

Source: Navés, T., Muñoz, C., & Pavesi, M. (2002). Second Language Acquisition for CLIL. In G. Langé & P. Bertaux (Eds.), The CLIL Professional Development Course (pp. 53-102). Milano: Ministero della Istruzione della Università e della Ricerca. Direzione Regionale per la Lombardia. Available at <http://lada.fil.ub.es/Angles/CLIL/Docs/SLAforCLILNavesMunozPavesi2002.pdf>

MODULE 2 **SECOND LANGUAGE ACQUISITION FOR CLIL**

Authors:

Teresa Navés
Carmen Muñoz
Maria Pavesi



TABLE OF CONTENTS

| | |
|----------|--|
| 3 | OUTLINE |
| 3 | NOTES TO THE TRAINER |
| 0 | UNIT 1 Interlanguage: Learner's Language <i>Teresa Navés</i> |
| 0 | UNIT 2 Incidental vs. Intentional Learning <i>María Pavesi</i> |
| 0 | UNIT 3 Input Characteristics <i>Carmen Muñoz</i> |
| 0 | UNIT 4 Second Language Competence <i>María Pavesi</i> |
| 0 | UNIT 5 Individual Characteristics of the Learner <i>Carmen Muñoz</i> |
| 0 | UNIT 6 Characteristics of Successful CLIL Programmes <i>Teresa Navés</i> |
| 0 | BIBLIOGRAPHY |

OUTLINE

| | |
|--------------------------|--|
| AIM | This module focuses on the findings of SLA research that are relevant to CLIL |
| TARGET GROUP | Language teachers and subject teachers of secondary level involved in initial and in-service teacher training, and professional development |
| TRAINERS | TIE-CLIL network experts with a background in SLA |
| EXPECTED OUTCOMES | <p>By the end of this module, the participant should be able to</p> <ul style="list-style-type: none">■ Discuss what the content teacher and the language teacher in a CLIL context can do to encourage and guide students to successfully use the L2 resources they have■ Advise content-subject and language teachers on how to deal and cope with some learners' errors■ Discuss some of the characteristics successful CLIL experiences seem to share■ Find solutions for the CLIL situations discussed |
| SUBJECT | Any language (although most examples are taken from English SLA) and non-language subjects |
| CONTENT | <ul style="list-style-type: none">■ Learner's language and types of errors■ Incidental and intentional learning■ Types of Input: Comprehensible, Simplified, Elaborated, etc.■ Language produced in CLIL contexts■ Learners' individual characteristics■ Characteristics of successful CLIL programmes |
| STRUCTURE | 6 working units |
| METHODOLOGY | Individual analysis, group dialogue, short introduction on content; task group; individual work; plenary sessions for discussion, comparison, conclusions |
| EVALUATION | <p>Evaluation will be conducted by means of</p> <ul style="list-style-type: none">■ Glossary of key terms■ Solutions to the problem-solving situations discussed■ List of features of incidental and intentional language learning relevant to CLIL |

- Individual profile of good language learners in terms of incidental and intentional language learning
- A list of illustrations of comprehensible input provision and output sequences in the classroom
- Diagram of second language competence and communication strategies with examples taken from CLIL situations
- Summary of language learners' individual characteristics and relevance to CLIL

CERTIFICATION

According to local programme implementation

Notes to the trainer

Structure

Each unit contains a core information text titled *What is...?* as well as some other sources of input from other readings such as articles, excerpts, abstracts, reviews, extracts, etc. as the main source of information. Whereas the former was written and designed by the authors of each unit, the second source of information comes from published materials.

The core information text could be seen as an introduction to the state of the art of each topic (input types, interlanguage, etc.). It is a summary of what participants should know about the topic by the end of each unit. It can also be seen as the trainer's notes within contact hours teaching or as a self-study material for the end-users. Each core information text presents the main ideas from SLA field which are relevant for CLIL.

The structure of each unit can be best understood as consisting of three main steps: pre-tasks, readings and post-reading tasks. Pretasks elicit and check participants' background knowledge to build on their previous knowledge, to raise some expectations, to allow syllabus planning and negotiation, etc. Most of those tasks involve brainstorming, initial evaluation etc. The introductory tasks are followed by the readings. Each unit offers a wide variety of post-reading tasks to ensure and check comprehension, ranging from very practice-oriented to more academic-based. Some of the post-reading tasks suggest some additional and further tasks and readings, some of which involve rethinking and self-assessment.

Unit 1 focuses on the concept of learner's language and types of errors.

The main question is to consider how to handle learners' errors in CLIL classes. **This unit is meant primarily for language specialists.**

Unit 2 discusses the differences between incidental and intentional learning.

Unit 3 analyses the different type of input: comprehensible, simplified, elaborated, etc.

Unit 4 analyses some language produced in CLIL contexts.

Unit 5 discusses the importance of learners' individual characteristics.

Unit 6 examines the characteristics of successful CLIL programmes.

Recommendations

1. Before starting the module

Participants may vary considerably as concerns their previous background on Second Language Acquisition. Language teachers may be already familiar with some of the ideas discussed in this module, although probably not many have seen them related to CLIL previously. On the other hand, for subject teachers this may be the first time they are presented with the ideas and findings from the field of SLA.

The trainer should take this difference into consideration when planning the sessions and choosing the tasks. While language teachers can be expected to be able to work through all the tasks and read the core information text as well as the selected readings, for subject teachers,

the trainer may decide to spend more time on the comprehension of the main core information text, the introductory tasks and a limited choice of post-tasks.

In any case, it is important that at the beginning of each unit the trainer elicit the participants' personal ideas and start building on them.

2. Inputs

According to the characteristics of the participants of the course, the trainer will decide on the way contents are to be presented with two main aims in mind. To facilitate comprehension by using techniques such as the use of visual aids (OHP transparencies, diagrams) and also to be coherent with the widely-used techniques and strategies inherent to CLIL programmes.

3. Group dynamics

Co-operative teaching methodology and group work will be most adequate for some tasks in class. Individuals will also be asked to work through the readings outside class, reflect on the implications for their practice and prepare their own contributions to the small group or the class group.

