

EFL AND CLIL: A TEXTBOOK ANALYSIS

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Abstract

Recently, an increasing number of teachers have chosen to introduce CLIL initiatives in the Catalan schools. Despite the great impact that this new approach to English has had in our context, the amount of materials designed in order to put into practice this well-founded theory is still scarce, as well as the number of studies carried out over these materials. This project aims to analyze the differences and similarities between EFL and CLIL textbooks. The analysis will take into account the importance given to the four skills: listening, speaking, reading and writing, as well as the presence of vocabulary and grammar in both the EFL and the CLIL textbooks. Using an analysis chart the materials used in EFL and CLIL will be compared and analyzed and from the results obtained some conclusions will be drawn.

Key words: EFL textbooks, CLIL materials

Resum

Recentment, un gran nombre de docents ha optat per introduir pràctiques AICLE a les escoles Catalanes. Tot i el gran impacte que aquesta nova metodologia ha tingut en el nostre context, encara són escassos els materials que s'han creat per portar a la pràctica una teoria molt ben fonamentada, així com el nombre d'estudis que s'han fet sobre aquests materials. L'objectiu d'aquest projecte és analitzar quines diferències i semblances hi ha entre els llibres de text que s'utilitzen a Anglès com a Llengua Estrangera i els llibres de text basats en AICLE. A l'anàlisi es tindrà en compte la importància que es dona a les 4 habilitats: la comprensió oral, l'expressió oral, la lectura i l'escriptura, així com la presència que té el vocabulari i la gramàtica en ambdós llibres de text. A partir d'una taula d'anàlisi es compararan i s'analitzaran els materials utilitzats a Anglès com a Llengua Estrangera i a AICLE i dels resultats obtinguts se n'extrauran una sèrie de conclusions.

Paraules clau: Llibres d'Anglès com a Llengua Estrangera, materials AICLE

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1. Introduction

In recent years, in a context characterized by globalization, European countries have seen the need to prepare their citizens with a proficient level in a minimum of two European languages in order to widen their opportunities for the future. As part of this European commitment, some schools around Europe, including Catalan schools, have found in CLIL programmes a way of fostering multilingualism. During the last 15 years Catalan schools have rapidly implemented CLIL programmes for their purported beneficial effects and the additional amount of hours of contact with the language that this approach provides. Moreover, CLIL covers some other concrete demands, according to Coyle (2010), that concern better linguistic and communicative competence, more relevant methodologies and higher levels of authenticity to increase the learners' motivation for language learning.

In order to implement CLIL programmes, the need to create different materials or even textbooks to follow during the CLIL lessons has increased. However, the lack of formal materials and the teachers' opposing attitude towards textbooks has lead some schools to design their own materials.

The main objective of this project is to analyse the similarities and differences between the EFL and CLIL materials of a particular school, in terms of the treatment of the 4 skills: listening, speaking, reading and writing, the vocabulary and the grammar presented to students. This study compares the textbook followed in the EFL lessons with the CLIL materials created by the teachers of the school.

I chose this topic because despite the rapid growth that CLIL has undergone in the last decade, CLIL materials are still experimental and in many cases far from what, according to CLIL bases, should be like. This project was regarded as an opportunity to closely observe in a real situation how CLIL is implemented and a chance to compare the materials of this recent approach with the EFL textbooks used in the same context.

This project has been developed throughout approximately a year. It started at the end of May 2014, when the topic was chosen and a proposal was presented. After being accepted,

I started gathering information from the relevant literature in order to write the theoretical framework; at the same time I designed and created the analysis chart that would enable me to evaluate the selected materials. The textbook analysis was also carried out and the results and conclusions of my study were written.

I will start this paper presenting a theoretical framework where the main aspects of CLIL and EFL are defined. As this project sets out to analyze different textbooks, I have also included in this part a section where different opinions on the use of textbooks in EFL lessons are given. The second part of this project, the study, includes the methodology followed to carry out the EFL textbook and CLIL materials analysis; the research questions, an explanation of the instrument used, the procedure followed to analyze the data and the results obtained. Thirdly, in the discussion I will answer the research questions, interpret the results and relate them with the ideas mentioned in the theoretical framework. Finally, I will state my general conclusions about the project and consider further research.

