

TeachingEnglish webinars for teachers

Introduction to CLIL for secondary teachers

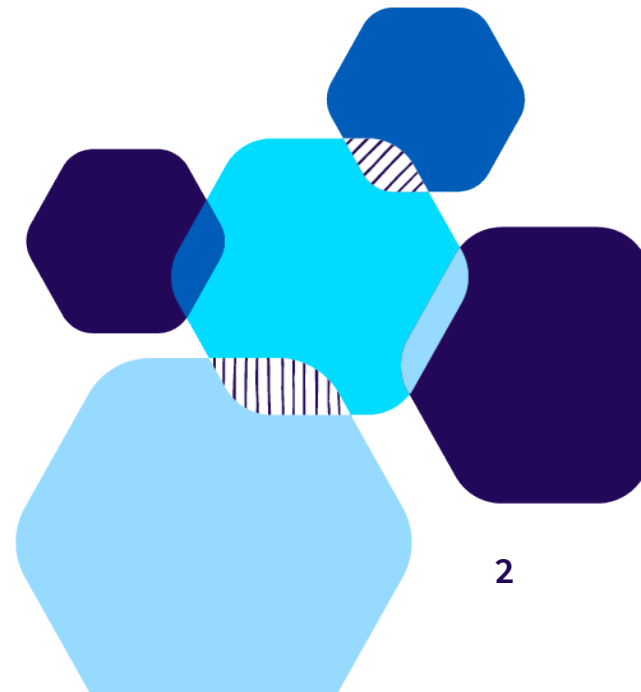
7 October 2025

www.britishcouncil.org



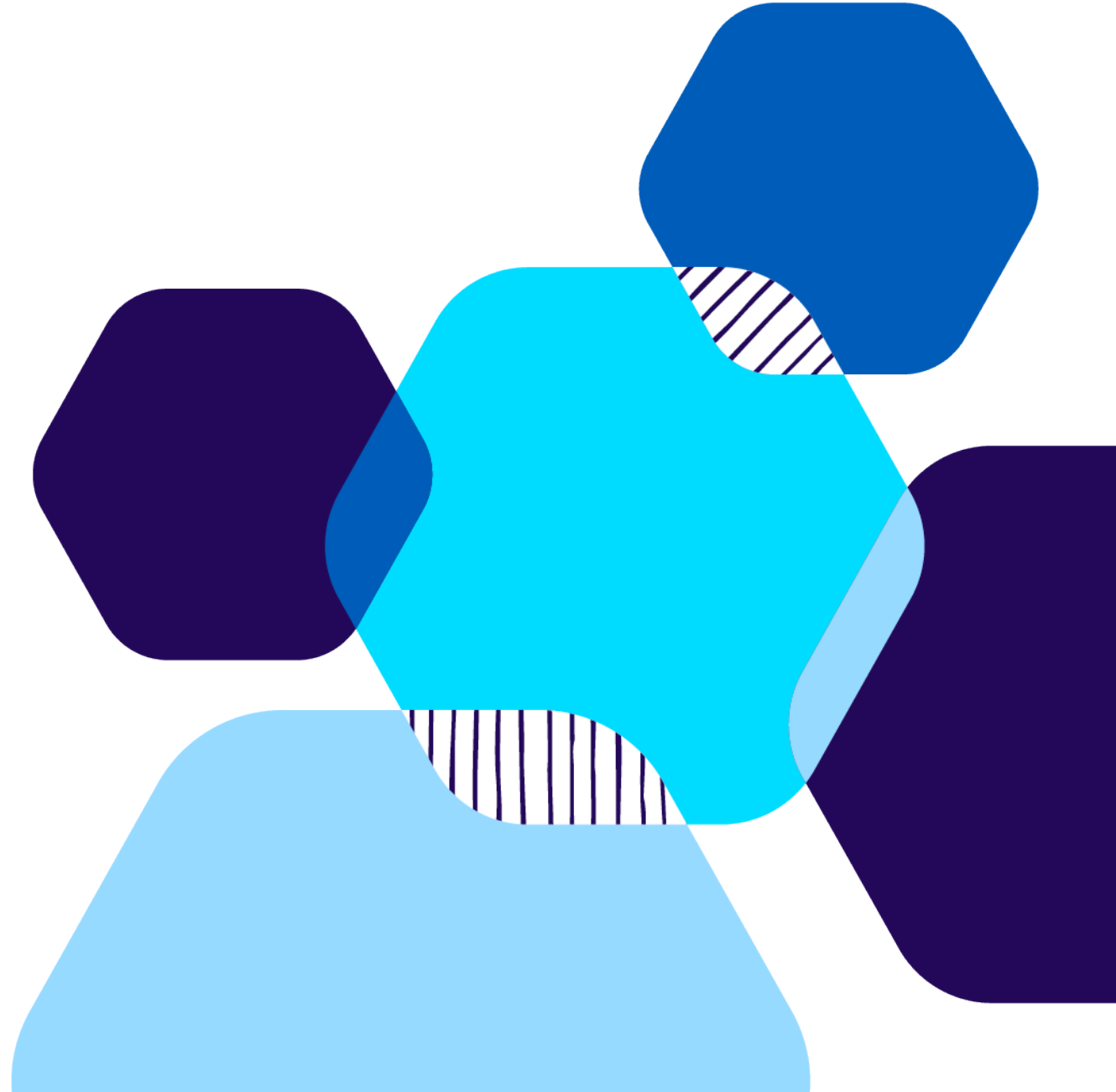
Session outline

1. Introduction to the British Council
2. Why teach your subject through English
3. How to obtain a certification in DNL
4. Top tips for teaching subjects through English
5. Questions



