Research-Based Perspectives on CLIL: Insights Across Educational Levels

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Outline

CLIL: From an experimental pedagogical approach to a key strategy for multilingual competence

Research-based perspectives on CLIL: Our research foci

- RF1: CLIL students' linguistic and affective outcomes
- RF2: Teachers' needs
- RF3: Multilingual contexts

Development of practical resources for the implementation of CLIL

CLIL: From an experimental pedagogical approach to a key strategy for multilingual competence

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CLIL: From an experimental pedagogical approach to a key strategy for multilingual competence

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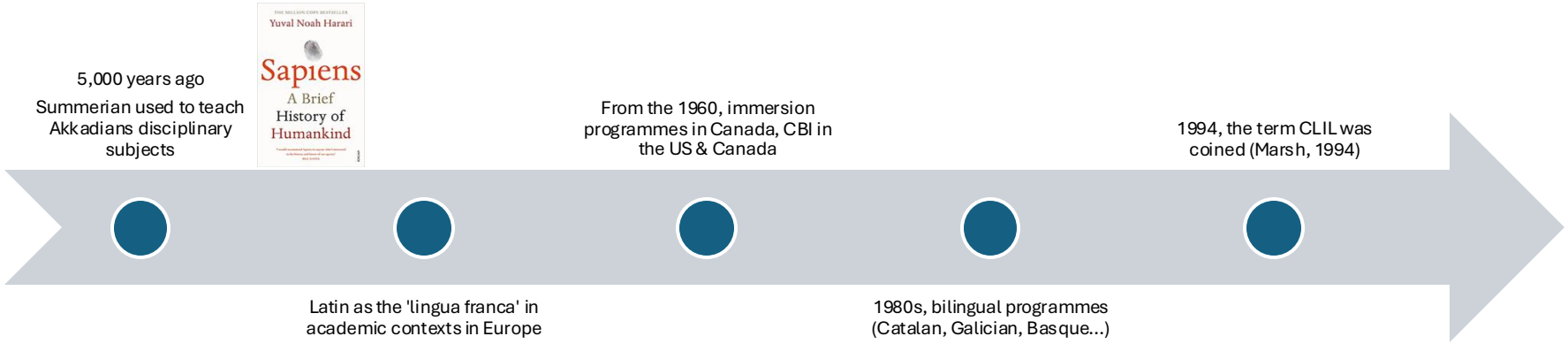
CLIL is not new…



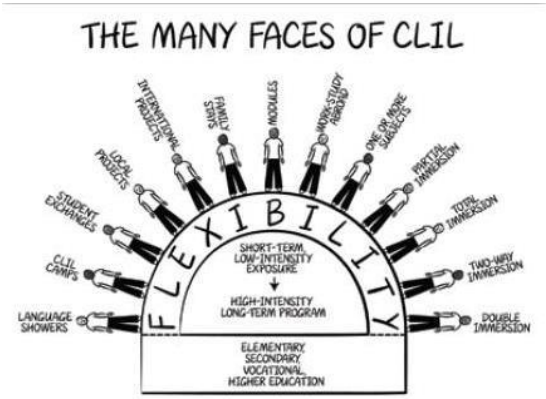
‘Although CLIL’s origins in Europe might make it historically unique, this does not necessarily make it pedagogically unique’ (Cenoz et al. 2014, p. 2)

…but as a European phenomenon, CLIL was coined in 1994, linked to the EU's policy to promote **language diversity** and **multilingualism**

The term CLIL was coined in **1994 by David Marsh** to refer to a European phenomenon "where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language." (Marsh, 1994)

CLIL: From an experimental pedagogical approach to a key strategy for multilingual competence

CLIL as an 'umbrella' term

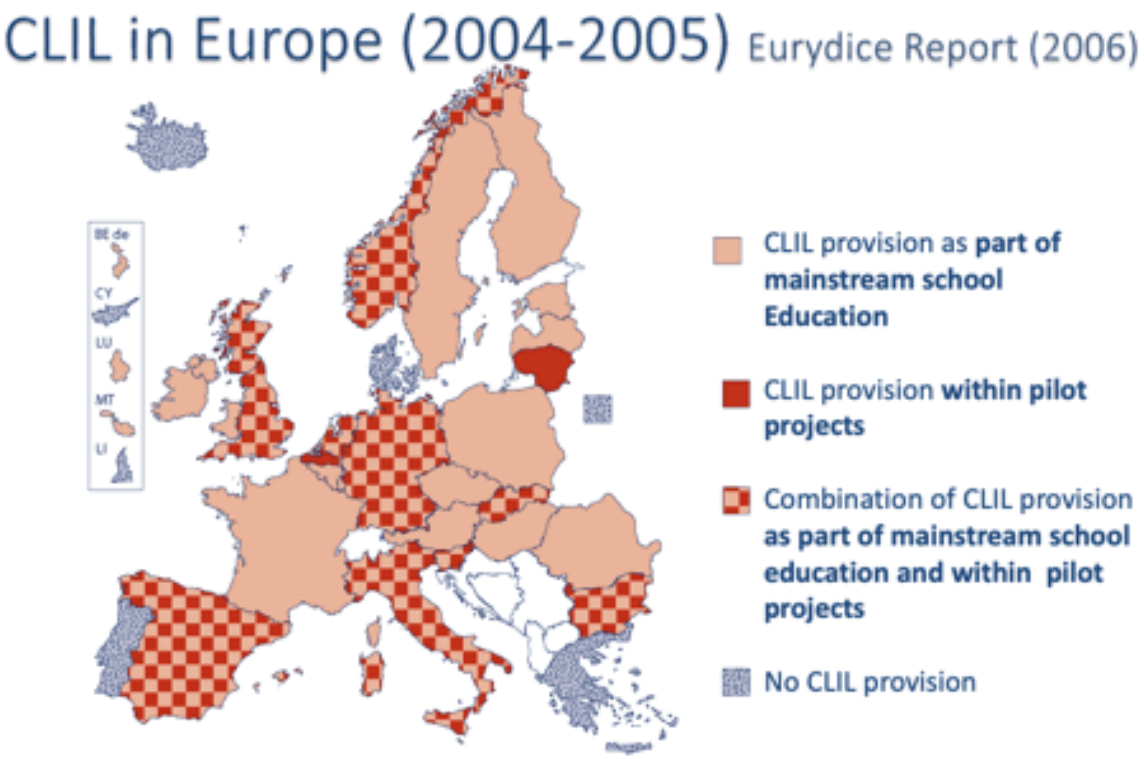


Mehisto et al. 2008

CLIL as an 'innovative fusion of language and subject education'

"Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both." (Coyle et al., 2010, p.1)

From 1994 to the early 2000s: The CLIL Boom in Europe



Increasing implementation of CLIL –> voices for more empirical, research-based evidence to substantiate its effectiveness as an educational approach

"The need for more research in general has been noted by some CLIL experts (Dalton-Puffer et al. 2010a). As Marsh (2008) points out, and as we have noted, however, there are challenges to carrying out research on CLIL because of the diversity of CLIL program formats and the lack of a standardized CLIL blueprint (...)

We believe that it is time for CLIL scholars to move from celebration to a critical empirical examination of CLIL in its diverse forms to better identify its strengths and weaknesses in different learning contexts."
(Cenoz, Genesse, Gorter 2014 pp.15-16)

CLIL: From an experimental pedagogical approach to a key strategy for multilingual competence

Increasing implementation of CLIL –> voices for more empirical, research-based evidence

> "...it is time to undertake the much-needed stocktaking, as practitioners themselves are asking for results to help defuse fears (...) and reinforce the connection between the academic world and classroom praxis"
> **(Pérez-Cañado 2012, p. 316)**

Increasing implementation of CLIL –> voices for more empirical, research-based evidence

Specific needs:

1. Research-based empirical studies into the **linguistic outcomes** of CLIL education.
2. **Longitudinal** studies.
3. Assessment concerning **both language and content knowledge**.
4. Analyses of the **methodology** used and **CLIL teacher observation** (their language training, linguistic command, support they receive, methodologies and collaboration strategies they employ.

Research-based perspectives on CLIL

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Research-based perspectives on CLIL: Our research foci

1. Students' linguistic (mostly vocabulary acquisition) and affective outcomes

- (Alejo-González & Piquer-Píriz, 2016a, 2016b; Castellano-Risco, 2021; Castellano-Risco et al., 2020)

2. Teachers' needs

- (Alejo-González & Piquer-Píriz, 2010; Coelho, 2022; Piquer-Píriz & Castellano-Risco, 2021; Coelho, 2022; Régio, 2024)

3. Multilingual contexts: Analysis of the productive vocabulary of heritage and non-heritage learners

- (Piquer-Píriz, Alejo-González & O'Reilly, in preparation)

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Research-based perspectives on CLIL

1. CLIL students

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Research focus 1: CLIL Students' linguistic and affective outcomes (i)

Research Project

Multilingüismo y multiculturalidad como factores positivos en el desarrollo cultural, afectivo y cognitivo del alumnado (PRI08A127)

Principal Investigator:
Alejo González, Rafael

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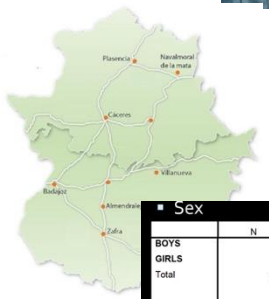
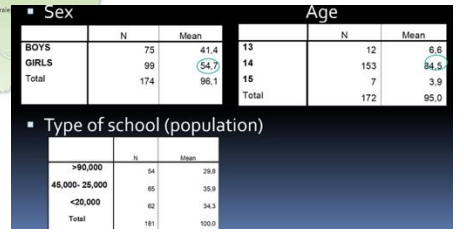


- Duration: 2008-2011
- Participants: 8 schools in Extremadura (181 students in grades 9 and 10) Longitudinal study



Analysis of linguistic (grammar, productive and receptive vocabulary) and affective (motivation) factors.

Overall RQs:

- RQ1:What are the outcomes for learners in terms of the foreign language learned?
- RQ2: What are the outcomes for learners in terms of attitudes and motivation?
- RQ3: Are there any relations between linguistic and affective factors?

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Research focus 1: i. interrelation of linguistic and affective outcomes. Methodology and main findings

Method

- *Motivation (Adaptation of Dörnyei et al. 2004)*
- *Dialang*, Level A2 grammar test (CEFRL-Common European Framework of Reference for Languages)
- Vocabulary size tests:
  Yes / No Test (Receptive)
  Lex30 (Productive)
- *Profile* questionnaire

Motivation construct

(Dörnyei, 2000, 2001)

Conclusions

- Overall high motivation levels, with strong integrativeness and effort indices and low instrumentality and anxiety indices
- Overall motivation, however, is strongly linked to attitudes towards L2 learning, integrativeness and commitment.
- Global motivation related to vocabulary and grammar scores at the same level
- However, commitment was not found to be related to vocabulary scores

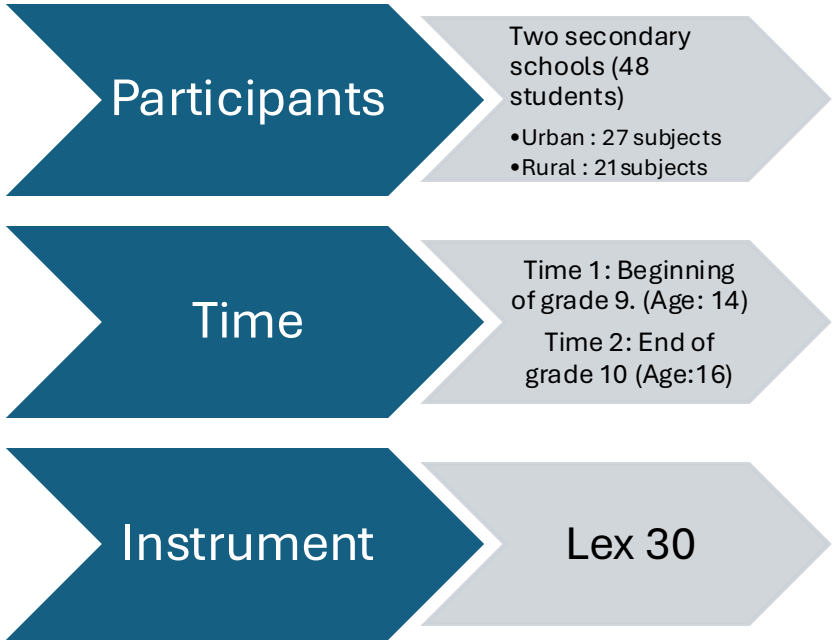
Conclusions (II)