2. Theoretical framework

2.1. CLIL (Content Language Integrated Learning)

2.1.1. Defining CLIL

CLIL is an acronym that stands for Content and Language Integrated Learning. It refers to the teaching of curricular subjects through the medium of a foreign language. CLIL programmes have existed in Europe for several decades, however, it was not until 1994 that the term Content Language Integrated Learning (CLIL) was defined by UNICOM¹, University of Jyväskylä in Finland and the European Platform for Dutch Education, and launched as an acronym in 1996 (Darn, 2006a). Despite the numerous interpretations that have been given to this term, Marsh initially defined the acronym as follows: “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with a dual-focussed aim, namely the learning of content, and the simultaneous learning of a foreign language” (Marsh, 1994:27). The main idea behind this approach is that students learn a given set of content (such as maths, science, history), while at the same time they learn a foreign language that is used as a learning tool.

Its most influential source may be found in the Canadian Immersion programs in the 1960s, designed to foster the acquisition of the second language, French, by speakers of the other dominant national language, English (Dalton-Puffer, Nikula and Smit, 2010). However, it should be mentioned that the Canadian model is in fact an immersion model while CLIL, in the European context, is an educational approach born from the need to respond to some contextual and educational demands that require higher proficiency in the target language.

¹ UNICOM- Continuing Education Centre. Jyväskylä. Finland.

2.1.2. Main Principles of CLIL

Four fundamental dimensions constitute the four cross-curricular principles that should be taken into consideration to perform successfully in a CLIL program (Coyle 1999:2010). The 4Cs Framework, developed by Coyle (2010), characterizes CLIL as an instructional approach and has been so far the most common guidance for teachers when planning lessons in this type of programmes (see figure 1).

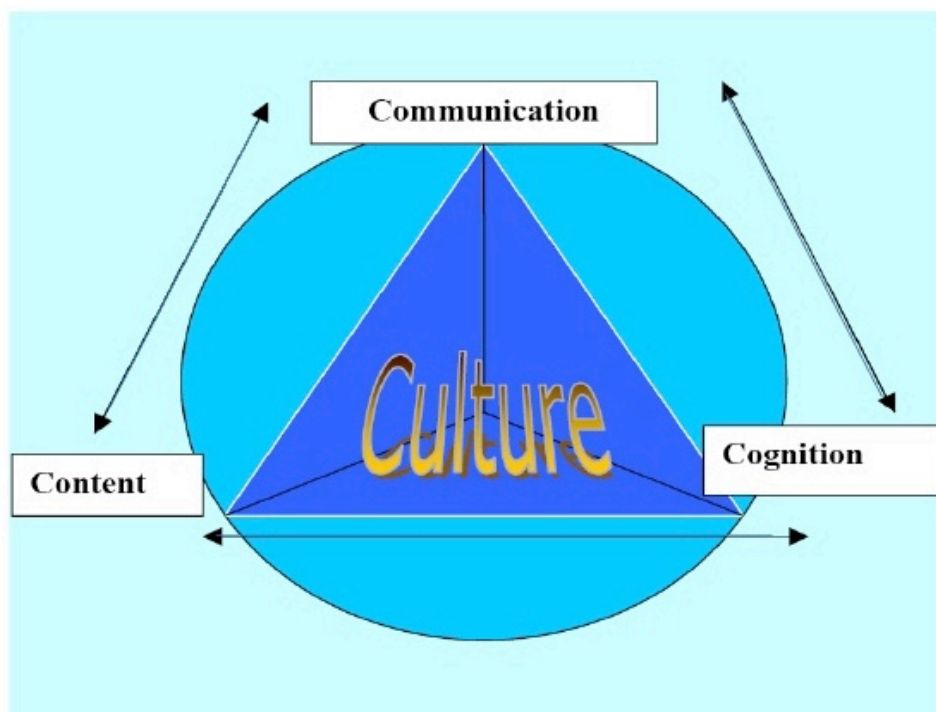


Figure 1: The 4Cs conceptual framework for CLIL

The four dimensions considered could be defined as follows (Coyle, 1999):

- **Content:** CLIL provides opportunities to study content through different languages and gives access to specific target language terminology. It also prepares students for future studies or for the working life.
- **Communication.** CLIL enables students to improve the overall target language competence, to develop oral communication skills and to deepen awareness in both, the mother tongue and the target language. It helps to develop plurilingual attitudes and interests.