The British Council

www.britishcouncil.org



Supporting English teaching and learning



Newsletter



Resources, training and partnerships



TeachingEnglish

www.teachingenglish.org.uk

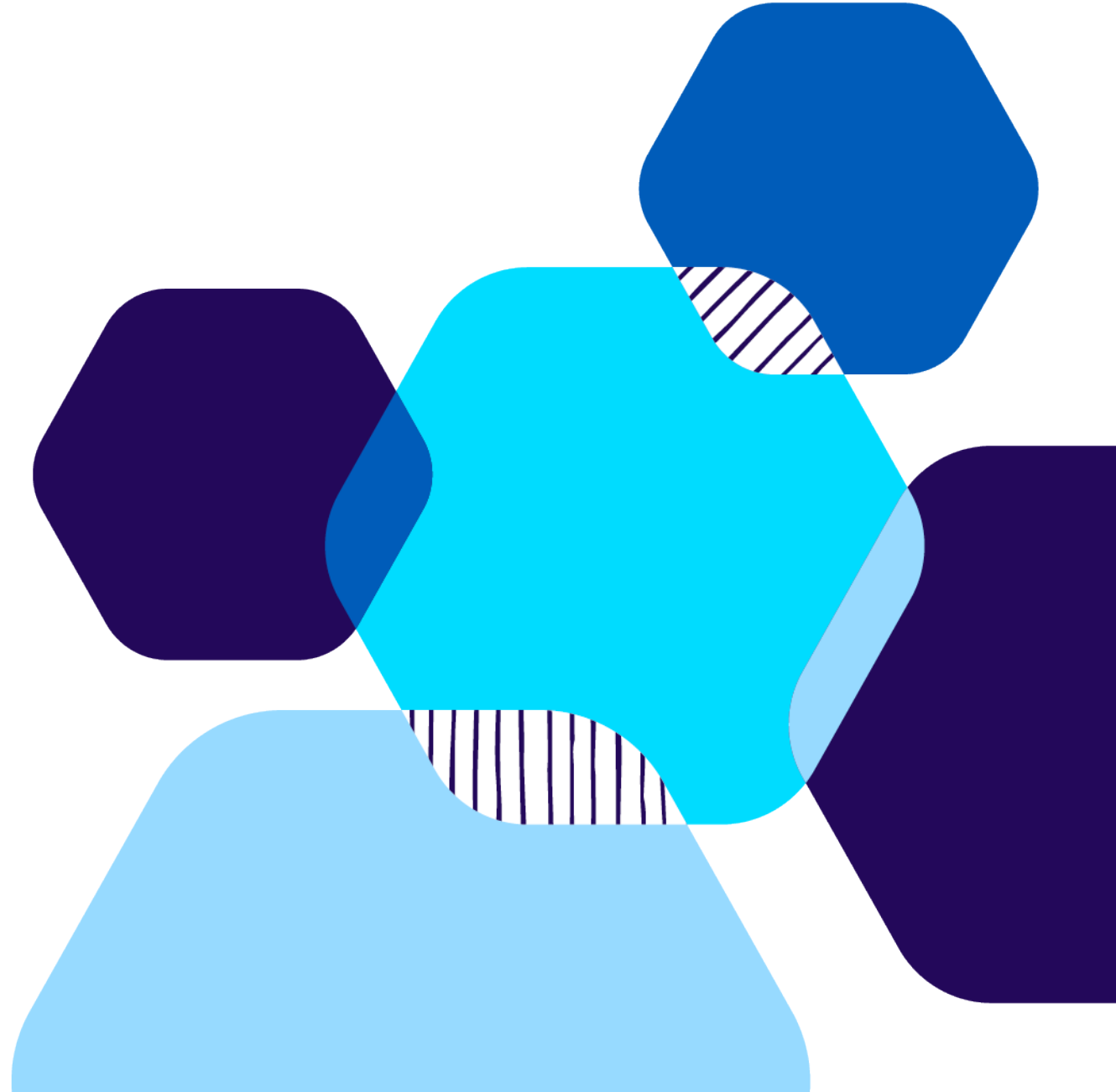
Schools Connect France



<https://www.britishcouncil.fr/en/education/schools>

How to obtain a certification in DNL

www.britishcouncil.org



How to obtain a certification in DNL

The DNL (Discipline Non Linguistique) certification requires an understanding of the CLIL (Content and Language Integrated Learning) approach.

Submission Paper (around 5 pages)

- A résumé
- Presentation of significant elements explaining your choice to teach your subject through a foreign language
- Elements showing implication and motivation

