CLIL Methodology, 
strategy for developing basic competencies 
for participating in European projects

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Content

- **Introduction:** initial concepts
  
  (1 min.)

- **Reflection:**
  
  (7 min.)
  
  - Challenges: european citizenship and *glocal* identity
  
  - Suggested solutions: Lifelong Learning Programs, CLIL and Diamond Sys.6 (6-C CLIL)

- **Practical Activity**
  
  (4 min.)
  
  - Activity
  
  - Reflection Page

- **Continuing:** further concepts
  
  (3 min.)
A quality CLIL activity provides...

*choose the 3 main benefits*

- Linguistic improvement
- Content learning
- Autenticity
- Real interaction
- Developing competencies
- Building cognitive processes
- Cultural exploration
- Educational socialization
- Collaborative techniques
- Attitudinal orientation
- ..........
European Projects: transversality, plurilingualism and interculturalism

Do these projects provide schools with what is really necessary?
Challenges: European citizenship and global identity

- Since 1 January 2007, the new European Commissioner for Multilingualism has been developing a portfolio for European citizenship in the 21st century:

  a) To build a common European **identity** in plurality & diversity
  b) To face **immigration** and European **enlargement** together
  c) To manage **globalisation** trends in labour markets

Adapted from: Leonard Orban, *Commissioner for Multilingual Portfolio, EU, 2007*
Suggesting solutions: virtual, physical and intellectual mobility

Virtual & communicative mobility

Physical mobility

Intellectual Mobility

Lifelong Learning Program: 13.620.000.000 Euros

**PAP:** Associations and Training Programs: Comenius, Gundtvig, Erasmus, eTwinning...
CLIL, Integrated methodology for developing life competencies

Criteria, creativity for decision making
(judgement, evaluation and action)
(Bloom’s Pyramid)

Cognition
(being oneself, thinking)

Communication
(projecting, interacting, doing)

Content
(knowledge building, learning things)

Complexity
(plurality, global diversity, multilingualism)

Community
(being with others)

Content
(knowledge building, learning things)

Communication
(projecting, interacting, doing)

Cognition
(being oneself, thinking)

Community
(being with others)

Criteria, creativity for decision making
(judgement, evaluation and action)
(Bloom’s Pyramid)

6-C CLIL-MC

CLIL

Content
(knowledge building, learning things)

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(projecting, interacting, doing)

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(Bloom’s Pyramid)

6-C CLIL-MC

4-C: Mehisto, Marsh, Frigols, 2005, 2008
5-C: Leonard Orban, Comissionat UE, 2007
6-C Diamant competencial de les 6-C, 2009
Neus Lorenzo & Group Sys.6, 2009
CLIL-Sys.6 Paradigm: 
opportunity for individual & social improvement

Competencies for **Being**

*competent, able, useful, happy...*

Competence to **Have**

*things, information, friends...*

Neus Lorenzo, 2009: Global Consciousness in Europe
CLIL-Sys.6 Paradigm:
opportunity for individual & social improvement

CLIL for proactive citizenship:
participation, creativity, responsibility,
innovation, involvement...

Neus Lorenzo, 2009: Global Consciousness in Europe
Doing a European Project using CLIL

a present-day tool for attaining the future

We should cultivate today
the landscape of tomorrow

...because only the trees
that take root will be able to
change the environment.

Let’s start now !!!

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Look for a partner...

A practical example
Object Crossing Activity

1-READ:
Young people in our consumerist society often depend on many unnecessary material objects. What about adults? Do we know the difference between COST and VALUE? Let’s see!

2-SPEAK AND LISTEN (in pairs)
To introduce yourself to somebody in the group, offer him or her a personal object to exchange. Tell your colleague:
   A) DESCRIPTION: What is it? What is it like? What is it for?
   B) NARRATION: How did I get it? Where does it come from? How do I use it?
   C) REFLECTION: How much did it cost? What is its value now?

3-WRITE: - What is the difference between cost and value? (for you... for others...)

IN ADDITION: Try to exchange your personal object with somebody...

(3 min.)
• What language work have we done?
  - Vocabulary: colours, shapes...
  - Textual Typology: description, narration… speaking… listening (skills)
  - Grammar (verb tenses…)

• What learning content can we use?
  - Daily life objects and activities, daily routines…
  - Objects, functions, origins…
  - Consumption, value and cost concepts, exchange, trade…

• What interactive strategies have we used?
  - Persuasion, conversation, argumentation, buying and selling…

• What interpersonal and intrapersonal issues do we activate?
  - Generosity, fairness, property, socialization…

• What were your feelings when exchanging your object?…

• An activity with CLIL has an added value:

  … choose 3 main benefits…

  Would you change your choice now?
Further concepts

A quality CLIL activity provides…

*choose the 3 main benefits*

- Linguistic improvement
- Content learning
- Autenticity
- Real interaction

**Further reflection:**

- Which ones are essential for changing schools?
- Which ones would improve students’ learning skills?
- Which ones would transform your teaching strategies?
- Which ones would make a difference to improve society?
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