

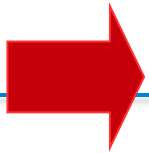
# CLIL GUIDING PRINCIPLES: **the 4Cs**

## **CONTENT :**

refers to the **content** that we want to teach and our sts to learn

## **COGNITION:**

refers to the **cognitive** or **thinking skills** like reasoning, creative thinking and evaluating



**LOTS & HOTS**

## **COMMUNICATION :**

refers to the **key language** we will need to deliver the topic by reducing Teacher Talking Time (**TTT**) and increasing Student Talking Time (**STT**)



**language tryptych**

## **CULTURE :**

refers to the sts' awareness of the **world beyond their own**

# What are the Cummins' Quadrants?

A model of 4 quadrants (THE MATRIX) to describe the cognitive and language level of lesson input.

*Language must not be an obstacle to understanding*

The quadrants distinguish between two different lesson inputs:

*from* **BICS**

Basic Interpersonal Communicative Skills

*to* **CALP**

Cognitive Academic Language Proficiency

# WHAT ARE COGNITIVE SKILLS?

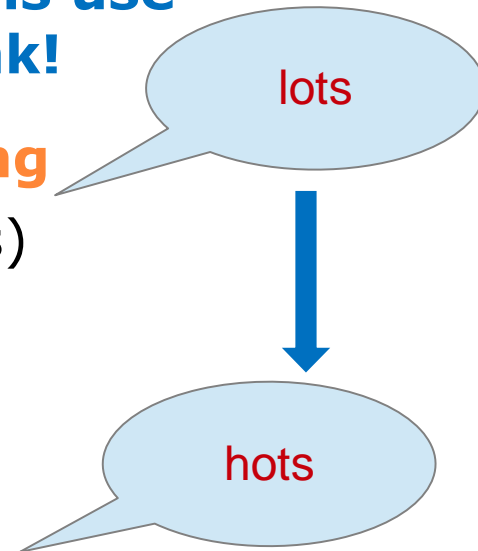
## THINKING SKILLS

**Processes which our brains use  
when we learn or think!**

**Information processing**  
(concrete thinking skills)



**Abstract Thinking**



**Examples include:**

**Hypothesising**

**Creative thinking**

**Enquiry skills (asking questions)**

**Synthesis**

# LOTS & HOTS

## Lower Order Thinking Skills (LOTS)

- To remember information
- To order information
- To define objects
- To check understanding
- To review learning

## Higher Order Thinking Skills (HOTS)

- To develop reasoning skills
- To develop enquiry and discussion
- To develop creative thinking
- To evaluate work
- To hypothesise

Bloom's Taxonomy

Increasing difficulty