

Analysis of the CLIL model in Galicia

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Barcelona, 28th April 2009

TOWARDS CONVERGENCE

HIGH LEVEL GROUP ON MULTILINGUALISM REPORT
(2007)¹

EURYDICE (2008)¹

- › Early Language Learning
- › Integrated Treatment of Languages
- › CLIL
- › From a monolingual to a plurilingual perspective.
- › Different models, different terms, similar goals:
Coyle's four Cs.

TERMINOLOGY AND MODELS

- ◉ Content and Language Integrated Learning (CLIL, EMILE, AICLE, EICLE)
- ◉ Content Based Instruction (CBI)
- ◉ Immersion / Semi-immersion
- ◉ Bilingual /Plurilingual Education
- ◉ Integrated Curriculum
- ◉ Bilingual Schools
- ◉ Bilingual /European Sections

ADVANTAGES

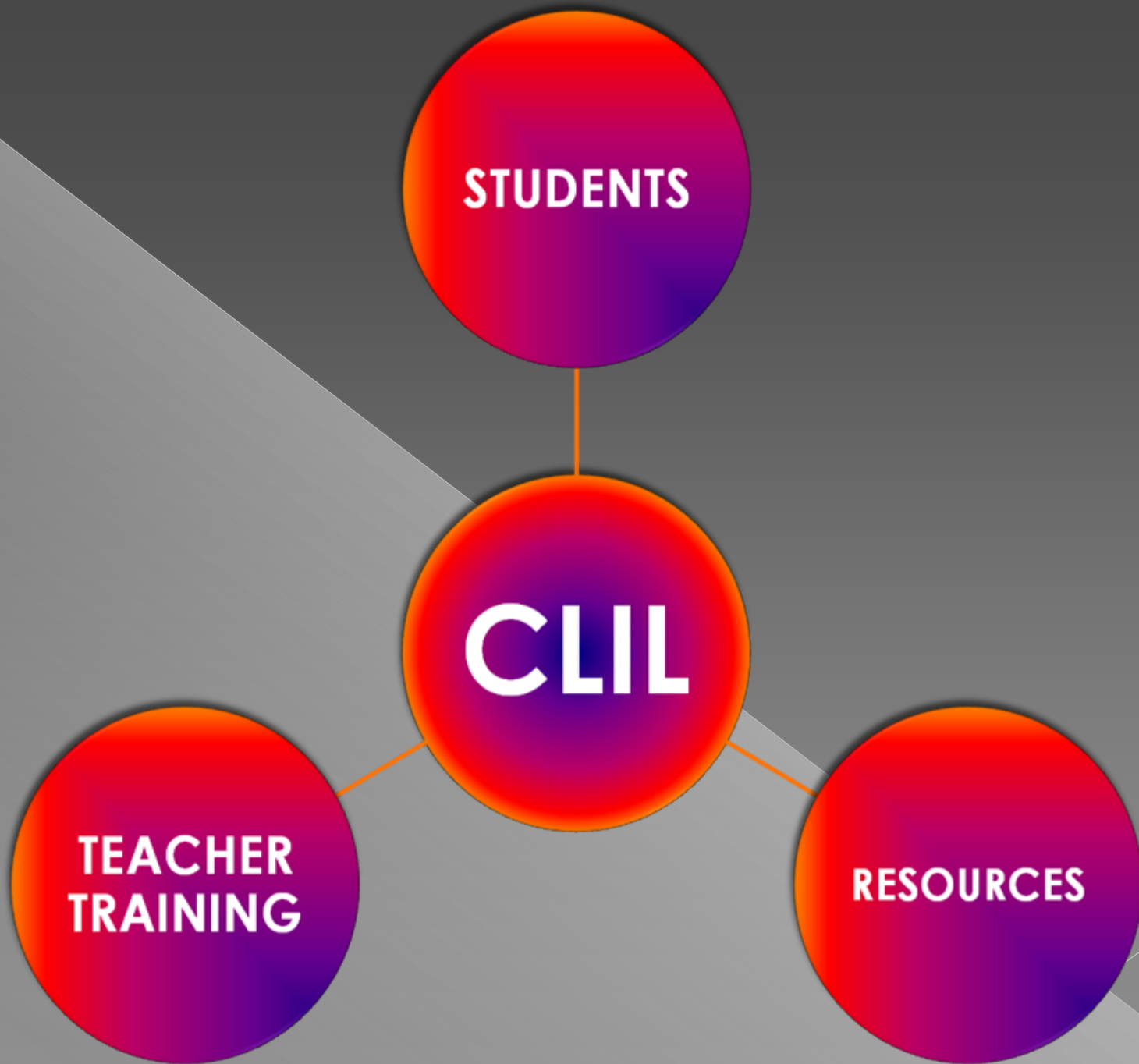
- ◉ CLIL increases students' motivation.
- ◉ CLIL presents them with wider cultural contexts.
- ◉ CLIL makes students develop a positive attitude towards additional languages.
- ◉ CLIL makes teachers use innovative methods and materials.
- ◉ CLIL makes teachers create networks.
 - BUT:
- ◉ Good and effective teacher training models are needed.
- ◉ All the necessary resources must be provided.