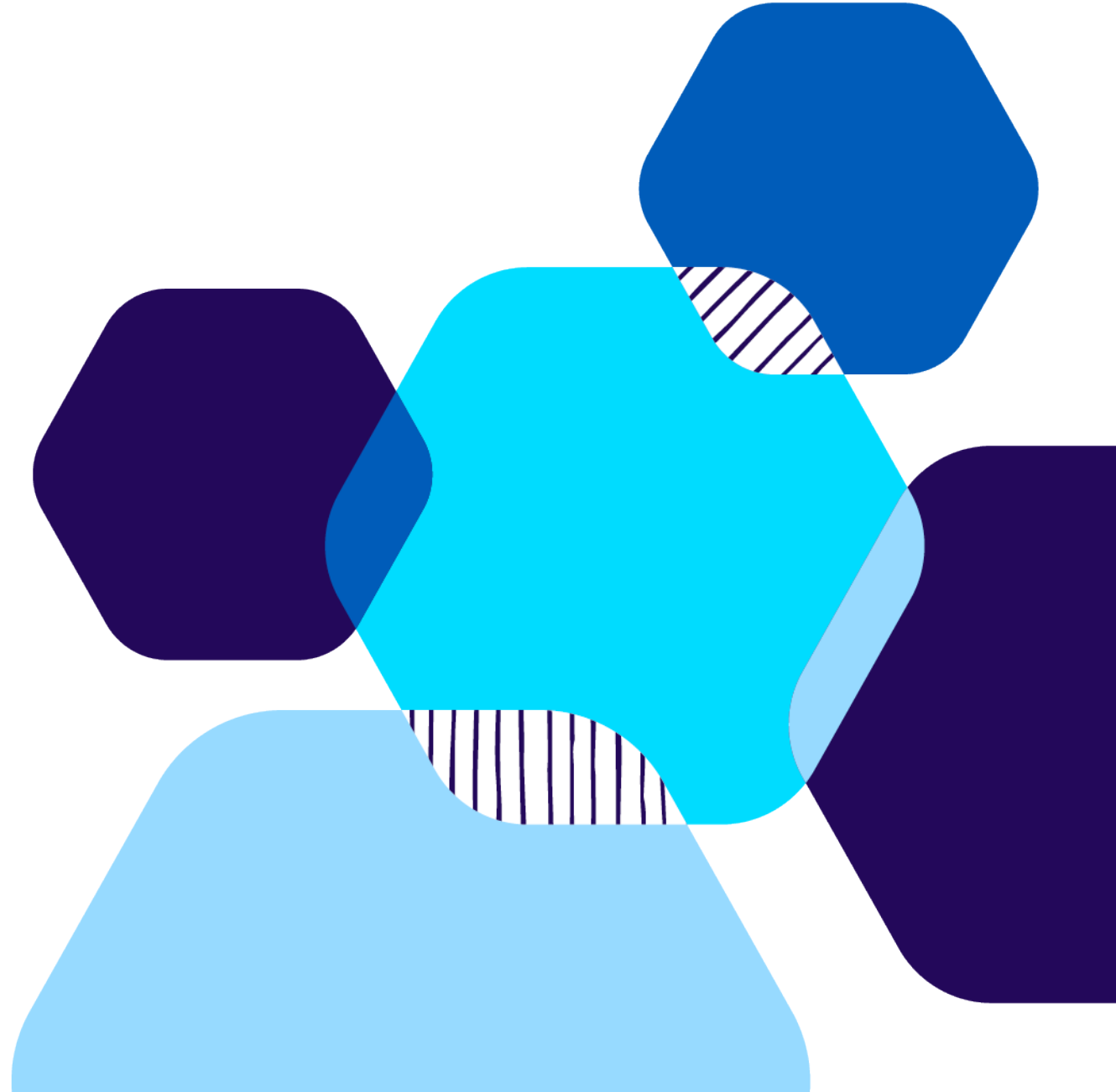
Oral exam

- 10-minute presentation (in English)
- 10-minute interview (in English and in French)

To obtain the certification you need :

- ✓ to show a B2 level in English