4. Frequently used abbreviations

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

IL: Interlanguage or Learner's Language

Unit 1

Interlanguage: Learner's Language

4 hours



OBJECTIVES

1. To identify the different characteristics of interlanguage (learners' language)
2. To distinguish and identify different types of learners' errors: errors which are a necessary step in the acquisition process (*developmental errors*) and errors that can be attributed to L1 influence
3. To reflect on the importance of developmental sequences

PROCEDURES

1. Initial activity
2. Introductory text
3. Tasks on the text for language teachers, content teachers and both; in group, pair-work text-based discussions, individual work
4. Individual reading of recommended articles; class discussion
5. Self-assessment

WORKING MATERIALS

1. "What is 'interlanguage'?"
2. P. Lightbown & Spada, N., "Learner Language" in *How languages are learned*, Oxford University Press, 1994: 71-90
3. Larsen-Freeman, Diane "Grammar and Its Teaching: Challenging the Myths". ERIC Digest. Source: ERIC Clearinghouse on Languages and Linguistics Washington DC http://www.ed.gov/databases/ERIC_Digests/ed406829.html

EXPECTED OUTCOMES

1. Glossary of key terms
2. Solutions to the problem-solving situations discussed

1. Initial activities



You may choose one of the following initial activities.

Task 1

In this section you will find out the extent to which some of your expectations and beliefs about (a) how languages are learnt, (b) the type of errors learners make and (c) how teachers should deal with them are either confirmed or disconfirmed by second language acquisition research findings.

Are the following statements true or false? Do you know why?

Initial Evaluation: Checking our own beliefs

1. In learning a foreign language (i.e. English), most of the errors students from different first language (L1) background (Spanish / German / Italian / French first language) will be making are completely different from one another.
2. Most of the errors which foreign language learners make are due to interference / influence of their first language.
3. One of the potential dangers of students talking to their peers is that they might pick up each others' errors.
4. The way each person learns a language is completely different from another. It depends on the language they speak, their attitude, their intelligence, motivation, etc.
5. An increase in the number of second or foreign language learners' errors is sometimes an indicator of progress.
6. The easier a grammar rule is, the easier it will be acquired. For example, 3rd person -s for present simple in English is rather easy to state and it is fairly easy to acquire.
7. Learners' knowledge about the language (i.e. knowing grammar rules) does not necessarily result in being able to use it in more open and free spontaneous contexts.
8. Languages are learnt mainly through imitation.
9. Both first and second language (L2) learners in the process of learning the English past, would start using frequent irregular past verbs (e.g. *mummy went*, *we saw*) before they use regular past tenses (e.g. *mummy called*).
10. Both L1 and L2 learners in the process of learning the English past may be saying things such as *We played cards yesterday* but also *I buyed the book* [instead of *I bought the book*] / *She teached me* [instead of *she taught me*].
11. Second language structures which differ most from the equivalent structures in a learner's native language (L1) are also the most difficult to acquire and should therefore be given greatest emphasis in the syllabus.
12. Second language structures which are closer to the equivalent structures in a learner's native language (L1) are the easiest to acquire and should therefore be given greatest emphasis in the syllabus.
13. There is a direct relationship between linguistic complexity and learning difficulty.
14. The syllabus should present target structures to the learner in order of increasing complexity.
15. Both in first and second language acquisition there are systematic and predictable stages or sequences of acquisition.

Task 2

Below you will find some of the concepts and dichotomies you will be learning about in this unit.

Draw a horizontal line on the right column as if it were a thermometer from 0° to 100° C: 0° means I don't have a clue of what it is or might be about; 100° means I already know what this is about, how it works and I can provide lots of examples.

Assign each concept its corresponding temperature.

| Some key terms | 0 | 20 | 40 | 60 | 80 | 100 |
|-------------------------------|---|----|----|----|----|-----|
| 1. Acquisition and Learning | | | | | | |
| 2. Interlanguage | | | | | | |
| 3. Order of acquisition | | | | | | |
| 4. Learners' errors | | | | | | |
| 5. Developmental errors | | | | | | |
| 6. Transfer errors | | | | | | |
| 7. Developmental sequences | | | | | | |
| 8. First language acquisition | | | | | | |

2. "What is interlanguage?"



In this section we are going to consider learner's language itself. We will examine the type of language second and foreign language learners produce in the process of learning the target language. We will examine the types of errors learners make and discuss what they can tell us about their knowledge of the language and their ability to use this knowledge. English children learning their mother tongue may say *goed* instead of *went*. We have also heard second language learners saying *teached* instead of *taught*. We will discuss the extent to which second and first language acquisition are alike in this respect. Most people seem to be aware of the fact that learners' first language may influence the learning of a second one. What most people are not aware of, however, is the fact that learners with different language backgrounds in learning English as a second language will go through the same stages in learning some grammatical features such as verb negation. In other words, Spanish, Italian, German, Finnish learners of English in the process of learning negation in English will go through the very same four stages. For example, the Spanish negation system is preverbal (*Yo no lo quiero* 'I don't want it') whereas several of the other languages are not. The differences among those learners can be best understood in terms of rate (how fast they would move from one stage to the next). An important second language acquisition (SLA) finding is that there are some learners' errors that cannot be predicted or attributed to learners' first language, instructional setting (formal, informal) or age.

Language Acquisition

Although for most SLA researchers the terms acquisition and learning are interchangeable, for others acquisition is contrasted with learning. **Acquisition** is associated with the *unconscious learning* which takes place when the emphasis is on communication and there is no attention to *form*, whereas **learning** refers to the development of conscious knowledge of the target language through *formal* study. For the second group of researchers, learning means the same as *explicit knowledge*. When do researchers consider that something has been acquired? In the early 70's researchers

suggested learners had acquired a given morpheme when they were able to use it grammatically most of the time. Lately, however, most researchers suggest learners have acquired a language form when they are able to use it in spontaneous settings whether in a target-like fashion or not, most of the time. One researcher in particular developed one of the latest models of acquisition based on the idea that a language form had been acquired if learners would use it at least in three obligatory contexts from the communicative tasks in which they were engaged, yet not necessarily target-like. When learners are in the process of learning something they would attempt to use the language form in a wide variety of ways, overgeneralising its rule and also using it in non-obligatory contexts. For example when a learner is in the process of learning the English past, he or she may say *I saw you yesterday when I go beach but I didn't saw Mia. I'm going to called her.*

Similarities between First Language and Second Language Acquisition

Children do not learn their mother tongue simply through *imitation* and *practice*; instead, they produce *utterances* that are not like those they have heard. Children's language seems to be created on the basis of some internal processes and knowledge which interact with the language they are exposed to, allowing them to find out how the language system works gradually. Children's early language seems best described as a developing system with its own internal and systematic structures, not just an imperfect imitation of the language they are in the process of learning. Finally, children's language reveals there is an order of acquisition of English morphemes and also some other syntactic structures such as *negation*. For example, English children invariably first start using the *-ing morpheme* before they would ever come up with a *plural -s form*; or they start using the *irregular past* of some highly frequent verbs such as *saw* and *went* before they start using the *regular -ed morpheme*. When they start using the regular *-ed morpheme*, they also tend to overgeneralise its use and apart from saying *called*, they would also say *comed*. In acquiring *English negation*, children also go through a series of stages, some of which are not target-like (grammatical). At one stage, English children use pre-verbal negation in utterances like *mummy no comb hair*.