- A high self-perception of the speaking skill correlates best with all scores (motivation, grammar or vocabulary)
- Watching TV and films in English and surfing the Internet are two features that related well with motivation and knowledge scores

Research focus 1: ii. Analysis of the development of productive vocabulary. Research questions and method

RQs:

- RQ1: To what extent is there a significant vocabulary growth of these L2 learners instructed through CLIL after nearly academic years? (related to the linguistic outcomes of the project)
- RQ2: Is Lex30 a valid test to measure teenage (secondary school) learners' productive vocabulary?



Research focus 1: ii. Analysis of the development of productive vocabulary. Results and conclusions

Results

School	Time	N	Min.	Max.	Mean
(Urban)	Time 1	27	28	70	48.2
	Time 2	27	23	79	48.7
(Rural)	Time 1	21	17	75	38.8
	Time 2	21	32	74	53.1

Conclusions

- The surprisingly high results can be explained because, due to their CLIL instruction, these L2 students are familiar with technical vocabulary which is beyond the 2K band.
- There was a statistically significant positive vocabulary development in the students at the urban school related to their motivation (intended effort and commitment)
- teenage L2 learners vocabulary breath but as shown in other studies, it may not be sensitive enough in higpoficiency levels.
- It needs to be complemented by other measuring tools that address vocabulary depth: 'Commonality' can be an issue worth to explore.

Research focus 1: Related publications

LANGUAGE, CULTURE AND CURRICULUM, 2016
http://dx.doi.org/10.1080/07908318.2016.1154068

Routledge
Taylor & Francis Group

Urban vs. rural CLIL: an analysis of input-related variables, motivation and language attainment

Rafael Alejo and Ana Piquer-Píriz

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ABSTRACT

The present article carries out an in-depth analysis of the differences in motivation, input-related variables and linguistic attainment of the students at two content and language integrated learning (CLIL) schools operating within the same institutional and educational context, the Spanish region of Extremadura, and differing only in terms of the social milieu: rural vs. urban. The results show that the CLIL learners in the urban school ($n = 27$) had started earlier, had had greater formal support outside school (i.e. private English lessons) and had attained a higher level of English (grammar, passive and active vocabulary) than their rural colleagues ($n = 21$), while their motivation and extramural exposure (i.e. informal contact with English) were not found to be dissimilar. Of the variables considered, social milieu (urban vs. rural), used here as a proxy of socio-economic status, explained most of the variance in language attainment results.

ARTICLE HISTORY
Received 7 April 2015
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KEYWORDS
Content and language integrated learning (CLIL); linguistic achievement; rural/urban divide; socio-economic status (SES)

Introduction

In the last few years, research on Content and Language Integrated Learning (CLIL) has seen a boom, which runs parallel to the expansion of these bilingual experiences in European schools. By focusing on the benefits (e.g. Admiraal, Westhoff, & de Bot, 2006; Dalton-Puffer, 2008; Hüttner & Smit, 2014) and, perhaps to a lesser extent, on the drawbacks of a CLIL approach (e.g. Bruton, 2011a, 2011b, 2013; Pérez-Cañado, 2012), CLIL and non-CLIL groups of students have been compared to provide evidence of the degree of success in the implementation of these programmes, usually in terms of language attainment. However, this general approach has been complemented by research pointing out the lack of comparability between some of the groups analysed (Bruton, 2013), the great diversity of contexts where CLIL has been implemented (Eurydice report, 2006; Fernández Fontecha, 2009; Lasagabaster & Ruiz de Zarobe, 2010; Lorenzo, Casal, & Moore, 2010; Pérez-Cañado, 2012) and the neglect of moderating variables such as verbal intelligence, motivation, sociocultural status, gender or type of school (cf. Pérez-Cañado, 2012). As a result, some authors have emphasised the blurring limits of the concept (Cenoz, Genesee, & Gorter, 2014) and are now advocating a shift in perspective and methodology (cf. Cenoz, 2013) to incorporate a more comprehensive research approach, including educational factors, and not just language, and replacing the typical contrast between CLIL

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Measuring the productive vocabulary of secondary school CLIL students: Is Lex30 a valid test for low-level school learners?

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Abstract

Since it was issued (Meara and Fitzpatrick, 2000), Lex30 has been validated as an adequate instrument to measure L2 learners' productive vocabulary, mostly, in studies with university students (Fitzpatrick and Clenton 2010) but it has been also used with young learners in foreign language contexts (Jiménez Catalán and Moreno Espinosa, 2005; Moreno Espinosa, 2009; 2010). The study reported in this paper focuses on assessing the validity and reliability of Lex30 to measure the productive vocabulary of two groups of secondary school students (N=48) following a CLIL (Content and Language Integrated Learning) programme by analysing: 1) its reliability, 2) whether it correlates with general language proficiency, 3) if it measures vocabulary growth over long periods of time and 4) if it is sensitive to the possible effect of the context of learning on the productive vocabulary of the learner. The results suggest that Lex30 could be an appropriate test to be used with secondary school learners but they also seem to indicate that, especially in specific educational contexts such as CLIL, Lex30 scores should be interpreted with caution.