- ✓ to get a minimum grade of 10/20

Why teach your subject through a foreign or second language



Teaching your subject through a foreign or second language

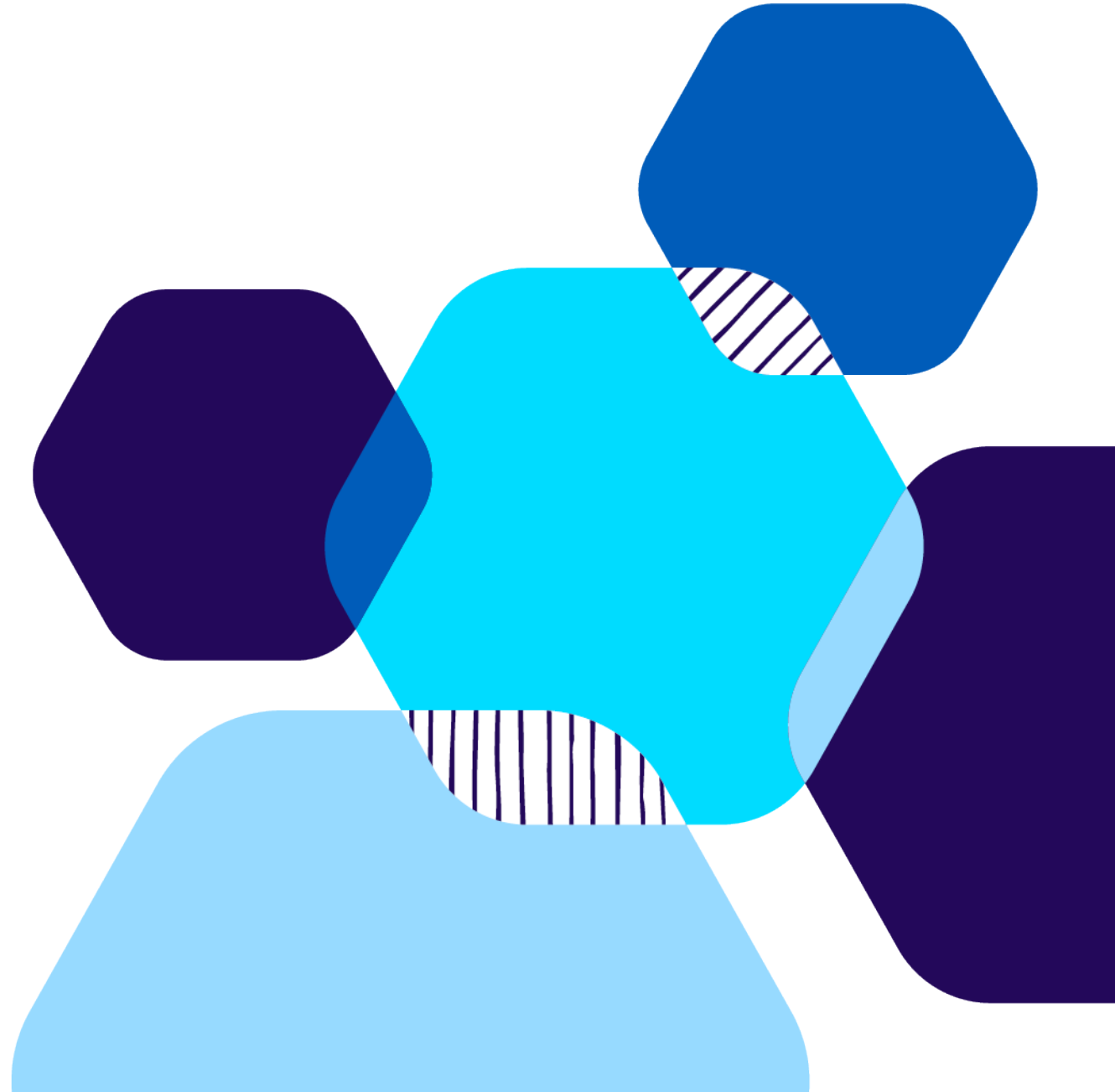
A source of motivation for teachers:

- personal skills are valued
- a way to access the “postes spécifiques”
- teaching DNL means becoming part of a global project based on collaboration

A source of motivation for students:

- a challenge (Classe Euro, BFI...)
- project-based learning
- the experience of multi-culturalism

Top tips for teaching subjects through English

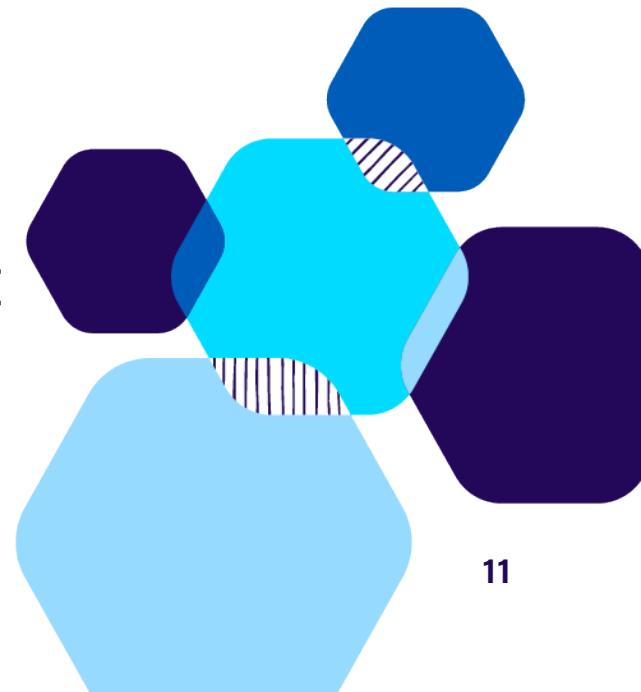


Content and language integrated learning (CLIL)

CLIL = an approach to planning and teaching DNL lessons

Five tips for putting CLIL into practice

1. Plan sequences of learning using the 3 dimensions of CLIL
2. Base the teaching & learning on tasks
3. Guide learners' understanding of lesson input
4. Support learners to produce spoken and written output
5. Identify the language of your subject



1. Plan sequences of learning using the 3 dimensions of CLIL

Conceptual = subject knowledge, understanding, attitudes and skills

Linguistic = everyday, general academic and subject specific language and skills

Procedural = doing things with the concepts and language

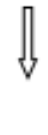
(Adapted from Ball, Clegg & Kelly, 2015)



Concepts

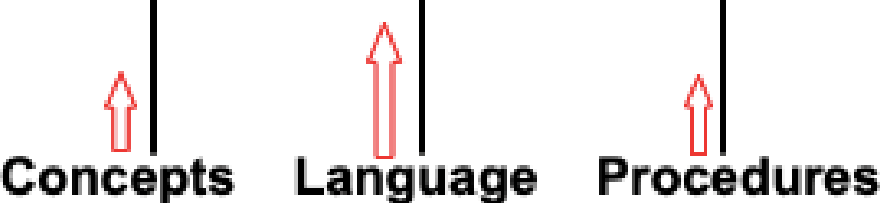


Language



Procedures

1. Plan sequences of learning using the 3 dimensions of CLIL

Starter activity True/false statements about the topic. Learners put up either a red or green card.	 Concepts Language Procedures
Pre-reading activity Learners discuss in groups the meanings of specific words given to them and how they think these words are going to be used in the next activity.	 Concepts Language Procedures
Reading task Learners read a short text to complete a task. For example, <i>ranking causes</i> .	 Concepts Language Procedures

