

## The CLIL Quality Matrix (CLILMatrix)

Achieving good practice in Content and Language Integrated Learning/bilingual education

Project description

Updated the 26<sup>th</sup> June 2006

*Coordinator:* **David Marsh**, University of Jyväskylä, Finland

*Project team:* **Stefka Kitanova**, European Association of Teachers – Bulgarian Section, Bulgaria  
**Anne Maljers**, European Platform for Dutch Education, The Netherlands  
**Dieter Wolff**, University of Wuppertal, Germany  
**Bronislawa Zielonka**, University of Gdansk, Poland

*External advisor:* **Kim Haataja**, National Centre for Professional Development in Education, Finland

### 1. CONTEXT

Over the past decade there has been considerable interest in improving additional language learning across all educational sectors. One solution, which has emerged, is learning and teaching through a second/foreign language (often referred to as Content and Language Integrated Learning (CLIL), or bilingual education). After a period of widespread experimentation there is now a need to share experience with respect to maximizing successful implementation of this educational approach.

The CLIL Quality Matrix team are collecting examples of good practice in CLIL/bilingual education from ECML member states which complements that described in *Teaching Content in a Foreign Language* (1996) published by the European Platform for Dutch Education, and other recent reports and publications.

The general aim is to produce a Quality Matrix that outlines what needs to be taken into account in order to achieve best practice.

The CLIL Quality Matrix is based on *research and development on innovative approaches to the learning and teaching of languages*. It covers primary and secondary education, including vocational, and focuses on *quality assurance and management issues*.

CLIL refers to any dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content.

### **Relationship to earlier ECML and other activities:**

This proposal builds on earlier work of the Council of Europe (ECML). See, for example, the *Thematic collection of workshop reports on Bilingual Education* (compiled by Abuja, G.), and publications such as Kolodziejska, E. and Simpson, S. (2000) *Language Across the Curriculum* (ECML). It is also linked to several European Commission activities in the period 1994-2007.

## **2. AIMS AND OBJECTIVES**

### **General aims**

Production of a CLIL Quality Matrix, which shows core quality factors required for successful implementation of teaching and learning through a foreign language. The Matrix will introduce those factors that enable good practice to be achieved.

### **Specific objectives**

The production process will involve collection of country-specific profiles from ECML member states (33 countries), analysis of why CLIL is introduced and how good practice is achieved, and a description of quality factors in matrix form.

## **3. EXPECTED OUTCOMES**

The CLIL Quality Matrix and the country-specific profiles will be made available through different media.

The end-users are policy-makers, administrators, teachers or other stakeholders interested in learning about the extent to which CLIL is active across Europe, understanding why it is introduced, examining examples of good practice and added value, and finally, wishing to understand the core quality features necessary for ensuring best practice.

## **4. ACTION PLAN**

<b>2004</b>
-------------

### January – September

*Confirm plan, launch search tools, design case and country reporting formats, and establish dissemination strategy. Build web site with ECML, identify centres of knowledge and information, and contact potential contributors.*

### 17-18 September

#### **Expert meeting 1**

### September – April (2005)

*Submission of country reports, followed by initial analysis. Workshop planned. National representatives requested to invite appropriate Workshop participant (November 2005).*

<b>2005</b>
-------------

15-16 April

**Preparatory meeting**

April - November

*Analysis of country reports continues. Matrix tested.*

3-5 November

**Workshop:** “Content and Language Integrated Learning: Describing and Achieving Good Practice”.

**Participants’ profile**

Workshop participants should have expert knowledge of ‘teaching through a foreign language’ (primary/secondary/vocational) and be in some form of multiplier capacity nationally. Participants should have an overview of recent developments of CLIL in their respective countries.

In the workshop, participants are expected to contribute to analysis and evaluation of the prototype Quality Matrix, in terms of workability in his/her environment, and consider further action, which would enable further transferability of the matrix.

November – February (2006)

*Launching of the CLIL Quality Matrix.*

<b>2006</b>
-------------

21-22 May

**Expert meeting 3:** finalise outcomes and production of blueprints.

8-9 September

**Expert meeting 4;** The Hague, Netherlands

## **5. LANGUAGES**

The working languages of the project are **English** and **French**. Production will be in English with partial rendition in French.

During the workshop, simultaneous interpretation will be provided between these two languages, but participants must have a **passive competence in English** to be able to read and analyse documents.