SLA research has also found out that second language learners learn English morphemes in a given order of acquisition and that *the plural -s morpheme* is acquired much earlier than the *third person -s morpheme*. In fact, the *3rd person -s morpheme* along with the *-ed morpheme* is one of the latest morphemes acquired by second language learners. Learners will only start using those morphemes in spontaneous situations once they have already acquired other morphemes such as the *plural -s*.

Interlanguage

Interlanguage is the learners' language, i.e., the type of language produced by learners who are in the process of learning a second language. Interlanguage is also defined as the learners' developing second language knowledge. Analysis of the learners' interlanguage shows that it has some characteristics of the learner's native language, some characteristics of the second language and some characteristics which are very systematic, i.e. rule-governed and common to all learners. In language acquisition, learners' errors are caused by several different processes.

Learners' Errors

SLA has identified three main types of errors. The first of these are developmental errors, which are similar to the errors made by children learning the language as their first language. Developmental errors are assumed to be a natural product of a gradually developing ability in the new language in the studies so far carried out, developmental errors make up the majority of errors exhibited by second language learners. Examples of developmental errors are the misuse of *third person -s* (*she work hard, he doesn't works hard*), the *-ed morpheme* (*she teached us last year*), of *negation* (*I not like it*) and of *interrogatives* (*I wonder what is she doing*). Transfer or interlingual errors, or errors clearly attributable to first language influence, are also frequent. One example of a transfer error for learners from most romance languages learning English is adverb placement in instances like *I have every day a cup of coffee in the morning*.

Developmental Sequences

Research on SLA has revealed that there are important similarities between first language acquisition and second language acquisition. One important finding has been that in both first and second language acquisition there are sequences or 'stages' in the development of particular structures.

Developmental sequences are similar across learners from different language backgrounds, from different ages, or from different learning contexts (formal instruction vs. naturalistic). In other words, second and foreign language learners in the process of learning the target language, pass through a series of identifiable stages in acquiring grammatical structures. One such example is provided by Italian tenses where learners irrespectively of mother tongue start by marking completion with past participles.

The language that learners produce (*IL*) provides evidence that they acquire different morphological features in a *fixed order* and also that they pass through a sequence of developmental stages in the acquisition of specific morpho-syntactic features. The existence of **developmental sequences** is one of the most important findings of SLA research to date. There is a general acceptance in the SLA research community that the acquisition of some features of L2 grammar occurs in stages.

3. Tasks on the text



Task 1: Glossary of related SLA terms from the Tutorial

Look for definitions and explanations of the bold-faced terms and italicised terms in the tutorial. Then write definitions for them using your own words. If possible, write down synonyms of those terms.

1. Working in heterogeneous pairs (subject-matter teacher and language teacher) read the following instructions and split the work between the two of you. Be ready to share and compare the results with other pairs. (1) Look up the definition of *interlanguage*, *developmental sequence* in an Applied Linguistics dictionary. (2) Are there any related terms provided? (3) Who coined the term? (4) Are there any Applied Linguistics dictionaries in your mother tongue? If so, look the term up (5). Then, look it up in a desk-reference bilingual dictionary¹ English-Your mother tongue and see whether the term can be found. (6) Are there any related terms provided? (7) Also, find out how the term has been translated into your mother tongue. You may want to use some reference SLA manuals such as Larsen-Freeman and Long (1991) which might have been translated to your first language and check the term there (It has been translated to Spanish and Japanese at least). (8) Finally, find out whether there are any developmental sequences being described for your first language (there are developmental sequences being described for German, Italian, Spanish at least). Compare your answers with a different pair.

2. Discuss the relevance to CLIL programmes of the different types of *learners' errors* and of the *developmental stages*. Why do language teachers as well as content teachers need to be aware of *learner's interlanguage*? What is it that they may expect from their learners based on what they've read about learner's *interlanguage*?

3. Read the following complaint by a language teacher and comment on it. This teacher severely criticises a couple of students that have been interviewing each other in order to find out some facts about each other's friends. She interrupts them and says:

¹ Richards, C. J. Platt & H. Platt, 1992. This well-known dictionary of Applied Linguistics has recently been translated into Spanish: *Diccionario de lingüística aplicada y enseñanza de lenguas. Versión española y adaptación de Carmen Muñoz Lahoz y Carmen Pérez Vidal*. Barcelona: Editorial Ariel, 1997.

I have taught you the present simple tense, haven't I? How many times have I told you not to forget the 3rd person -s? Yet you seem to ignore what I said. Look, What is Mary, isn't Mary a she? Isn't Mary a third person singular? Why on earth have you said Mary work hard instead of Mary workS hard. We have spent over a couple of months 'studying' the present simple tense and asking and giving information about habitual actions, haven't we? You haven't learnt anything, have you?

- What is it that this teacher is not aware of?
- What is this teacher taking for granted?
- Is the 3rd person -s one of the earlier morphemes acquired by second language learners?
- What is the difference between formal study, having learnt something and having acquired something?
- What type of language does this teacher expect from their students? Why?

4. One teacher listening to a student's telephone conversation in order to make a complaint about a flight focuses her attention on the following learners' interlanguage samples:

*I call yesterday...and you **told** me that...My flight **taked** off... No, I **saw** it! Yes I am going to **made** to the complain office*

And concludes the learner has not yet *acquired* English past tense morphology.

- What can you tell this teacher?
- Does the learner fully master the past?
- Are all the past forms used by the learner target like? Are all the past morphemes grammatical?
- Are all the instances in which the learner uses a past morpheme obligatory?

5. How can you know whether a learner's error is a *developmental error* or a *transfer error*? SLA research literature has reported that Spanish, Catalan, Italian and French L1 learners tend to make the following error in learning English as a second language

I drink every day three cups of coffee.

- Is this utterance grammatical?/ Is it correct?/ Is it target-like? Why not?
- If only some romance L1 learners such as Catalan, Spanish and French make this type of error while other L1 learners tend not to make this type of error, what can we conclude about the type of error this is?
- In Catalan and Spanish it is possible to say each of the following combinations. Find out what it is like in other languages such as French, Italian, or Portuguese. Also find out whether non-romance speakers (such as Germans, Finns, etc.) seem to have the same adverb placement problem in learning English.

