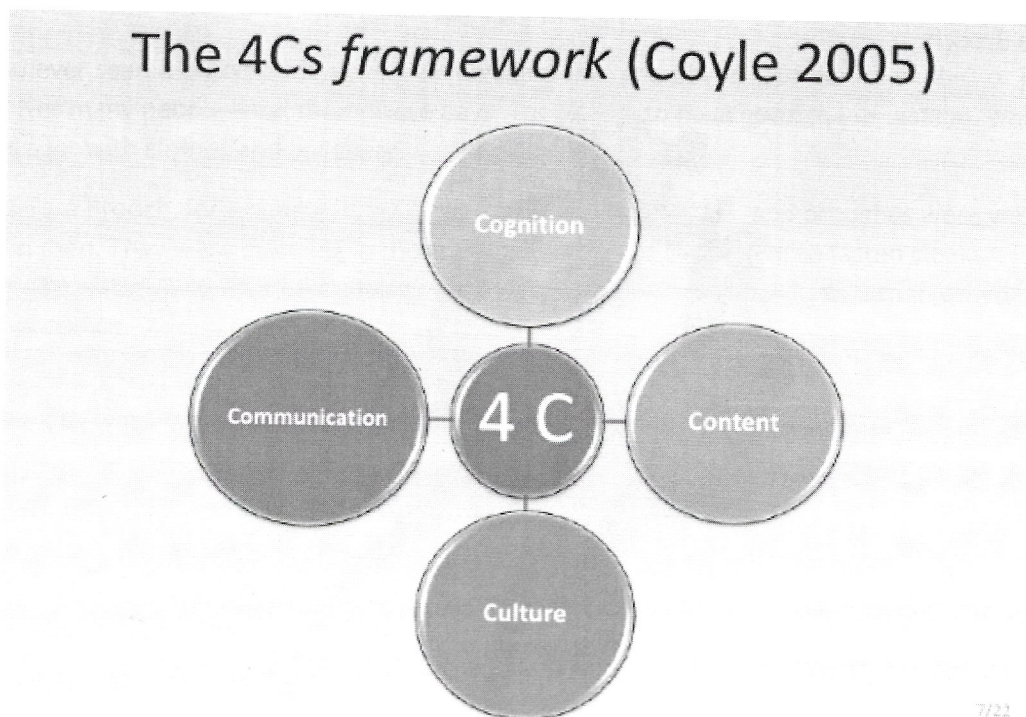


The 4Cs Framework



7/22

The Four Cs serve as a reference point for lesson planning. The following are examples of how these four principles can be found in a CLIL lesson. (Adapted from *CLIL* Coyle et al. 2010)

<p>Cognition</p> <ul style="list-style-type: none"> - content, language and learning skills outcomes are articulated in co-operation with students - learning builds on a student's existing knowledge, skills, attitudes, interests and experience - students analyse achievement of learning outcomes independently, with other students and with the teacher to set new outcomes - students synthesize, evaluate and apply knowledge and skills acquired in several subjects 		
<p>Community</p> <ul style="list-style-type: none"> - students feel being members of a learning community enriching - students have the self-confidence and skills to work in a group, balancing personal interests with those of others - teachers, students (and parents, employers etc.) are partners in education - students can define their role within the classroom, the local and global context 	<p>Content</p> <ul style="list-style-type: none"> - content is clearly linked to the community within and outside the classroom - students apply new content and develop related skills through experimental activities - content is substantive without being overwhelming - content from various subjects is integrated - cultural content is integrated into all subjects 	<p>Communication</p> <ul style="list-style-type: none"> - students actively use the right to participate in activities and communication, in the classroom and community - desk placement, displays on classroom walls and other available resources support learning and communication - students and teachers co-construct and negotiate - language/communication skills are developed in all subjects