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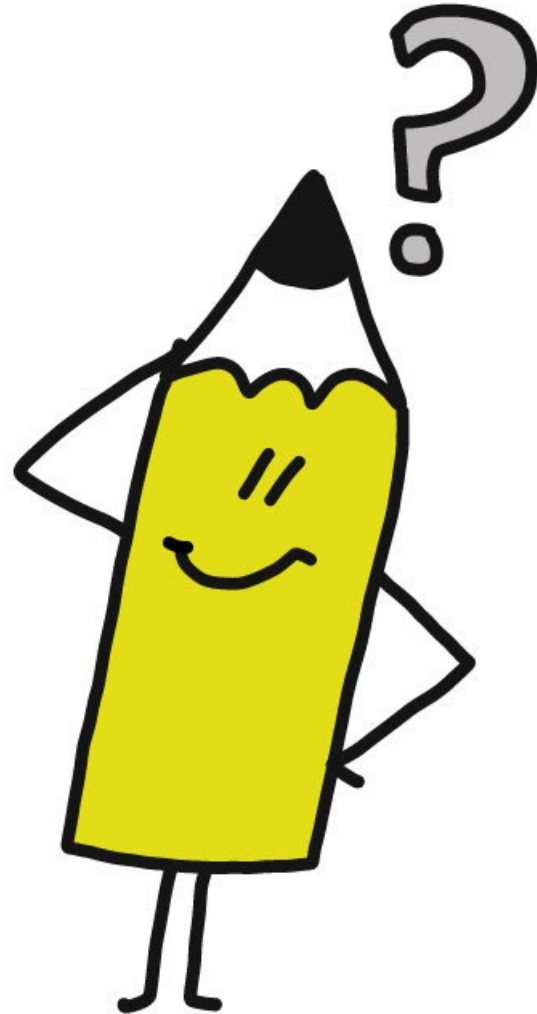
OSCE CLIL MAPPING:

Diversity and variety in CLIL school systems across Europe

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Presentation outline

- Seasoning and reasoning: quality assurance as OSCE outcome and instrument
- CLIL mapping – what, why and how?
- CLIL mapping survey as a means of quality self-assessment for educational institutions
- Future road mapping



WHY CLIL MAPPING?

- How universal is CLIL across Europe and globally?
- Does CLIL shape educational policy or vice versa?
- OSCE position paper as guidelines for quality CLIL, CLIL mapping as a tool for (pre)school's reflection