*(Jo) em bec, cada dia, tres taces de cafè / (Yo) me bebo cada día tres tazas de café / *I drink every day three cups of coffee*

Cada dia, em bec tres taces de cafè / Cada día me bebo tres tazas de café / Every day I drink three cups of coffee

(Jo) em bec tres taces de cafè al dia / (Yo) bebo tres tazas de café al día / I drink three cups of coffee every day

6. One teacher notices that most of her students from Spanish and Catalan L1 background keep making this type of error in learning English when engaged in communicative tasks

I no work... I not work ...I not want it...She don't work...She not work

And she attributes these errors to the fact that Spanish as well as Catalan are pre-verbal languages, that is, that negation in Spanish and Catalan is made by placing the negative before the verb.

*(Yo) no trabajo..... (Yo) no lo quiero..... (Ella) no trabaja
(Jo) no treballo.... (Jo) no ho vull..... (Ella) no treballa*

and concludes that these errors are interlingual errors, that is transfer errors to be attributed to the transfer from learner's L1 background.

- Is this teacher right? What can you tell this teacher?
- Has this teacher gathered enough evidence to support her claim? In order to reject her hypothesis, what type of data would you recommend this teacher collect?
- Are learners whose L1 is Spanish or Catalan the only ones who would most likely make this type of error in learning the verb negation in English?
- German L1 learners of English are said to move faster from pre-verbal negation (stage 1) to post-verbal negation (stage 2). The rate is faster although the path is the same. How can we account for it? Is German also a pre-verbal language? If you do not know the answer, what would you predict based on the fact that German learners move sooner from stage 1 to stage 2 in learning verb negation in English?
- Find out other ways of negating in different languages.
- Would you expect the very same learners to make the very same type of errors if instead of being engaged in communicative tasks, they were completing a more controlled written grammar exercise for which they had more time to plan and to rely on formal knowledge? Why?

7. These learners have been working on a science project to find out which type of detergents, biological or non-biological, eliminates stains better. They are bilingual students. They are fluent Catalan and Spanish speakers. They have been designing their own experiments to find out the answer for three types of stains: coffee stains, orange juice stains and oil stains. The team of teachers composed by a science teacher and a foreign language teacher has been monitoring the experiment. When it comes to report the results of the experiment this is what one group of students looking at the following grid of findings says:

| | Coffee stains | Orange juice stains | Oil stains |
|--------------------------|---------------|---------------------|------------|
| Biological detergent | X | OK | X |
| Non biological detergent | OK | X | OK |

S: *Non-biological detergent removes coffee stains better than biological detergent. Non-biological detergent remove stains in oil better. Non-biological detergent don't remove orange juice well*

- What can you tell about this learner's interlanguage?

4. Individual reading



P. Lightbown & Spada, N., "Learner Language" in *How languages are learned*. Oxford University Press, 1994:71-90.

Larsen-Freeman, Diane "Grammar and Its Teaching: Challenging the Myths". ERIC Digest. Source: ERIC Clearinghouse on Languages and Linguistics Washington DC. http://www.ed.gov/databases/ERIC_Digests/ed406829.html

5. Evaluation and assessment



Choose the best answers and justify them in the right-hand column

| | |
|---|--|
| 1. Learners' knowledge about the language (i.e. knowing a grammar rule) (a) usually results in (b) does not necessarily result in being able to apply it and use it in more open and free spontaneous contexts. | |
| 2. In learning a foreign language (i.e. English), most of the errors students from different L1 background (Spanish / German / Italian / French) will be making are (a) completely different (b) similar to one another. | |
| 3. The way (path and rate) each person acquires a second / foreign language is (a) completely different (b) largely similar to one another. | |
| 4. Most of the errors which foreign language learners make (a) are due to (b) are not due to interference / influence of their first language. | |
| 5. Students talking to their peers (a) will probably (b) will not likely pick up each others' errors. | |
| 6. Languages (a) are acquired (b) are not acquired mainly through imitation. | |
| 7. An increase in the number of second or foreign language learners' error can be an indicator of (a) failure (b) progress. | |
| 8. As a rule, the 3 rd person 's' for the present simple in English is (a) more difficult to state (b) almost as difficult to state as the 's' for plurals. | |
| 9. The 3 rd person 's' for the present simple in English is (a) far more difficult to acquire than (b) as difficult to acquire as the 's' for plurals. | |
| 10. The English - ed past and 3 rd person 's' are examples of (a) morphemes from the developmental sequences which are acquired rather late (b) structures so simple to state that explicit grammar teaching can speed up the acquisition process. | |

Unit 6

Successful CLIL Programmes

4 hours



OBJECTIVES

1. To reflect on the ingredients of successful CLIL programmes
2. To discuss how to implement a successful CLIL programme in each participant's context

PROCEDURES

1. Initial activities (brainstorming, warming-up activities), initial evaluation tasks
2. Introductory text and individual reading of recommended articles
3. Tasks on the texts for language teachers and subject-content teachers
4. Assessment (optional)

WORKING MATERIALS

1. "What are the characteristics of successful CLIL programmes?"
2. Navés, T & Muñoz, C., 'Conclusions' from "The Implementation of CLIL in Spain" in Marsh, D. & Langé, G. (eds.) *Implementing Content and Language Integrated Learning*, 1999: 154-156.
3. Krashen, S. D., *Bilingual Education: A Focus on Current Research*. FOCUS: Occasional Papers in *Bilingual Education*, Number 3. Spring 1991.

EXPECTED OUTCOMES

To be able to discuss some of the characteristics successful CLIL experiences seem to share

1. Initial activities



Initial Evaluation Task 1

Strongly agree..... Strongly disagree

1. School should offer children from different language backgrounds, classes or some help in their mother tongue
2. Schools should teach some content subject areas in students' L1 at early stages
3. Children's mother tongues should be kept
4. Language instruction which has as its goal functional ability in the new language should give greater emphasis to activities which lead to language acquisition than to activities which lead to formal learning

Initial Evaluation Task 2

1. *Situation I.* Imagine that a couple, friends of yours, intermediate foreign language speakers of English are planning to move to the United States/ Germany / Italy / France / Finland / Spain for more than twenty years. They are about to have children and ask you for some advice on the type of school you would recommend to take their future children.
2. *Situation II.* Describe your feelings about the need /right of children to keep their mother tongue when moving to a different linguistic community.

Initial Evaluation Task 3. Before reading Navés, T and Muñoz, C. (1999)

In pairs or small groups answer the following questions.

1. What is language teachers' and subject-matter teachers' profile like in your community?
2. Are there any CLIL-specific training courses currently going on in your country?
3. How stable are teaching staff in state as well as privately funded schools?
4. How often do most schools meet during the course?
5. If you are aware of a CLIL programme going on in your country which type of schools does it involve, state-run or private?
6. How is the state, council and school language policy guaranteed in your country?
7. In your institutions, do all parties (parents, teaching staff, school board co-ordinators and education authorities) usually jointly work together hand in hand?
8. How easy is it for teachers to find already-made suitable CLIL materials for students? How many chances are teachers given to adapt materials to implement CLIL experiences?
9. Do most pre-service courses involve any CLIL at all?
10. How familiar are teachers with theoretical foundations of CLIL?

