du CETAPS



Dr Pascale Manoilov

Maîtresse de conférences à l'Université Paris Nanterre, Présidente de l'Association pour la Recherche en Didactique et Acquisition de l'Anglais (ARDA) (France)

Webinars for CLIL



Webinars: Creating dynamic CLIL classes



Registration for 2027

Clarifying and developing English in the classroom: meaning, form and pronunciation

Tuesday, 12 January 2027, from 17:30 to 18:30 (CET)

Guiding activities in English in CLIL classes

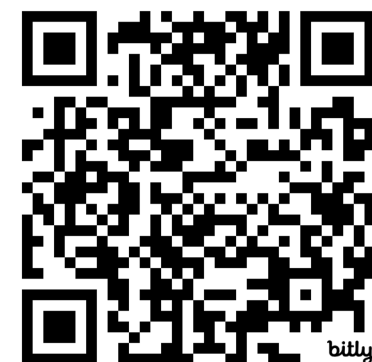
Tuesday, 19 January 2027, from 17:30 to 18:30 (CET)

Planning and structuring CLIL lessons

Tuesday, 26 January 2027, from 17:30 to 18:30 (CET)

Using multiple languages to support learning

Tuesday, 2 February 2027, from 17:30 to 18:30 (CET)



bitly



Thank you!



“Progress in CLIL comes not from uniformity, but from sustained dialogue around shared goals. Creating space for those conversations, as this international workshop did, is what turns shared practice into lasting momentum.”

*Dr Dieuwerke Rutgers,
Sheffield Hallam University*

www.britishcouncil.fr/blog/clil-action-france-shared-practices-collective-momentum



solene.burtz@britishcouncil.fr

www.britishcouncil.fr