- **Cognition** lies at the heart of CLIL. It refers to the thinking skills that must be developed to link abstract and concrete learning, concept formation and understanding to language.
- **Culture:** CLIL provides exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. Consequently, CLIL helps to build intercultural knowledge and understanding; it also develops intercultural communication skills and introduces the students to a wider cultural context.

A crucial aspect in CLIL is the need to rethink the role played by language learning and language using; according to Coyle “no longer can the foreign language be parcelled into grammatical progressions leaving past tenses and more complex linguistic constructions ‘until later’” (Coyle, 2005:10). Coyle’s idea reflects one of the main differences, when it comes to language learning in CLIL contexts, in contrast with the linguistic progression upon which traditional approaches to foreign language learning are based. The language needed in a CLIL lesson is different from the one used in language lessons, in the sense that students will need to discuss, argue, debate, justify and explain issues related to content using language and specific vocabulary adequate to the content studied. This is one of the reasons why scaffolding language is essential in CLIL instruction. The language required in a CLIL lesson will mainly be determined by the content taught; for this reason, determining the language **of** learning, **for** learning and **through** learning becomes a relevant issue in the CLIL approach (Coyle, Hood and Marsh, 2010) (see figure 2):

- Language **of** learning refers to the language the learners need to access basic concepts and skills related to content.
- Language **for** learning focuses on the language needed to enable individuals to learn in a foreign language environment – how to operate in a group discussion, how to develop learner strategies, how to summarise, hypothesise and ask cognitively challenging questions.
- Language **through** learning is predicated on the notion that learning cannot take place without active involvement of language and thinking. The CLIL environment

demands a level of talking and interaction that is different to that of the traditional language classroom.

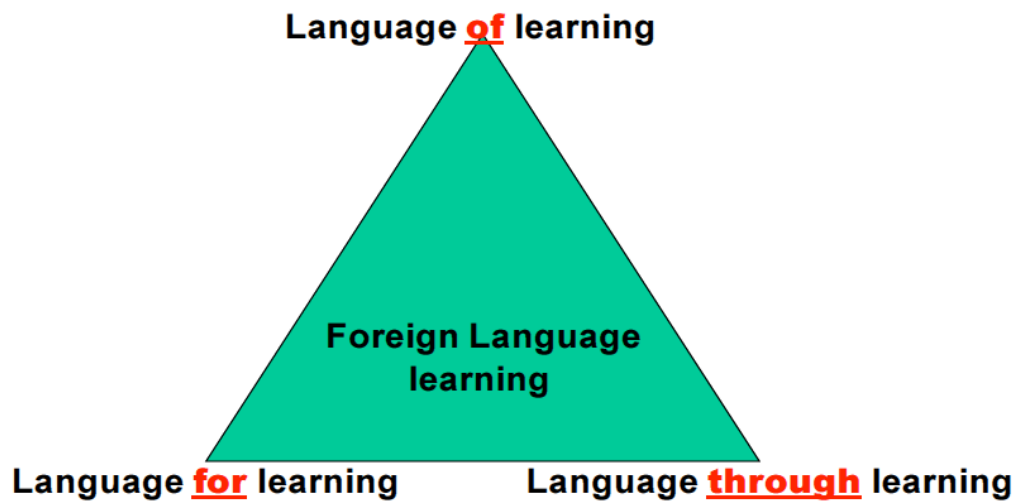


Figure 2: The language triptych

Learners in CLIL need to develop different kinds of language skills. Following Cummins' distinction, students in CLIL need to develop Basic Interpersonal Communicative skills (BICS), that is, the language skills that students will use in social situations, and Cognitive Academic Language Proficiency (CALP), the language of the subject area. They also need to be able to develop listening, speaking, reading and writing, as well as metacognitive skills that will help learners to know when and how to use particular strategies for learning or for problem solving (Clegg, 2009). These thinking skills will enable students to understand and engage in a course content, to go through difficulties and to reflect on their learning.