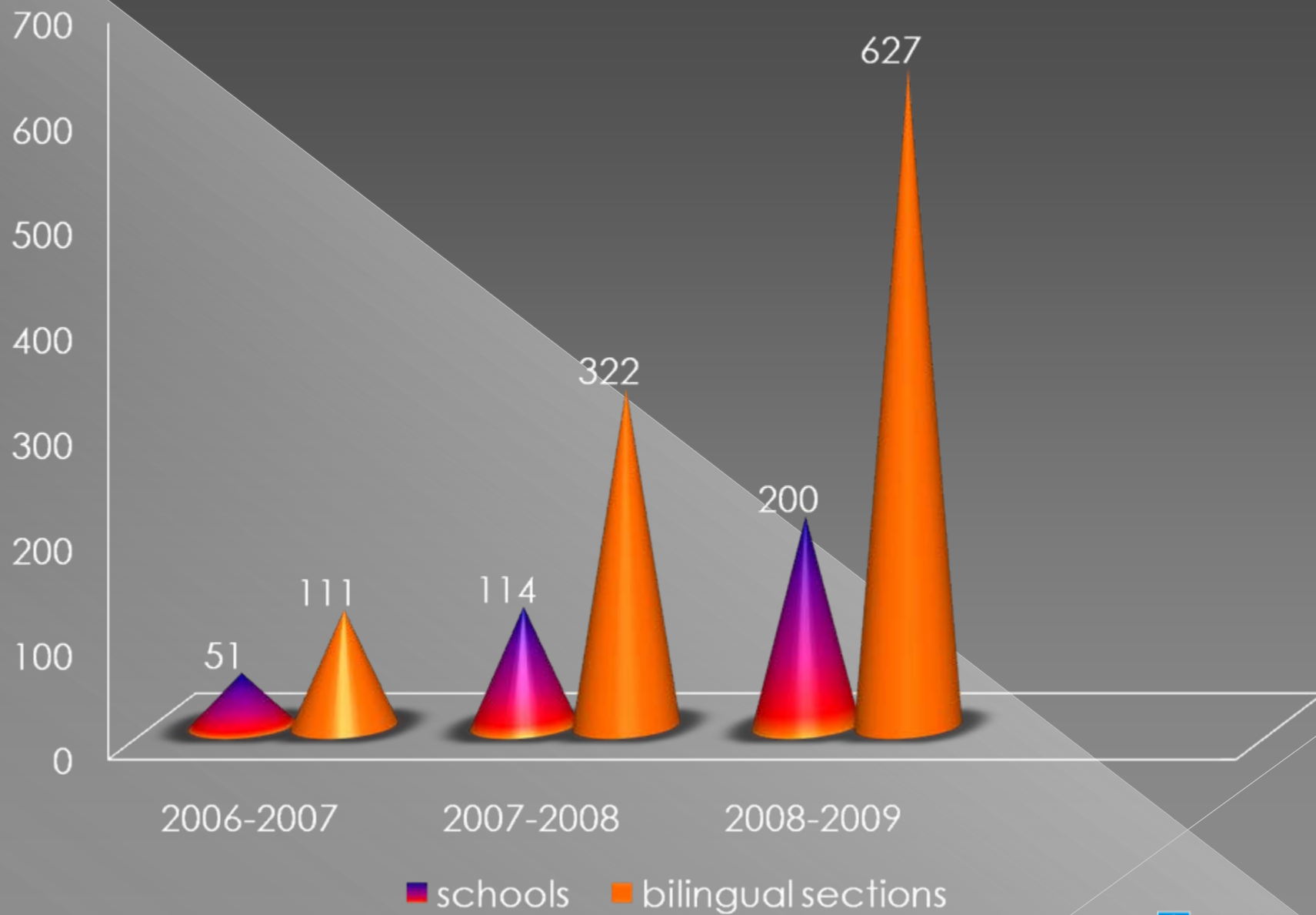
STATE OF THE ART IN GALICIA

- ◉ Bilingual region: linguistic and cultural hallmarks.
- ◉ Bilingualism in schools (semi-immersion policy):
 - **Decree 247/1995:** complementary bilingualism programme based on semi-immersion. Several subjects = taught in Galician.
 - **Decree 124/2007:** maintenance bilingualism programme. Minimum use of the Galician language: 50%.

What about the treatment of languages?

- ◉ Despite fostering bilingualism, the treatment of languages has been done on a monolingual and divided way.
- ◉ CLIL, however, is changing educational parameters and plurilingualism is making its way into the classrooms.
- ◉ CLIL and the courses of action related to it are producing results:





CLIL PROVISION

- The CLIL model in Galicia is based on BILINGUAL SECTIONS: non-linguistic subjects are taught through an additional language.
- The model has evolved as has its legal provision since 1999.



1999-2006

- ◉ European sections are established through different directives: characterised by extending school levels (secondary education and vocational training) and little modification as to the content.
- ◉ CLIL projects had to be approved by the School Board and by the teaching staff, teachers' B1 competence level, students' minimum mark to enter the section, minimum group number of students (12).
- ◉ Problems: no attention to the treatment of the different languages, fostering of elitist groups, lack of assessment instruments, etc.

2006-2009

- CLIL starts in primary education and the term bilingual section is introduced.
- CLIL projects had to be approved by the School Board and by the teaching staff, teachers' B1 competence level, no minimum mark to enter the section, minimum group number of students depends on the level, assessment instruments are introduced.
- Problems: no attention yet to the treatment of the different languages.