Keywords: Productive vocabulary, Lex30, validity, reliability, secondary school learners

Resumen

Desde su lanzamiento (Meara and Fitzpatrick, 2000), Lex30 ha sido validado como un instrumento adecuado para medir el vocabulario productivo de aprendices de una segunda lengua, principalmente, en estudios con universitarios (Fitzpatrick and Clenton, 2010); pero, también se ha utilizado con alumnos de educación primaria en contextos de aprendizaje de lenguas extranjeras (Jiménez Catalán and Moreno Espinosa, 2005; Moreno Espinosa, 2009; 2010). El estudio que se presenta a continuación se

Our empirical findings confirmed that CLIL enhances:

- Motivation
- Vocabulary development

Research focus 1: CLIL Students' linguistic and affective outcomes (iii)

PhD dissertation: Irene Castellano Risco
Learning strategies and vocabulary knowledge: a study of secondary-school learners in Content and Language Integrated Learning programmes (2021)

Dehesa UEx: **http://hdl.handle.net/10662/11726**

Overview

- The dissertation investigates 138 secondary-school students in Extremadura, comparing CLIL and mainstream EFL approaches.

Key Focus Areas

- Receptive and productive vocabulary knowledge (2K and academic bands)
- Use of vocabulary learning strategies (VLSs)

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Research focus 1: CLIL Students' linguistic and affective outcomes (iii)

PhD dissertation: Irene Castellano Risco
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Main Findings

- CLIL learners outperformed EFL learners in vocabulary tests.
- CLIL learners used more effective VLSs for lexical development.
- Teaching context significantly influences vocabulary acquisition and strategy use.

Implications

- CLIL may shape how learners approach vocabulary learning.
- Factors like Instructed Amount of Exposure (IAoE) may also impact results.

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Research focus 1: CLIL university Students (iv)

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Research Project

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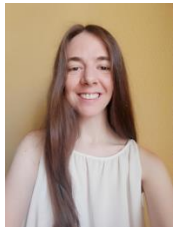

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Research focus 1: CLIL university students (iv)

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Duration: 2019-2022

Main aims

- To **identify the linguistic needs of the students** in relation to the subjects taught in English
- To **develop contents in virtual collaborative learning environments** using a CLIL approach in Higher Education adapted to the University of Extremadura

Table 1. EMI students' language knowledge perception vs. perceived needs

Lowest knowledge perception	vs.	Greatest perceived needs		
My knowledge of academic vocabulary in English is adequate Min.: 1.000 **Mean: 2.897** Max.: 4.000		I need more training in oral skills to communicate with my classmates and lecturers in the EMI classes. Min.: 1.000 **Mean: 2.716** Max.: 4.000	I need more training in the specific vocabulary of my area of expertise Min.: 1.000 **Mean: 2.858** Max.: 4.000	I need more training in preparing oral presentations and public speaking Min.: 1.000 **Mean: 2.794** Max.: 4.000

Piquer-Píriz, 2023

Research focus 1: CLIL university students (iv)

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7 self-study, online modules

Introductory module (Module 0): Creating outlines.
Module 1: Concept maps.
Module 2: Writing definitions.
Module 3: Writing summaries.
Module 4: Reporting data.
Module 5: The language of presentations.
Module 6: Writing abstracts.

moodle

genially

YouTube

Research focus 1: CLIL university students

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Implementation of our ICLUEx modules

Module	Degree programme/s
Introductory module: Creating outlines	• Degree in English Studies • Master in Bilingual Education through English for Primary and Secondary School Teachers
Concept maps	• Degree in Primary Education
Writing definitions	• Degree in Primary Education (bilingual) • Degree in English Studies
Writing summaries	• Master in Bilingual Education through English for Primary and Secondary School Teachers
Reporting data	• Degree in Economy • Degree in Business Administration and Management • Degree in Chemistry • Degree in Oenology
The language of presentations	• Degree in Economy • Degree in Business Administration and Management

Research focus 1: CLIL university students

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Results

Module	Piloted in	N	Pre-test (out of 10)	Post-test (out of 10)	Result
Introductory module: creating outlines	Degree in English Studies	76	6.96	7.94	0.98**
Writing definitions	Degree in Primary Education (bilingual)	77	3.55	4.19	0.64**
Writing summaries	Master in Bilingual Education through English for Primary and Secondary School Teachers	12	5.62	6.52	0.90**
Reporting data	Degree in Economy	47	4.06	7.26	3.20**
The language of presentations	Degree in Economy	41	5.55	7.25	1.7**

Statistically-significant positive outcomes in all cases

Research-based perspectives on CLIL

2. CLIL teachers

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Research focus 2: Teachers' needs (i)

Research Project

Multilingüismo y multiculturalidad como factores positivos en el desarrollo cultural, afectivo y cognitivo del alumnado (PRI08A127)

Principal Investigator:
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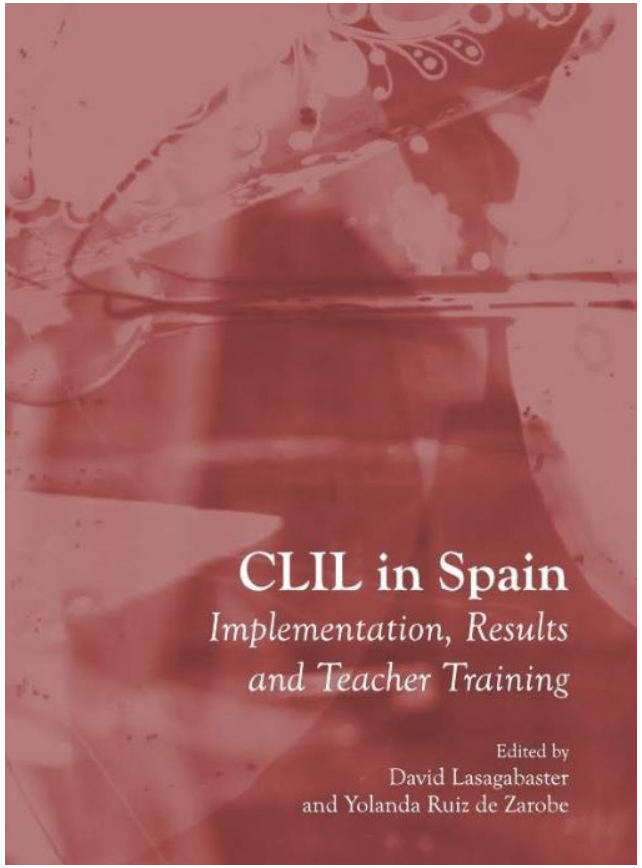

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Inmaculada Fortanet

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Research focus 2: Teachers' needs (i)

Overview

- The study identifies core CLIL (Primary and Secondary school) teacher competences and training needs through a needs analysis framework.