2. What are the characteristics of successful CLIL programmes?



Content and Language Integrated Learning programmes, CLIL programmes, have a long tradition both in Europe and America. In the latter they usually involve Bilingual and Immersion programmes designed to teach both a second language as well as academic content whereas in Europe they aim at teaching a second or a foreign language as well as subject-matter content.

Most of these CLIL programmes intend to help learners to achieve a high command of the target language whether they are language minority learners (LML) also referred to as limited English proficiency (LEP) or English as a foreign language (EFL) learners.

Second language acquisition research has shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The lack of continuing first language development has been found, in some cases, to inhibit the levels of second language proficiency and cognitive academic growth.

The underlying assumptions based on empirical and theoretical research of these CLIL programmes are: on the one hand, the *knowledge* learners get through their first language helps make the English they hear and read more *comprehensible*, on the other hand, *literacy* developed in the primary language transfers to the second. Many researchers agree that *comprehensible input* is a necessary condition in order for successful language learning to occur while a few claim that it is not only a necessary but a sufficient condition. Moreover, learners can learn challenging content in language arts while they are learning the target language.

Furthermore, Muñoz and Nussbaum (1997), among others, suggest using content-based programmes as one way of providing extra exposure to the target language in foreign language settings in particular, as one way of compensating the so limited exposure to the target language learners get from traditional foreign language instruction.

There are four reasons for the integration of language and content. Firstly, language is acquired most effectively when it is learned for communication in meaningful and significant social situations. Secondly, the integration of content and second language instruction provides substantive basis and exposure for language learning. Thirdly language acquisition naturally goes hand in hand with cognitive development. Finally, knowing how to use language in one context does not necessarily mean knowing how to use it in another. The integration of second language instruction with content instruction respects the specificity of functional language use.

Although the majority of CLIL programmes, whether Bilingual Education (BE) or Immersion (IM), share basic characteristics, they display two major differences as to the language of initial instruction and also as to whether the learners are unilingual or multilingual. BE – whether Transitional BE or Two-Way BE – provides instruction in learners’ mother tongue while most if not all initial instruction in IM is in L2. Secondly, in immersion programmes all learners are initially unilingual in L1 whereas in BE native speakers of the target language are mixed with LML. Successful CLIL Programmes (SCLILP) display eight basic characteristics:

1. SCLILP not only acknowledge and support learners’ home language and culture by allowing learners to use their L1 at early stages but also provide some academic instruction in learners’ L1. Language arts (reading, writing...) are introduced in L1 and at different stages. Content subject matters are taught in L1 as well
2. Most teachers are bilingual although in IM programmes they only speak in the target language while showing understanding of learners’ L1 by responding appropriately and rephrasing learners’ remarks made in their L1. Learners are requested to use L2 only from primary school
3. Target language instruction is not structured or of a pull-out nature but rather contextualized, integrated. Sheltered in BE programmes
4. SCLILP are optional, not imposed
5. Parental involvement is pivotal in any SCLILP
6. SCLILP require the joint effort of all parties involved: educational authorities, parents and teachers at both district and school level are actively involved in planning the policy to implement such programmes and the means by which they are sustained. One of the key factors to the success of these programmes is longevity which includes not only the continuity of the programme but also the stability of teaching teams. Also the presence of the programme across the entire school curriculum is guaranteed when all educational authorities support the programme
7. Teacher training must be tailored to meet the specific needs of CLIL instruction which involve as well as teaching strategies (see last feature) curriculum development and reform
8. Finally all SCLILP show a wide variety of teaching strategies:

- a) Teachers exhibit active teaching behaviours such as giving instructions clearly, accurately describing tasks, maintaining learners' engagement in instructional tasks by maintaining task focus, pacing instruction appropriately, and communicating their expectations for students' success.
- b) In presenting new information teachers use appropriate strategies such as demonstrating, outlining, using visuals, building redundancy, rephrasing, scaffolding, linking new information to learners' previous knowledge, etc., to make input comprehensible and context-embedded.
- c) Teachers monitor students' progress and provide immediate feedback whenever required. They check comprehension constantly resulting in high levels of communication between teachers and learners and among learners themselves.
- d) Effective instruction is aided by allowing learners to respond in a wide variety of ways: from verbal responses both in L1 and L2 to non-verbal responses (responding by doing) in early stages but are gradually expected to respond only in the TL once they show enough command of the TL. At the early stages, emphasis is on the development of receptive skills.
- e) Consistent integration of cognitively demanding academic content and the TL.
- f) Teachers respond to and use information from their students' home cultures, using cultural references, organising instruction to build upon participant structures from students' home culture and observing the values and norms of students' home culture.
- g) Task work includes: hands-on tasks, experiential learning tasks, problem solving tasks, etc.
- h) Cognitive abilities and processes such as identifying, comparing, drawing conclusions, finding similarities and differences, etc., are integrated in the design of the programme.
- i) Collaborative learning, autonomous learning and self-directed learning are also suggested by some CLIL specialists.
- j) Teachers have high expectations about learners' performance and degree of academic achievement.

3. Reading and tasks on the text



1. After having read Navés, T and Muñoz, C. (1999) 'Conclusions' complete the grid below. In your opinion, which is the ideal description for the 10 items being mentioned in their conclusion?

| | |
|-----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |
| 5. | _____ |
| 6. | _____ |
| 7. | _____ |
| 8. | _____ |
| 9. | _____ |
| 10. | _____ |

2. Read the following extract about immersion programmes and decide why there are so many similarities between them.

WHAT ARE THE KEYS TO SUCCESSFUL IMMERSION PROGRAMS?

Successful immersion programs are characterized by: (1) administrative support; (2) community and parental support; (3) qualified teachers; (4) appropriate materials in the foreign language; (5) time for teachers to prepare instructional materials in the language; (6) and ongoing staff development.

(Source: ERIC Clearinghouse on Languages and Linguistics Washington DC. Foreign Language Immersion Programs. ERIC Digest.)

3. This is an excerpt from Krashen's (1991) article. Read the article again and then compare Krashen's conclusions with the ones presented in the tutorial.

Recent research shows that when bilingual programs are set up correctly, they work very well. In our survey of successful programs in California (Krashen and Biber, 1988), we found that students in well-designed bilingual programs consistently outperformed comparison students, and did very well compared to local and national norms, often reaching national norms between grades three to six. According to the view of language acquisition presented earlier in this paper, we defined a "well-designed" program as one that had the following characteristics:

- (1) Comprehensible input in English, in the form of high quality English second language classes, and sheltered subject matter teaching (comprehensible subject matter teaching in the second language).
- (2) Subject matter teaching in the first language, without translation. This provides background knowledge that will make English input more comprehensible.
- (3) Literacy development in the first language, which will transfer to the second language.