Another dimension of the 4Cs Framework for CLIL is cognition, the learning and thinking processes. CLIL is about allowing individuals to construct their own understandings. In Coyle's words: "in order to be effective, CLIL must challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking" (2010:54). Cognition involves not only knowledge but also the

development of intellectual skills; according to Bloom's Taxonomy², there are six major categories of cognitive processes (see figure 3 below).

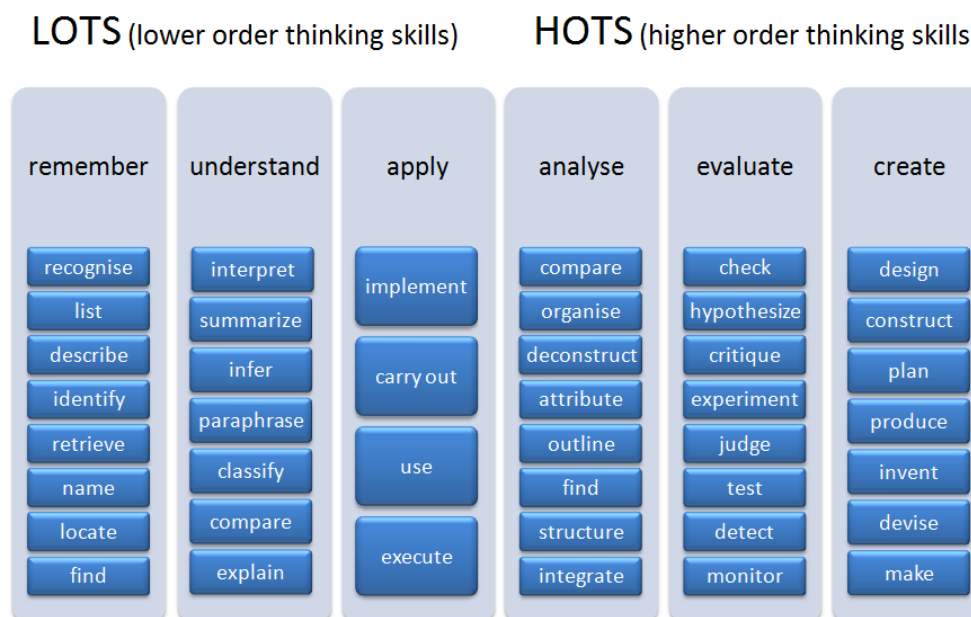


Figure 3: Bloom's Taxonomy revised in 2000 by Anderson and Krathwohl.

CLIL lessons should contribute and promote the development of both higher order and lower order thinking skills; for this reason Bloom's taxonomy is a highly useful tool to consider when planning lessons on this approach and for evaluating activities in relation to this domain.

This section has addressed the main principles of CLIL and its definition. The next section will deal with the main constituents of EFL.

² Created in 1956 by the educational psychologist Benjamin Bloom and revised in 2000 by Lorin Anderson, former student of Bloom, and David Krathwohl.

2.2. EFL (English as a Foreign Language)

2.2.1. Defining EFL

The acronym EFL stands for English as a Foreign Language and it refers to the teaching of English to students whose first language is not English. What mainly differentiates EFL from CLIL is the approach to language learning. The main objective in an EFL lesson is to learn the foreign language. Everything done during an EFL lesson is prepared in order to create situations where students can learn the L2, whereas a CLIL lesson has a dual focus: the learning of the language and at the same time the learning of content.

In order to talk about FL learning it is necessary to refer to Communicative Language Teaching (CLT), a functional or communicative approach to language teaching. CLT aims to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge interdependence of language and communication (Richards and Rogers, 1999). Although there is not any single model that is universally accepted as authoritative, the notion of direct practice, “learning by doing”, is central to most CLT interpretations, as well as its learner-centered or experience-based view of second/foreign language teaching. With the main purpose of achieving the ability to use the linguistic system effectively and appropriately, the teaching of the four skills: listening, speaking, reading and writing, is an essential part of this approach as is the teaching of the linguistic system: vocabulary and grammar.