Methodology

- Qualitative approach: Four case studies of CLIL teachers (novice, expert, content, and language specialists).
- Data collection: Semi-structured interviews and analysis of teaching materials, regulations, and institutional documents.
- Framework: Needs Analysis (Target Situation Analysis, Present Situation Analysis, wants, Means Analysis).

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Research focus 2: Teachers' needs (i)

Main Findings

- Common Training Needs: Teachers seek improved strategies for L2 use, feedback, and methodological training
- Assessment Ambiguity: Lack of clear guidelines for integrating language and content evaluation

Implications

- Teacher Training: Should focus on practical classroom strategies, not just language proficiency.
- Policy: Needs clearer assessment frameworks and tailored support for different teacher roles (content vs. language specialists).
- Institutional Support: Enhanced collaboration and immersion opportunities (e.g., exchanges, team teaching).

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Research focus 2: Lecturers' needs (ii)

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Research Project

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Lecturers' Training Needs in EMI Programmes: Beyond Language Competence[1]

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Abstract:

This paper reports the results of an analysis of English as a Medium Instruction (EMI) lecturers' training needs at a Spanish state university. In order to carry out this analysis, participants were asked to complete a quantitative questionnaire and participate in a survey with open questions adapted from Pérez-Cañado 2020). Both analysis tools explored the lecturers' needs in relation to specific areas: linguistic competence, methodology, materials and resources, continuing professional development training and their overall rating of the EMI programme. The results show that, on the one hand, EMI teachers feel that their linguistic competence is sufficient to conduct classes in English. On the other hand, participants seem less confident as far as their methodological competence is concerned and call for more specific ongoing training. These findings are mostly in consonance with the results of other studies carried out in similar contexts (Dafouz 2018; Macaro et al. 2019; Pérez-Cañado 2020; Coelho in preparation) but they also provide some new insights which should be taken into consideration in the design of specific training programmes for lecturers involved in EMI in Higher Education.

Keywords: EMI; Higher Education; lecturers; training needs.

TABLE 7. A summary of the advantages and disadvantages found by the lecturers about EMI programmes

Difficulties	Strengths
☐ Increased workload	☐ Practice of English Language
☐ Lack of methodological training	☐ Personal enrichment and motivation
☐ Insufficient institutional support	☐ Lower lecturer-student ratio
☐ Lack of understanding by other colleagues	☐ Recruitment of more international students

Piquer-Píriz & Castellano-Risco (2021, p. 98)

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Research focus 2: Lecturers' needs (ii)

PhD dissertation: Margarida Maria Bagina Coelho
The potential of the CLIL approach with Higher Education Teachers in Portugal: A linguistic needs. Analysis study at the Polytechnic Institute of Portalegre

Dehesa UEx: **http://hdl.handle.net/10662/15554**

Overview

- It investigates lecturers' perceptions at the Polytechnic Institute of Portalegre (IPP), Portugal, regarding:
- Using English/foreign languages as a medium of instruction
- Their training needs for implementing CLIL/ICLHE

Key Focus Areas

- Linguistic competence
- Bilingual education policies and methodologies
- Materials and resources
- Professional development for bilingual teaching

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Research focus 2: Lecturers' needs (ii)

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Main Findings

- Lecturers feel linguistically competent but lack confidence in bilingual teaching methods and resources
- Demand for more training is high
- Discrepancies exist between lecturers' self-perceptions and their reported practices

Implications

- Findings inform IPP's internationalisation strategy and teacher training efforts
- CLIL/ICLHE can guide future developments in bilingual instruction at IPP

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Research focus 2: Lecturers' needs (iii)

PhD dissertation: Mónica Martins de Andrade Régio
Integrating Content and Language in Higher Education: Exploring Teacher Collaboration in a Portuguese Higher Education Polytechnic
Dehesa UEx: **http://hdl.handle.net/10662/20944**

Overview

- Examines how Teacher Autonomy, Teacher Collegiality, and Language Competence influence Teacher Collaboration in ICLHE (Integrated Content and Language in Higher Education) at the Polytechnic University of Castelo Branco (IPCB), Portugal.

Methodology

- Mixed-methods approach / 194 lecturers participated
- Data collection
  - Questionnaire (analyzed with SmartPLS)
  - 8 semi-structured interviews (analyzed with NVivo)

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Research focus 2: Lecturers' needs (iii)

PhD dissertation: Mónica Martins de Andrade Régio Integrating Content and Language in Higher Education: Exploring Teacher Collaboration in a Portuguese Higher Education Polytechnic
Dehesa UEx: **http://hdl.handle.net/10662/20944**

Main Findings

- Teacher Autonomy and Collegiality affect Collaboration
- Lecturers feel linguistically competent but do not see language support as their responsibility
- Recognize need for training in language-related areas
- Students' weak English skills seen as a barrier to ICLHE

Implications

- Highlights the need for interdisciplinary collaboration in bilingual higher education
- Suggests that enhancing teacher training and student language support is crucial
- Offers insight into how effective conditions for ICLHE implementation can be established and replicated in similar contexts

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Research-based perspectives on CLIL

3. Multilingual contexts

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Research focus 3: Multilingual contexts (productive vocabulary in HLs and non-HLs)