4. Discuss the following statements. What do they have in common? Do the authors agree?

A second language is most successfully acquired when the focus of instruction is on meaning rather than form, when the language input is at or just above the proficiency of the learner, and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment.

Content-based ESL has been used for many years in adult, professional, and university education programs for foreign students but is now emerging at the elementary and secondary school levels. The approach is effective because language acquisition using this instructional approach, is stimulated by input that is meaningful and understandable to the learner. Such courses offer instruction in the special language of the subject matter while focusing on the subject matter itself. Reilly, T. (1988).

The authors take the position that students with limited English proficiency, or as they refer to them, potentially English proficient students, will learn more when the focus of language instruction is shifted away from teaching the language directly, to a situation in which students acquire language naturally, through lively exchanges with other students. The key to these exchanges is content area instruction in English. Lim, H. L., & Watson, D. J. (1993)

5. Read the following text and discuss how CLIL can facilitate the acquisition of academic language.

Individuals develop two types of language proficiency, *basic interpersonal language skills* (social language) and *cognitive academic language proficiency* (academic language) which vary according to the degree of context available to the individual and the degree of cognitive challenge of the task. While social language is usually highly contextualized, informal, and cognitively less demanding, academic language is less contextualized, more formal, abstract and cognitively demanding. Students can acquire social language relatively easily but academic language can take much longer.

6. Read the following book review and discuss the extent to which it seems to support some of the summarised research findings regarding successful CLIL experiences.

Freeman, Y. S., & Freeman, D. E., *Whole language for second language learners*, Heinemann, Portsmouth, NH, 1992.

This book explains and emphasizes the need for a whole language approach to learning, especially for second language learners. Each chapter of the book counters a commonplace assumption about language acquisition with a basic principle of whole language: that learning needs to begin with a bigger picture, followed by more specific details; instruction needs to be centered around the learner, not the teacher; lessons need to be immediately meaningful and relevant to the student; group learning is most effective; written and oral language skills are acquired simultaneously; native languages should be used in second language acquisition; and the learning potential of bilingual speakers is not limited. The authors use examples of successful whole language approaches to illustrate their points. They also include sample lesson plans and practical helpful ideas for teachers of second language students.

7. Numrich focuses on five strategies to improve the comprehension of content in CLIL. Read the summary and discuss why they might be worth considering.

Numrich, C. (1989). Cognitive strategies for integrating ESL and content area instruction. In Macero, J. D., et al. (eds.), *Realizing the dream. Selected conference proceedings.* (ERIC Document Reproduction Service No. ED 314 959).

Five classroom strategies for improving the comprehension of the content areas by ESL students are described. The strategies strengthen students' ability to process aural input rather than production. The strategies can help students learn English and also prepare them for higher-level thinking skills in the subject areas. The five strategies focus on such skills as (1) predicting on the basis of prior knowledge, (2) anticipating what will be read next, (3) using statements to check comprehension of a text during reading, (4) analyzing text organization by looking for specific patterns, and (5) classifying to facilitate comprehension of similarities and differences.

8. ERIC is the most extensively used database for education. It also contains digests and full-text articles.

Go to ERIC Digests http://www.ed.gov/databases/ERIC_Digests/ and run a search to find articles on successful bilingual / content-based / immersion / CLIL programmes. Choose a digest to report to the rest of the class. How many results were found? What were your key words in your search? Compare your results with your partner's.

9. Read the following short report on a CLIL experience carried out in Metropolitan Barcelona and give some pieces of advice to the co-ordinator of the project in order to make it more effective and successful.

What problems might the teachers encounter? Why? Suggest other possible solutions.

In 1994 a group of foreign language teachers and teacher trainers were given the opportunity to implement a three-year CLIL experience for four state secondary schools in metropolitan Barcelona. It was funded by the Regional Educational Authorities and consisted in developing an experimental optional CLIL course of 30 hours which integrated both Science and English. Materials were specifically designed to meet the needs of the project by a joint team of EFL advisors and Science advisors and revised and evaluated afterwards by the teachers teaching the course. Specific teacher training was provided prior to carrying out the experience. The practitioners were experienced teachers that volunteered for the job. Team-teaching was chosen since foreign language teachers who could be regarded as native-like had nevertheless no previous training in Science on the one hand, and Science teachers, on the other, were not proficient enough in the foreign language. CLIL classes would have both teachers, the science teacher and the foreign language teacher working together. Most of the instructions, task description, communicating expectations, and information were given by the foreign language teacher. The science teachers would be mostly guiding and monitoring the tasks although they also contributed by answering questions in the target language.

This project was of a short-term nature and was not integrated within the whole curriculum. It was not a long-term CLIL program from kindergarten to secondary school. By the time our CLIL project was implemented, 14 year-old learners were already literate and had already had approximately 400 hours of formal EFL instruction some of which could be best described as structured, and since our CLIL course was optional no full CLIL programme was ever offered. Another major difference between our CLIL experience and mainstream CLIL programmes is team-teaching. As in other CLIL experiences in European foreign language settings portrayed in Marsh (1998), content-subject teachers, science instructors in our project, were non-native speakers of English. Foreign language teachers were, on the other hand, fluent speakers of English who could be regarded as bilingual teachers to a given extent. Although the literature emphasises the need for co-ordination between teachers, no team-teaching of this sort has been reported in the literature to the best of our knowledge.

Bibliography



Quotations

Baetens Beardsmore, H. (ed.), *European Models of Bilingual Education*, Clevedon: Multilingual Matters, 1993.

Blondin, C., Candelier, M., Edelenbos, P., Johnstone, R., Kubanek-German, A. and Taeschner, T., *Foreign Languages in Primary and Pre-School Education. A Review of Recent Research within the European Union*. Report for DG22, European Commission, Brussels, 1998.

Brinton, D.M. and Snow, M.A., *Content-based Language Instruction* Newbury House, 1989.

Cummins, J. and Swain, M., *Bilingualism in Education* Longman: Applied Linguistics and Language Study. London and New York, 1986.

Cummins, J., "The role of primary language development in promoting educational success for language minority students". In *Schooling and Language Minority Students: A Theoretical Framework*. LA: Evaluation, Dissemination and Assessment Center, 1981: 1-50.

de Courcy, M., 1997. *Benowa High*. A decade of French immersion in Australia. In M. Swain, R. Keith Johnson (eds.) *Immersion education: International perspectives*, Cambridge: Cambridge University Press, 44-62.