2009

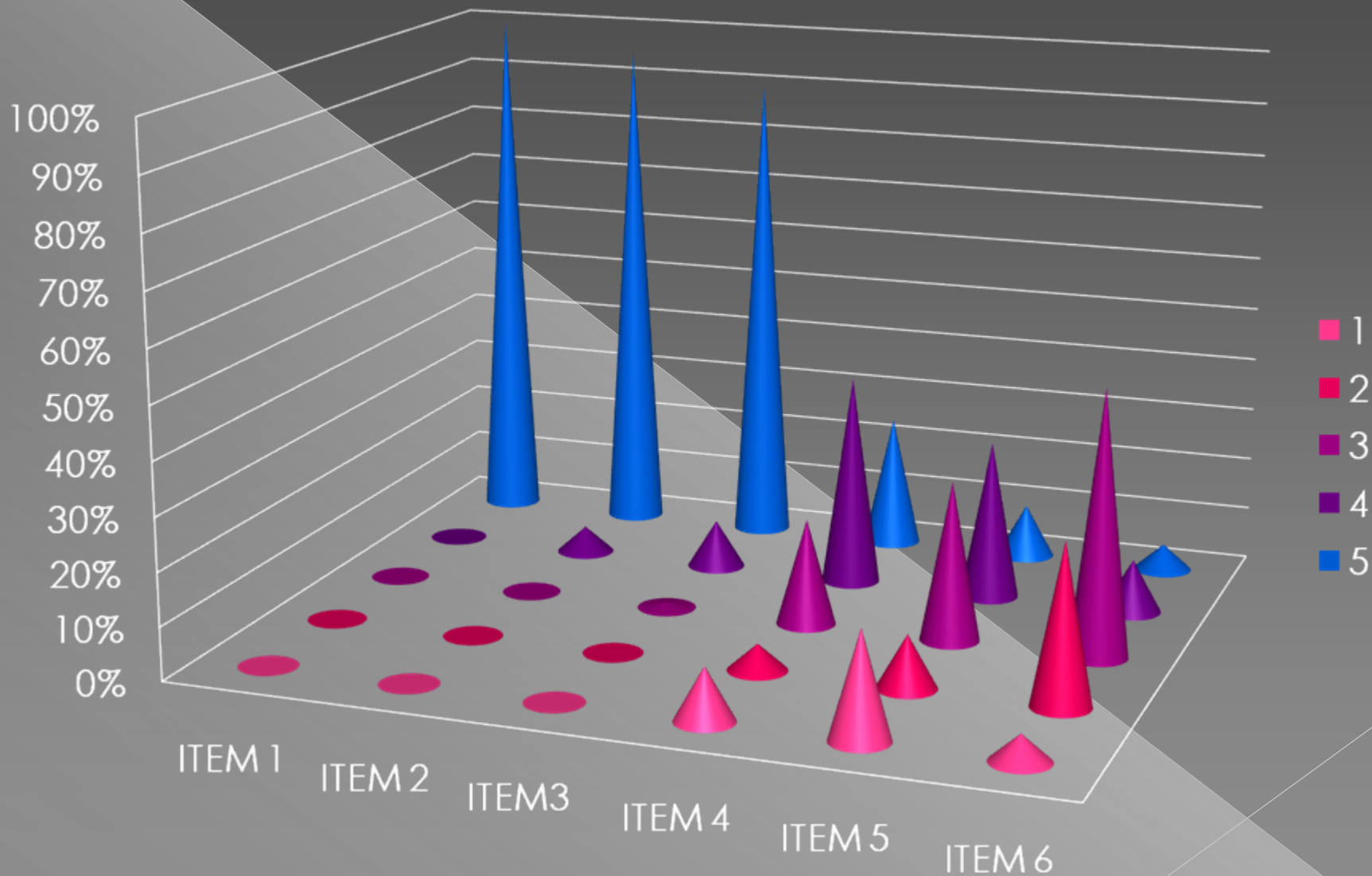
- After years of experience and due to CLIL dimensions, administrations are making moves to make CLIL become official.
- A new directive is being processed aiming at:
 - Including CLIL in the school linguistic projects, paying special attention to the use percentage of all languages.
 - Establishing the minimum group number depending on type of population.
 - Redefining coordination and assessing of CLIL programmes.

ASSESSMENT AND RESULTS

- So far, supervision of CLIL work and results has depended on:
 - The centralised coordination on the part of administration.
 - The support on the part of local advisors.
- The increase in the number of CLIL schools has made it necessary to redefine coordination and assessment:
 - According to the new directive, it will become decentralised.
 - As to assessment procedures: teacher questionnaires and contrastive testing comparing CLIL and non-CLIL students.



CLIL FIRST RESULTS



OBJECTIVE TESTING: CLIL vs NON-CLIL STUDENTS

- Reading, writing, listening and speaking tests have been designed by a commission of experts to measure and compare results achieved by CLIL and NON-CLIL students.
- The analysis will take place in **May 2009 in 10 secondary schools, with 300 students of 4th of ESO** who have been in a bilingual section for at least two years
- Only analysis of results and reflection: better implementation .

● THANK YOU!