PRODUCTIVE VOCABULARY IN EFL L2 AND L3 LEARNERS IN SECONDARY SCHOOL CONTEXTS: COGNITIVE, PSYCHOLINGUISTIC, AND SOCIOCULTURAL VARIABLES

MINISTERIO DE CIENCIA, INNOVACIÓN Y UNIVERSIDADES

Cofinanciado por la Unión Europea

AGENCIA ESTATAL DE INVESTIGACIÓN

UNIVERSIDAD DE LA RIOJA

Exploring the EFL productive vocabulary of L2 and L3 (heritage) learners in a secondary school context: linguistic and sociocultural dimensions (HERLEX)

PID2022-137337NB-C21, funded by MICIU/AEI/10.13039/501100011033/ and ERDF/UE

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Exploring the EFL productive vocabulary of L2 and L3 (heritage) learners in a secondary school context: cognitive dimension (HERCOG)

PID2022-137337NB-C22, funded by MICIU/AEI/10.13039/501100011033/ and ERDF/UE

HERLEX Team

UNIVERSIDAD DE LA RIOJA

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HERCOG Team

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Alejo González, Rafael

Castellano Risco, Irene

Fielden Burns, Laura

Martín Gilete, Marta

Martín Ramos, Alba

Duration: 2023-2026

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Objectives

- **General objective:**

Describe the productive vocabulary of Spanish EFL learners in Secondary education according to cognitive (figurative language, creativity, categorization), psycholinguistic (vocabulary size, types of words produced, compensation strategies used) and socio-cultural (cultural words) variables.

- **Specific Objectives:**

1. Describe the productive vocabulary and determine EFL vocabulary size, explore the nature of EFL vocabulary (frequency, accessibility, availability, prototypicality, concreteness, familiarity), identify the cultural words (TL , SL , international culture) and explore the strategies used to get the message across (cognates, lexical creations, borrowings, semantic extensions, associations).

2. Investigate the relationship between learners' creativity, linguistic profile (heritage vs. non-heritage) and EFL vocabulary production and identify through network analysis the organizational features of the EFL L2/L3 mental lexicon.

3. Describe the production of metaphorical language and its relationship with productive vocabulary and creativity profile and determine metaphor density in written production, explore metaphorical competence and the metaphor density rates in written compositions.

Instruments

- Brief profile questionnaire
- Lexical Availability task (LAT) (semantic fluency/ category generation task): related to main taxonomic, and slot-filler or free categories
- Productive Vocabulary Levels Test (PVLT): based on frequency counts
- Proficiency level test (Oxford Placement Test, OPT)
- Metaphorical competence test – Heuristic 6 (P-R) (O'Reilly,2017)
- Creativity test
- Free writing task

Participants

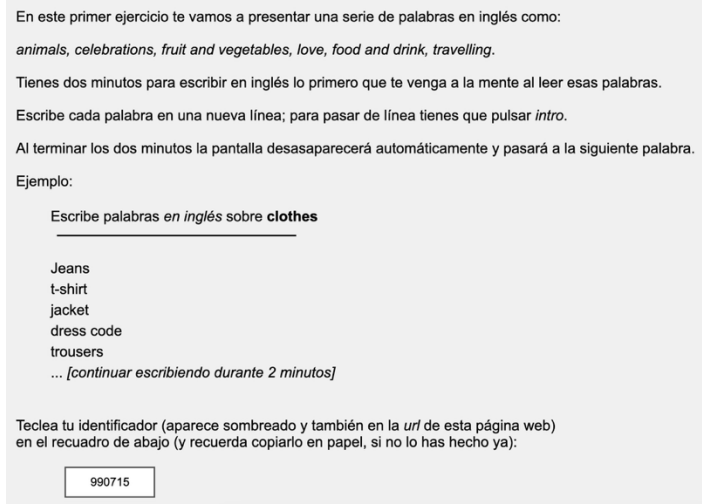
N	Languages	
	L2	L3
434	314	120

Aged 15-16 years old

10 secondary schools: 5 (La Rioja) & 5 (Extremadura)

Methodology: data gathering

- Data collection process:
  - Ethics committees at both universities / Informed consents (schools and individual participants
  - March-June 2024 in La Rioja and Extremadura
  - Mostly through an online application (but creativity tests and compositions)



  - One school → pen and paper

Some preliminary results

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Productive metaphorical competence: Data on heuristic similes

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Thunder sounds like... a sudden drop of a heavy object a bomb a big drum in sky	***The stomach functions like...*** a factory a pipe a machine like an army of bugs who eat the food para almacenar y transformar los alimentos que comemos	***The heart functions like...*** an engine a pump it works like a machine that pumps blood to our body Iniesta en el mediocampo, repartiendo juego
Clouds function like... cotton candy shutters when the clouds are dark, the water fall down and it rains	***The ozone layer functions like ...*** layer the skin a shield a shirt for the planet line around our planet that protects us from the evil sun	***The roots of a plant function like...*** a pipe feet como las venas del cuerpo hands when they grab something las patas de una mesa

Receptive metaphorical competence - Quantitative results: L2 vs. L3 learners

Mann-Whitney Test

Ranks

	L22l33	N	Mean Rank	Sum of Ranks
Metaphorical_Receptive	2	312	214,41	66894,50
	3	116	214,75	24911,50
	Total	428		
NotaVocabulary	2	309	220,79	68225,50
	3	116	192,24	22299,50
	Total	425		
OPT_score	2	306	219,15	67058,50
	3	112	183,15	20512,50
	Total	418		

Test Statistics[a]

	Metaphorical_Receptive	NotaVocabulary	OPT_score
Mann-Whitney U	18066,500	15513,500	14184,500
Wilcoxon W	66894,500	22299,500	20512,500
Z	-,026	-2,146	-2,700
Asymp. Sig. (2-tailed)	,979	,032	,007

a. Grouping Variable: L22l33

- Better results for L2 learners in both general English proficiency and productive vocabulary BUT
- No differences between L2 and L3 learners in receptive metaphorical competence (understanding heuristic similes) → possible implications for vocabulary learning