Diaz-Rico, L. and Smith, J., "Recruiting and Retaining Bilingual Teachers: A cooperative school community-university model" in *The Journal of Education Issues of Language Minority Students*, v 14 Winter 1994: 255-268

Dörnyei, Z., Motivation in second and foreign language learning. *Language Teaching* 31, 1998: 117-135.

Ehrman, M. E., *Understanding second language learning difficulties*. Thousand Oaks, California: Sage Publications. 1996: 183.

Ellis, R., 1997. *SLA Research and Language Teaching*. Oxford: Oxford University Press.

Ellis, R., Chap. 4 "A Theory of Instructed Second Language Acquisition". In *SLA Research and Language Teaching*. Oxford: Oxford University Press. 1997: 107-133

ERIC Digests. ERIC Clearinghouse on Languages and Linguistics. Washinton DC. Foreign Language Immersion Programs Available at http://www.ed.gov/databases/ERIC_Digests/index/

Ferrari, L., "L'inglese come lingua veicolare all'International School of Milan: un'osservazione", Pavia, Unpublished Tesi di laurea, 1999.

Freeman, Y. S., & Freeman, D. E., *Whole Language for Second Language Learners*. Portsmouth: Heinemann. 1992.

Fruhauf, G., Coyle, D., and Christ, I. (eds.) *Teaching Content in a Foreign Language. Practice and Perspective in European Bilingual Education*. Alkmaar: Stichting Europrint, 1986.

Galbraith, A., "Peer Coaching: An Effective staff development model for educators of linguistically and culturally diverse students". In *Directions in Language and Education* Vol. 1 No3, Spring 1995.

- Garcia, E. E., "Effective Schooling for Language Minority Students" *FOCUS: Occasional Papers in Bilingual Education* N1, Winter 1988 NCBE
- Garcia, E. E., "The education of linguistically and culturally diverse students: effective instructional practices" in *Educational Practice Report 1*. National Center of Research on Cultural Diversity and Second Language Learning, 1991.
- Genesee, F., *Learning through two languages: Studies of Immersion and bilingual education*. Cambridge: MA. Newbury House, 1987.
- Halliwell, S., *La Enseñanza del inglés en la educación primaria: metodología práctica para la clase de primaria en el nuevo sistema educativo español* Harlow: Longman, 1993.
- Halliwell, S., Chapter 6: "Integrating Language Work and Other Subjects" in *Teaching English in The Primary Classroom*. London and New York: Longman, 1993.
- Harley, B., Cummins, J., Swain, M., The nature of language proficiency. In Harley, B., Cummins, J., M. Swain (eds.) *The Development of Second Language Proficiency*. Cambridge: Cambridge University Press, 1990: 7-25.
- Kowal, M., and Swain, M., "From semantic to syntactic processing: How can we promote it in the immersion classroom?" In R. Keith Johnson, M. Swain (eds.) *Immersion Education: International Perspectives*. Cambridge: Cambridge University Press, 1997: 284-309.
- Krashen, S., "Why Bilingual Education?" *ERIC Clearinghouse on Rural Education and Small Schools* RC 020 895, 1997. Available at http://www.ed.gov/databases/ERIC_Digests/ed403101.html
- Krashen, S., "Accounting for child-adult differences in second language rate and attainment". In S. Krashen, R. Scarcella and M. Long (eds.), *Child-adult differences in second language acquisition*. Rowley, MA: Newbury House, 1982: 202-226.
- Krashen, S., *Bilingual Education: A Focus on Content Research*. Focus: Occasional Papers in Bilingual Education, Number 3, Spring 1991.
- Krashen, S., *The input hypothesis*. London: Longman, 1985.
- Larsen-Freeman, D. "Grammar and Its Teaching: Challenging the Myths". ERIC Digest. Eric Clearinghouse on Languages and Linguistics, Washington DC. Available at http://www.ed.gov/database/ERIC_Digests/ed406829.html
- Larsen-Freeman, D. and Long, M., *An Introduction to Second Language Acquisition Research*. London: Longman, 1991: 224-5.
- Leung, C., "Context, Content and Language" in Cline, Tony and Frederickson, Norah (eds.) *Curriculum Related Assessment, Cummins and Bilingual Children* UK: Multilingual Matters, 1996: 26-41.
- Lightbown, P. and Spada, N., Chapter 3, "Factor Affecting Second Language Learning". In *How Languages are Learned*. Oxford University Press, 1994: 91-115
- Lightbown, P. and Spada, N., Chapter 4 "Learner Language". In *How Languages are Learned*. Oxford University Press, 1994: 71-90.
- Lim, H.-J. L., & Watson, D. J., "Language Content Classes for Second-Language Learners". *Reading Teacher*, 46(5), 384-393.

Lockwood, A., "Ensuring Academic Success for Hispanic Students: Three Elementary School Programs" in US Department of Education / Hispanic Dropout Project. Fall 1996 No 2.

Long, M. H., "The role of the linguistic environment in second language acquisition". In W. Ritchie and T. Bhatia (eds.) *Handbook of Second Language Acquisition*. New York: Academic Press, Inc., 1996: 413-468.

Lopez and Dubetz, N-E., "Improving Instruction for English Learners through Systemic Reform: The Community School District Ten Model" *National Clearinghouse for Bilingual Education*. Fall 1999.

Lucas, T., "Applying Elements of Effective Secondary Schooling for Language Minority Students: A tool for Reflection and Stimulus to Change" NCBE: Program Information Guide Series. Number 14. fall 1993.

Lyster, R. and Ranta, L., Corrective Feedback and Learner Uptake: Negotiation of Forms in Communicative Classrooms. *Studies in Second Language Acquisition* 19, 1, 1997: 37-66.

Marsh, D., *Teaching with a Foreign Language* (Video) University of Jyväskylä. Continuing Education Centre, 1998.

McCollun, P. and Russo, M., "Model Strategies in Bilingual Education: Family Literacy and Parent Involvement", Office of the Under Secretary. US Department of Education. March 1993.

McLeod, B., "School Reform and Student Diversity: Exemplary Schooling for Language Minority Students". In NCBE: Resource Collection Series, No 4. February, 1996.

Meisel, J., Clahsen, H. and Pienemann, M., "On determining developmental stages in natural second language acquisition". *Studies in Second Language Acquisition* 3, 1981: 109-35.

Mohan, B., *Language and Content*. Second Language Professional Library. Addison-Wesley Publishing Company, 1986.

Muñoz, C. and Nussbaum, L., "Les enjeux linguistiques dans l'éducation en Espagne", *ALTE Aquisition et Interaction en Langue Étrangère* N° 10, Appropriation des Langues en Situation de Contact, 1997.