1. Plan sequences of learning using the 3 dimensions of CLIL

The 'three course meal' lesson plan

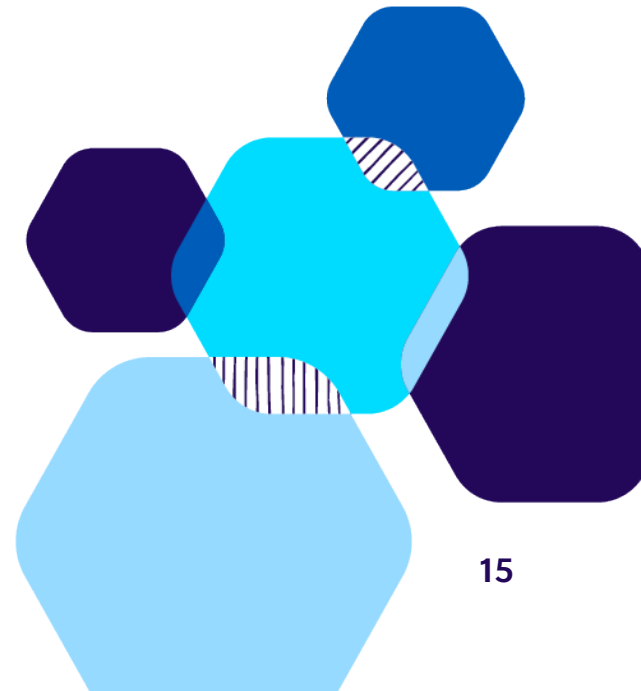
Starter	<i>Activating prior knowledge/experience of language and/or subject content</i> Orientate the learners; stimulate curiosity; frame the learning; share learning objectives ↓
Main course(s)	<i>Sequencing learning...</i> ➤ from general ideas to specific concepts... ➤ from surface to consolidation to transfer... ➤ from lower order thinking to higher order thinking... ➤ from word level to sentence level to text level... <i>with tasks that build on each other...</i> (e.g., pre-reading task(s)...while reading task(s)...post-reading task(s)) <i>each task broken down into steps (with language support)</i> ↓
Dessert	<i>Reflection task(s)</i> (e.g., review the learning objectives)

2. Base the teaching & learning on tasks

What is a task in CLIL?

- ✓ A task is **goal-oriented**
- ✓ A task requires **interaction** among students
- ✓ A task requires the interaction to be **sequenced** (to have identifiable stages)
- ✓ A task requires a set of **clear instructions**

(Adapted from Ball, Clegg & Kelly, 2015)

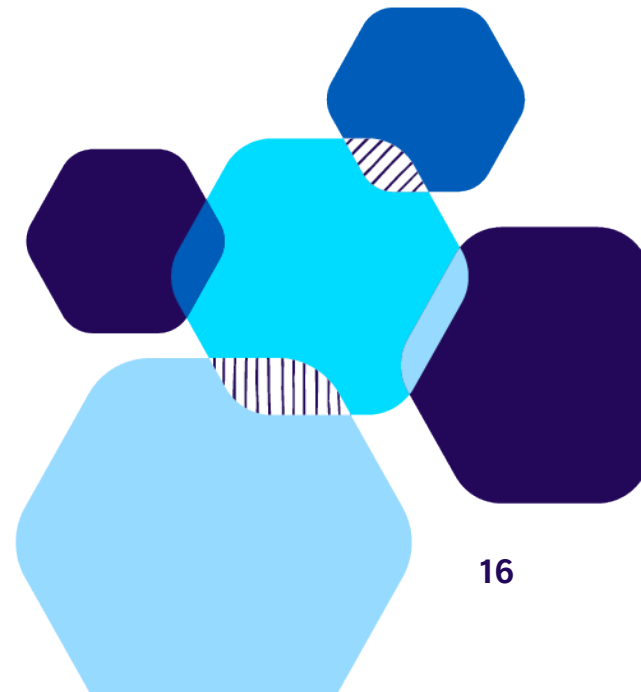


2. Base the teaching & learning on tasks

Examples of tasks in CLIL

- Listing (e.g. brainstorming)
- Ordering & sorting (sequencing, ranking, classifying)
- Matching (connecting and relating)
- Comparing (finding similarities and/or differences)
- Problem solving
- Creative tasks
- Projects (e.g. cross-curricular)