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Development of practical resources for the implementation of CLIL

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Development of practical resources for the implementation of CLIL

Development of practical resources:

- Guide for implementing CLIL in primary education (Alejo-González et al., 2021)
- Lesson plan packages - CLIL in Primary (CLIL4YEC team)
- 7 self-study modules and guide for developing academic skills in English at university (Piquer-Píriz et al., 2022, Piquer-Píriz, 2023)
- 48 modules on different topics and languages (English, Spanish and German) to be used at disciplinary subjects at university (INCOLLAB team)

Development of practical materials: CLIL in Primary (and Pre-Primary) Education – CLIL4YEC

Universidad de Extremadura

EU-funded project: CLIL4YEC

CLIL for YEC Young European Citizens

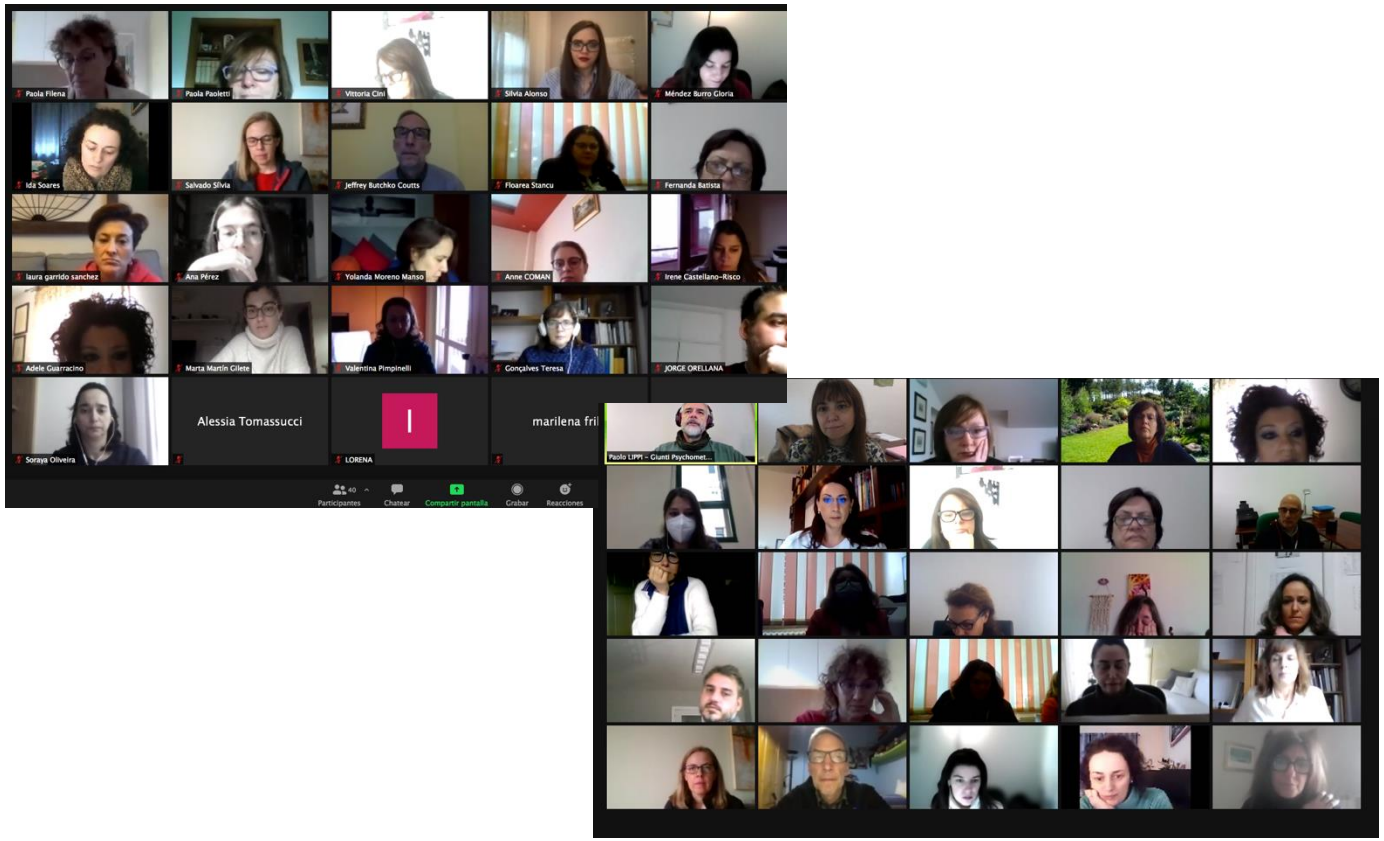
Co-funded by the Erasmus+ Programme of the European Union

OERs

Development of practical materials: CLIL in Primary (and Pre-Primary) Education – CLIL4YEC

Acknowledgements: CLIL4YEC

Co-funded by the Erasmus+ Programme of the European Union



- Giunti Psychometrics (Florence, Italy) – *Main contractor*
- The Language Center (Todi, Italy)
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- Direzione Didattica Aldo Moro di Terni (Terni, Italy)
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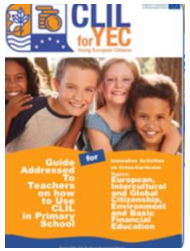
- Scoala Gimnaziala Alexandru Davila (Pitesti, Romania)
- Universidad de Extremadura (Badajoz, Spain)
- CEIP Las Vaguadas (Badajoz, Spain)

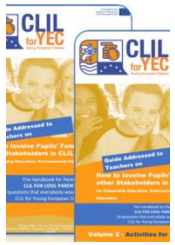
Development of practical materials: CLIL in Primary (and Pre-Primary) Education – CLIL4YEC

- Best practice guidelines in 3 transversal:
  citizenship, environmental and financial education

- OER census in the 3 transversal areas.

- Guide for teachers on innovative activities in the 3 areas.





- Guide for teachers on how to involve families.

- Online courses for teachers and families.

- 18 lesson plans to work in these 3 areas.