Muñoz, C., Age, exposure, and foreign language learning. *Second Language Acquisition: Early Childhood Perspectives*. APAC Monographs, 2, 1997.

NAEYC (National Association for the Education of Young Children) position Statement: "Responding to Linguistic and Cultural Diversity Recommendations for Effective Early Childhood Education" in NCBE, 1995.

Navés, T. and Muñoz, C., 'Conclusions' from "The Implementation of CLIL in Spain" in Marsh, D. and Langé, G. (eds.) *Implementing Content and Language Integrated Learning*, 1999: 154-156.

Nelson, B. "Learning English: How school reform fosters language acquisition and development for limited English proficient elementary school students" in *Educational Practice Report* 16. National Center for Research on Cultural Diversity and Second Language Learning, 1996.

Noels, K. A. and Clément, R., Communication across cultures: social determinants and acculturative consequences. *Canadian Journal of Behavioural Science* 28, 1996: 214-228.

Numrich, C. Cognitive Strategies for Integrating ESL and Content Area. In J. D. Macero (Ed.), *Realizing the Dream. Selected Conference Proceedings of the Annual Meeting of the New York State Teachers of English as a Second Language (17th, Buffalo, New York, November 6-8, 1987)*. ERIC document ED314949 1989.

O'Malley, M. and Chamot, A. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press. 1992: 198

Preston, D., The ethnography of TESOL. *TESOL Quarterly* 15. 1981: 105-116.

PS Reber, Arthur S., 1993, *Implicit learning and tacit knowledge*. New York, Oxford University Press.

Quincannon, J. and Naves, T., "Una experiencia de Aprendizaje de Lengua Extranjera y Ciencias Experimentales en el Área Metropolitana de Barcelona" *Aula Innovación Educativa*. Barcelona: Graó, 2000 in press.

Quincannon, J.; Socias, T and Naves, T., *Clever Consumers Investigate Detergents* Departament d'Ensenyament. Generalitat de Catalunya. Sinera 1999 CD-ROM.

Reilly, T. (1988). ESL through Content Area Instruction. *ERIC Clearinghouse on Languages and Linguistics Washington DC., ED296572*, Available at http://www.ed.gov/databases/ERIC_Digests/ed296572.html

Richards, J. C., Platt, J., and Platt, H., *Longman Dictionary of Language Teaching and Applied Linguistics* (2nd ed.). Harlow, Essex: Longman Group UK Limited, 1992.

Richards, J. C., Platt, J., Platt, H., *Diccionario de lingüística aplicada y enseñanza de lenguas. Versión española y adaptación de Carmen Muñoz Lahoz y Carmen Pérez Vidal*. Barcelona: Editorial Ariel, 1997.

Rizzardi, C., *Insegnare la lingua straniera. Apprendimento e ricerca*. Firenze: La Nuova Italia. 1997: 259.

Schmidt, R. and Frota, S., "Developing basic conversational ability in a second language: a case-study of an adult learner". In R. Day (ed.), *Talking to Learn: Conversation in Second Language Acquisition*. Rowley, Mass.: Newbury House, 1986.

Silcox, P. and Anstrom, "Project SUCCESS: Glendale's title VII Systemwide Improvement Project" *NCBE Cross Currents* Volume 1, No 4, Fall 1997.

Simich-Dudgeon, Carmen

Snow, C. and Hoefnagel-Höhle, "The Critical Period for Language Acquisition: Evidence from Second Language Learning". In S. Krashen, R. Scarcella and M. Long (eds.), *Child-adult differences in second language acquisition*. Rowley, MA: Newbury House, 1981: 93-111.

Snow, M. and Genesse, F., "A conceptual framework for the integration of language and content in a second/foreign language instruction" *TESOL Quarterly*, 23, 1989: 201-217

Swain, M., "Focus on form through conscious reflection". In C. Doughty and J. Williams (eds.), *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press, 1998.

Swain, M., "Communicative competence: Some roles of comprehensible input and comprehensible output in its development". In S. M. Gass and C. Madden (eds.) *Input in second language acquisition*. Rowley, MA: Newbury House. 1985: 235-253.

Swain, M., "Time and Timing in Bilingual Education". *Language learning* 31, 1981: 1-16.

Tarone, E., "Some thoughts on the notion of 'communication strategy'". In C. Faerch, G. Kasper (eds.) *Strategies in interlanguage communication*. London: Longman, 1983: 61-74.

Tikunoff, W., "Applying Significant Bilingual Instructional Features in the Classroom" in *Eric Clearinghouse on Urban Education* Columbia Teachers College, NY, 1985.

Williams, M., "Motivation in foreign and second language learning: an interactive perspective". *Educational and Child Psychology* 11, 1994: 77-84.

Wong-Fillmore, L., "When does teacher talk work as input?" In S. M. Gass and C. G. Madden (eds.), *Input in Second Language Acquisition*. Cambridge, Mass.: Newbury House, 1985: 17-50.

Yule, E., Tarone, E., "Investigating communication strategies in L2 reference: pros and cons." In G. Kasper, E. Kellerman (eds.), *Communication strategies. Psycholinguistic and Sociolinguistic Perspectives*. London: Longman, 1997: 17-30.

Suggested Reading

Baker, C. & Prys Jones S., *Encyclopedia of Bilingualism and Bilingual Education*, Multilingual Matters, Clevedon, U.K., 1998.

Bishop, A. *Current Research In Bilingual Education* (Compiled by) Available at <http://www.cal.org/ericcl/minibibs/Bilingual.html>

Christian, D. *Two-Way Bilingual Education Programs*. ERIC/CLL Minibib, June 1995. Available at <http://www.cal.org/ericcl/minibibs/Bilingual2.html>

Rennie, J. and Marcos, K. *The Effectiveness of Bilingual Education* ERIC Clearinghouse on Languages and Linguistics. ERIC/CLL Resource Guides Online Available at

<http://www.cal.org/ericcl/faqs/rgos/bi.html>

Suggested Web Sites:

AICLE-CLIL Web site at the University of Barcelona <http://www.ub.es/filoan/CLIL.html>

Bilingual Education Resources Web at <http://www.ecsu.ctstateu.edu/depts/edu/textbooks/bilingual.html>

EUROCLIC at <http://www.euroclic.net/>

Milano Conference on CLIL and Technology <http://lada.fil.ub.es/Angles/Milano/>

The California Association for Bilingual Education <http://www.bilingualeducation.org/>

The Euroclil Bulletin at <http://www.euroclil.net/english/english.htm>

The European TIE-CLIL Lingua Project <http://www.tieclil.org>

The National Association for Bilingual Education <http://www.nabe.org/>

The National Clearinghouse on Bilingual Education (NCBE) <http://www.ncbe.gwu.edu/>