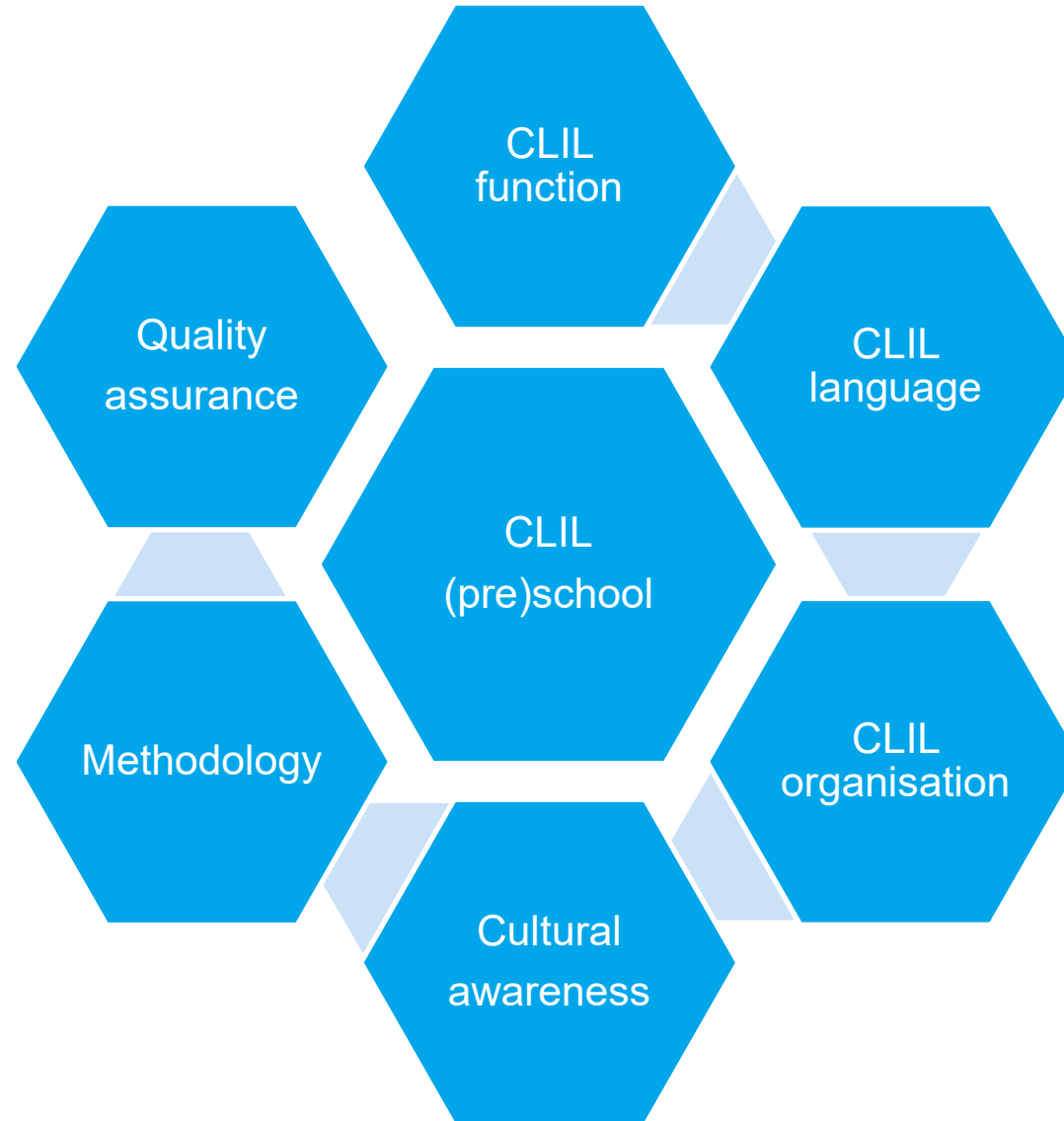
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CLIL MAPPING IN OSCE PROJECT

1. CLIL function
2. Role and status of language
3. CLIL organisation
4. Cultural awareness
5. Methodology
6. Quality assurance

[CLIL Survey](#)



CLIL function

What function does CLIL implementation serve in the context of your general education system?



CLIL is an enrichment tool for linguistic diversity for teaching content through a foreign/second language.



CLIL is a language substitution tool for teaching content through the state language (L1 substitution with L2).

CLIL language

What is the status of the CLIL language?



State



Heritage



Second



Foreign

CLIL organisation

Which forms of CLIL delivery do you offer within your school?



CLIL in individual lessons



CLIL as a strand



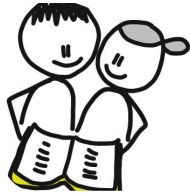
The whole school approach

Cultural awareness

Which is/are the target culture(s)
in the CLIL classroom?



The state/majority culture



The regional culture



The minority culture



The individual culture

Methodology



Which core features of CLIL methodology does your (pre)school implement and enhance?

Quality assurance

How do the systems of internal and external evaluation support CLIL quality?



Describe the way that your (pre)school is assessed externally in the area of CLIL implementation quality.



Comment on whether CLIL implementation in your school could/would benefit from external assessment.

Future road mapping

- CLIL mapping of OSCE and other (pre)schools
- Implementation of the whole-school approach
- Validation of OSCE instruments





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