(Adapted from Willis, 2009)



3. Guide learners' understanding of lesson input

Guiding input

Pictures, diagrams and other visual representations

Glossaries and word banks

Use of learner's first language

Links to extra resources (e.g. video clips)

Graphic organisers (used as a reception scaffold)

Opportunities for peer support (e.g. cooperative learning structures such as jigsaw reading)

4. Support learners to produce spoken and written output

Supporting production

Sentence starters

Gap-fills

Graphic organisers (used as a production scaffold)

Model texts

Speaking and writing frames

Co-operative learning structures (e.g. communication regulator discussions, pyramid discussions)

5. Identify the language of your subject

The language of Maths includes:

- specialist vocabulary and phrases only used in mathematics (*vector, quotient, congruent, highest common denominator*)
- everyday words used in a specialised way (*table, round, volume, root, factor, prime, sign, similar, average, mean, plane*)
- everyday words used in other ways in different subjects (*solution* in science, *chord* in music)
- combinations of everyday words which form specialist terms (*square root, set square*)
- compound nouns (*highest common factor, improper fraction, axis of symmetry*)
- language of procedures, such as linking words to order (*firstly, secondly, then, finally*) and for effect (*therefore, so, unless, if... then*)
- language of comparison (*more than, less than, bigger, smaller, six times longer than*)

(Adapted from Dale & Tanner, 2012)

5. Identify the language of your subject

The language of Science includes:

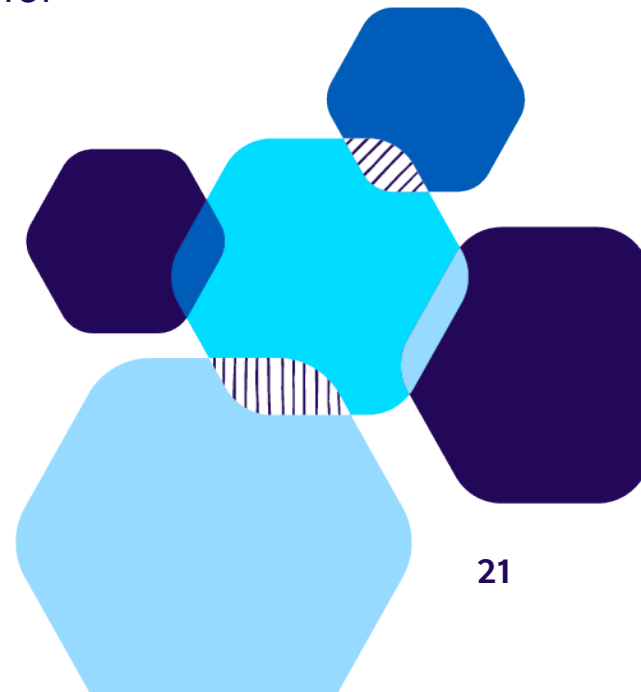
- language of procedures (*First, pour 3 ml of water into the test tube, then add the crystals*)
- the passive (*3ml of water was poured into the test tube*)
- language of description, such as giving characteristics and classifications using the simple present (*consists of*)
- words explaining functions (*to allow it to breathe, by making sounds*)
- language of explanation:
 - causal linking words (*thus, because*)
 - determining verbs (*caused it to bubble, resulted in effervescence*)
 - enabling verb phrases (*influenced the results, contributed to*)
 - conditionals or 'if' statements (*if an object is submerged completely, it displaces its own volume of fluid*)
 - linking words for effects (*so, since, therefore*)
 - verb phrases to show conclusion (*this shows, we can conclude*)

(Adapted from Dale & Tanner, 2012)

5. Identify the language of your subject

The language of History includes:

- **Language of recounting**
 - uses the past simple, present perfect and past perfect tenses
 - process verbs to show time passing: *ceased*
 - phrases to place an event in time: *in 1939*
 - phrases for periods of time (*when the first world war started*) and organising words for time (*firstly, secondly*)
- **Language of explanation**
 - past tenses to explain cause and effect: *led to, resulted in*
 - causal linking words: *thus, because*
 - passive structures: *was caused by*
 - numbering words: *two reasons*

