Primary Education
Intercultural Curricular Objectives of CLIL Revisited

2nd International Conference of Bilingual Education

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1. INTRODUCTION

Figure 1: Context
1.2 INTRODUCTION (II)

Education System

Societal demands

Teachers

CLIL

Students

Linguistic skills

Critical thinking skills

Integral learning

Intercultural awareness

Figure 2: Response to societal demands

PÉREZ, E.
2. Theoretical Background (I)

Content
- Curriculum requirements
- New content
- Rich and real input

Cognition
- New ways of learning
- Extrapolation of strategies
- High Order Thinking Skills

Communication
- Opinions, thoughts and values
- Learning to use the language
- Language of/for/through learning

Intercultural
- Coexistence in a globalised world
- Diverse cultural perspectives
- Intercultural understanding
The **4Cs Framework** holds that it is through progression in knowledge, skills and understanding of the **subject matter**, engagement in associated **cognitive processing**, interaction in a **communicative context**, developing appropriate language knowledge and skills as well as acquiring a deepening **intercultural awareness** through the positioning of self and ‘otherness’, that **effective CLIL** takes place whatever the model (Coyle 2008: 104).
### 2. Theoretical Background (III)

<table>
<thead>
<tr>
<th>Reasons and needs to develop the intercultural axis of CLIL</th>
<th>It includes within their theoretical background the development of interculturalism (Marsh 2010).</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>“… the role of ‘culture’ in CLIL is fundamental … for this integration to be effective it … should be planned systematically through the development of ‘intercultural learning’.” (Coyle 2009: 105).</td>
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<td>This interest coincides with the educational goals for the 21st century (Mehisto, Marsh and Frigols 2008).</td>
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<td>Quality education for all regardless of cultures, beliefs, customs and religions (UNESCO 2012).</td>
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<td>Not many studies connected to the intercultural axis of CLIL up to the moment (Méndez García 2014; Sudhoff 2010).</td>
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Hypothesis

CLIL teachers in private and semi-private Primary Education schools are implementing the intercultural axis through the curricular objectives in their planning.

Objective

To know if the intercultural axis is being implemented by private and semi-private school CLIL teachers in the objectives of their didactic planning.
3. **Methodology (II)**

**Instrument**
- Open-question questionnaire.
- 3 parts: identification data, previous knowledge and implementation of the intercultural axis in the teaching planning.
- 16 questions / 8 dimensions.
- Validation: panel of experts.

**Participants**
- 59 Primary Education CLIL teachers (private and semi-private schools in Cordoba).
- 60% women.
- Average age: 35 years old.
- CLIL teaching experience years: 1-4 years *
3. Methodology (III)

### Statistical Processing

<table>
<thead>
<tr>
<th><strong>Statistical Processing</strong></th>
<th><strong>Purpose</strong></th>
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<tbody>
<tr>
<td><strong>ATLAS.TI</strong></td>
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<tr>
<td>Content Analysis</td>
<td>To reduce, categorise, summarise and compare the information. It consists in developing a process of organisation and systematisation of the information before the interpretation and conclusions.</td>
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<tr>
<td>- Textual</td>
<td></td>
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<tr>
<td>- Conceptual</td>
<td></td>
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<td><strong>SPSS v. 21</strong></td>
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<td>Descriptive Analysis</td>
<td>To know the degree of agreement or disagreement with the different dimensions of the questionnaire and the items of the rubric to determine whether teachers and teachers’ textbooks take into account the intercultural axis of CLIL in the objectives, contents, competences, resources and materials, strategies and evaluation and how they consider it.</td>
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<td>- Frequencies</td>
<td></td>
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<td>- Mean values</td>
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</table>
4. RESULTS

OBJECTIVES

1. INTRODUCTION

2. THEORETICAL BACKGROUND

3. METHODOLOGY

4. RESULTS

5. CONCLUSIONS
Surveyed teachers associate IC to the linguistic competence, which can be improved through communicative activities.

They seem to be superficial when they affirm that they implement intercultural teaching and learning through the objectives of their planning since they mainly refer to values and linguistic skills, whereas they rarely offer details about how they do it.

Just few teachers (32%) stated that when they are working on the objectives along the academic year in their subject, some of these enrich the IC of their students.

The majority of them (89%) associate it with the objectives related to communicative skills in the target language. It confirms our first thought that they strongly and directly associate the IC with the learning of a foreign language.
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