

Multilingual Education

María Luisa Pérez Cañado *Editor*

Content and Language Integrated Learning in Monolingual Settings

New Insights from the Spanish Context

 Springer

Multilingual Education

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María Luisa Pérez Cañado
Departamento de Filología Inglesa
Universidad de Jaén
Jaén, Spain

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Contents

Introduction	1
María Luisa Pérez Cañado	
Characterising Representative CLIL Practices: An Andalusian Case Study	9
Diego Rascón Moreno and Antonio Vicente Casas Pedrosa	
CLIL and ELF: Friends or Foes?	31
María Luisa Pérez Cañado	
Are CLIL Settings More Conducive to the Acquisition of Digital Competences? A Comparative Study in Primary Education	53
Esther Nieto Moreno de Diezmas	
Investigating the Effects of CLIL on Language Attainment: Instrument Design and Validation	71
Daniel Madrid Fernández, Antonio Bueno González, and Juan Ráez Padilla	
CLIL and L1 Competence Development	103
Elvira Barrios	
The Impact of CLIL on FL Grammar and Vocabulary	119
Macarena Navarro-Pablo	
The Effects of CLIL on FL Learning: A Longitudinal Study	141
María del Mar Gálvez Gómez	
The Effects of CLIL on Subject Matter Learning: The Case of Science in Primary and Secondary Education	167
Juan de Dios Martínez Agudo	
Advancing CLIL as Bilingual Pedagogy and Performance in Spain: A Commentary from ‘el Otro Lado del Charco’	185
Cristian R. Aquino Sterling	

Characterising Representative CLIL Practices: An Andalusian Case Study



Diego Rascón Moreno and Antonio Vicente Casas Pedrosa

Abstract The characterisation of Content and Language Integrated Learning (CLIL) has recently come to the forefront and acquired a new significance. Both their conceptualisation and pedagogical implementation have of late started to be questioned and are considered as excessively vague and ambiguous, since CLIL is held to encompass too broad an array of possible programme alternatives, thus making its exact limits very difficult to pin down. Thus, we need to characterise representative CLIL practices and to know exactly what it looks like in practice. This chapter reports on the outcomes of two governmentally funded R&D projects (FFI2012-32221 and P12-HUM-2348), within which an observation protocol has been designed, validated, and applied in 53 public, private, and charter schools in 12 provinces belonging to Andalusia, the Canary Islands, and Extremadura. English as a Foreign Language and Non-Linguistic Area subjects taught in English with a CLIL methodology have been observed and the linguistic, methodological, and organisational traits of CLIL are here described with a representative sample in the provinces of Jaén and Granada vis-à-vis the seven main fields of interest which have been canvassed: foreign language use in class, discursive functions, competence development, methodology and types of groupings, materials and resources, coordination and organisation, and evaluation. The results allow us to paint a clearer picture of what CLIL looks like at the grassroots level and to thereby make headway in characterising representative pedagogical CLIL practices which will hopefully contribute to honing and fine-tuning its characterisation.

D. Rascón Moreno (✉) · A. V. Casas Pedrosa
University of Jaén, Jaén, Spain
e-mail: drascon@ujaen.es

A. V. Casas Pedrosa
e-mail: avcasas@ujaen.es

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