Development of practical materials: CLIL in Tertiary Education (ICLHE) – INCOLLAB (content subject modules in EN, ES and DE

EU-funded project: INCOLLAB

Interdisciplinary Learning & Teaching Collaborative Approaches
BBS • IPCB • UALG • UEx • MIAS-CTU

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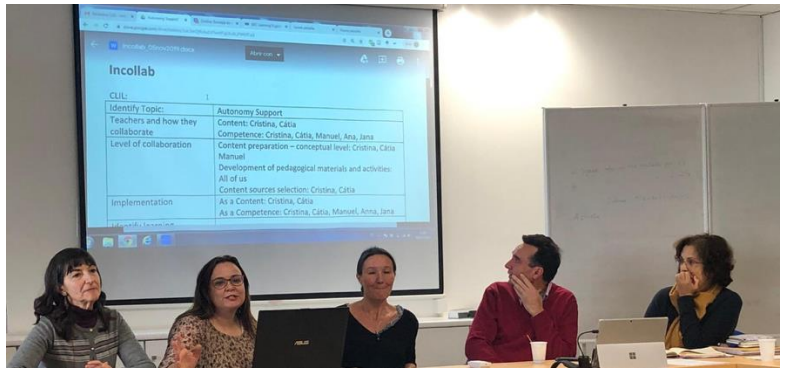
OERs



Acknowledgements

Interdisciplinary Learning & Teaching Collaborative Approaches
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MIAS CTU · Budapest Business School · IPCB

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Margarida Morgado; Mónica Martins de Andrade Régio; Cristina Maria Gonçalves Pereira; Carlos Alberto Fernandes Sampaio; Luis Vicente Gómez García; ...
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Development of practical materials: CLIL in Tertiary Education (ICLHE) – INCOLLAB (content subject modules in EN ES and DE

EU-funded project: INCOLLAB

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OERs

Our 48 online modules (i. English)

English

Business and Economics

- Accouting Basics / B1+
- Balance Sheet / B1
- Basic terminology for economists / B1
- Business finance (1. Sources of Finance, 2. Financial Projections, 3. Financial Accounts)) / B2
- Challenges in Decision Making / B2
- Challenges of Negotiation / B2
- Consumer behaviour 1_Shopping and consumption / B1+
- Consumer behaviour 2_Understanding customer behaviour / B1
- Consumer behaviour 3_Cultural differences / B1+
- Consumer behaviour 4_Generational differences / B1+
- Consumer behaviour 5_Creating a buyer persona / B1+
- Geomarketing / B2
- Mathematical symbols and operations / B1
- Organizational Structures / B1+
- Planning in Business / B1+
- Reporting Economic Data / B1
- Storytelling in Marketing Communications / B2
- Understanding and Describing GDP / B1
- Understanding international tourism market / B1
- Working with Graphs / B1
- Working with Tables / B1

Industry and Technology

- Cyber Physical Systems /
- Electricity Basic Concepts
- Introduction to Digital Sys
- Sustainable automotive r
- What is Industry 4.0? / B1

Spanish

Business and Economics

- Comunicar datos económicos / B1
- Trabajando con gráficos / B1
- Trabajando con tablas / B1

Social Science and Psychology

- Investigación en Género (1) ¿ qué es feminismo? / B2

German

Business and Economics

- Nachhaltigkeit / B2

21st Century Skills

- Verhandlungstechniken - praxisorientierte Übungen / B2
- Verhandlungstechniken - praxisorientierte Übungen / B2+ - C1

Development of practical materials: CLIL in Tertiary Education (ICLHE) – ICLUEx (modules to develop academic literacies in English)

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Regionally-funded project: ICLUEx

icluex
Integración de Contenidos y Lengua Extranjera en la Universidad de Extremadura
ICLUEX (IB18055): Diseño de entornos virtuales de aprendizaje colaborativo en la enseñanza AICLE en la educación superior adaptados a la UEx.

OERs

7 self-study, online modules

Introductory module (Module 0): Creating outlines.
Module 1: Concept maps.
Module 2: Writing definitions.
Module 3: Writing summaries.
Module 4: Reporting data.
Module 5: The language of presentations.
Module 6: Writing abstracts.

moodle

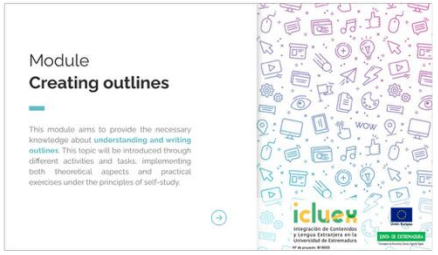
genially

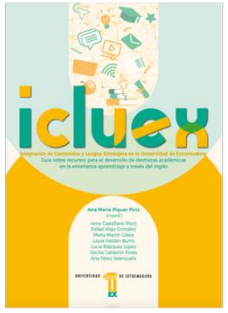
YouTube

https://www.youtube.com/watch?v=C5KwrK0nOWA

YouTube

genially https://view.genial.ly/60363e6de9246f0d8408d047/learning-experience-didactic-unit-creating-outlinesmodule





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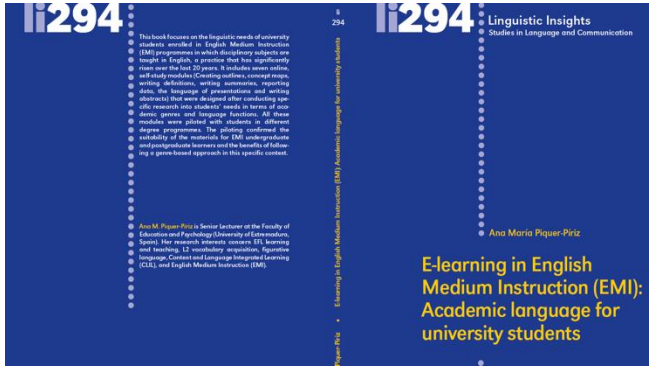

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Research-Based Perspectives on CLIL: Insights Across Educational Levels

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