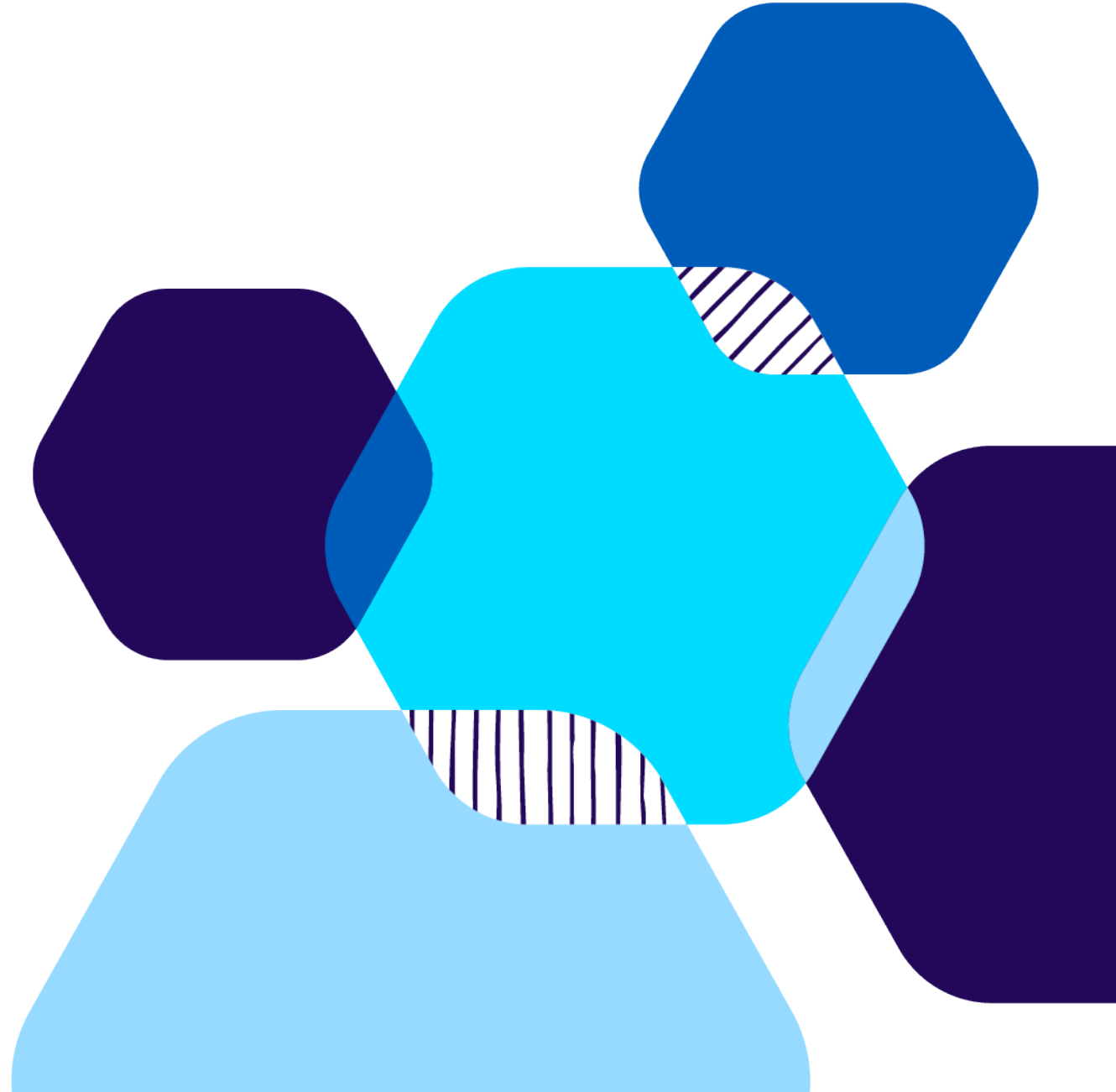


Summary: 5 tips for putting CLIL into practice

1. Plan sequences of learning using the 3 dimensions of CLIL
2. Base the teaching & learning on tasks
3. Guide learners' understanding of lesson input
4. Support learners to produce spoken and written output
5. Identify the language of your subject



Questions



To receive your certificate



Please complete this feedback form:

<https://bit.ly/CLIL-secondary>

If you submit the form, you will see a link to download a certificate of attendance.

The form and the certificate are available until 8 November 2025.

For any further questions, feel free to contact us: english.programmes@britishcouncil.fr