Among the four skills I will initially define listening and speaking because these are the two main skills to which learners of EFL are exposed first. Young learners need to start with plenty of listening practice, and opportunities to listen to rich input that will naturally lead to speaking tasks (Pinter, 2006). When it comes to listening, the main source of input that young learners have is the teacher; however, it is essential that they are exposed to a great variety of listening texts, videos or audio tapes. Listening is an active skill that is often difficult for young learners because of different aspects such as the length of the text they listen to, the speed of the speech or the lack of gestures and facial expressions when the input comes from recorded materials instead of the teacher. For this reason, students develop two different sub-skills that will help them to decode the listening input they are

exposed to. The first set is referred to as “bottom-up” skills. This type of skills allows learners build up language from constituent parts; using the knowledge they have from the linguistic system, students segment the speech they hear and make sense of it. The second set is called “top-down” processing: through which students are able to fill in gaps in their understanding, make guesses and interpretations relying on their mental frameworks for various topics and their knowledge of the world.

The second skill that I mentioned is speaking. According to Pinter (2006:55), “learning to speak fluently and accurately is one of the greatest challenges for all language learners”. Nevertheless, this is a difficult goal to achieve because in order to speak fluently, learners have to speak and think at the same time, monitoring their output and correcting mistakes, and planning what they are going to say next. To speak fluently in a foreign language a lot of practice is required. Since many young learners are still not competent speakers in their mother tongue when they are initially exposed to a foreign language, the most realistic idea is to focus on practicing and drilling set phrases and repeating models that despite being simple are purposeful and meaningful to prepare students to be able to talk about themselves and their world in interaction with their friends and other speakers of the language. The first building blocks that allow children to move from listening to speaking are the so-called “unanalyzed chunks”. Children remember phrases from previous input and reproduce them without conscious analysis, they may understand them but they may not know how many words constitute it or what each word means in isolation. Students start to use fixed chunks that must be completed with personal items until they are able to use the language more freely (Pinter, 2006).

When children are able to understand and speak English, that is the moment to introduce the written language; and similarly to the previous skills, reading will come before writing. Once students are able to decode written words easily, they will then be able to start writing them. As far as reading is concerned, it is important to mention that there is no formula to follow or no single most effective technique to use when teaching reading because what may be useful in one situation may fail in another case (Pinter, 2006). If there is no formula for teaching reading to children whose first language is English, there is definitively no fixed formula for teaching reading in EFL situations where contexts can be

varied and complex (Pinter, 2006). However, despite the fact that in most contexts children do not have a strong background in oral English when they start reading or writing, they bring some advantages linked to their previous experience in the first language, they have some understanding of what reading is and they are likely to use strategies that worked in their first language reading, such as spelling, trying to sound things out or comparing sounds and letters.

The last skill to be mentioned is writing. Writing is a complex skill that is often taught in parallel with reading and it progresses from the level of copying familiar words and phrases to developing an awareness of text structures, genres, the processes of drafting and editing, and writing for an audience (Pinter, 2006). When taught to EFL children, it is important to take into consideration their specific language background and the type of language system in their first language, because depending on it they will need more or less practice with the mechanical basis of writing. It is useful to start copying and tracing and afterwards move on to games and activities that involve word writing, such as gap-fill exercises or matching pictures with words. Free writing will come next, in older children, preceded by sentence level writing practiced in speech bubbles, writing instructions, shopping lists, recipes, puzzles or simple diaries, for instance. It is in this stage when learners may start to see clear reasons and significance for writing.

Apart from the four skills, vocabulary and grammar must be taught to young English learners. Needless to say, the language skills and the language system are inseparable processes, in the sense that when a skill is being taught vocabulary and grammar are being implicitly exposed to children. It is important to mention that vocabulary and grammar are interdependent components of the language system. This means that not only learners need to know a large list of vocabulary and numerous grammatical structures in isolation, but they also have to understand the complex interaction between them. For this reason, vocabulary and grammar are better taught and learnt in combination. When it comes to young learners, Pinter (2006:86) suggests that “vocabulary and grammar should be learnt in a holistic way and only when they grow older and begin to show interest in language analysis, can separation begin with the powerful tool of analysis while they continue to learn from rich input”. Grammatical structures must be learnt in significant contexts such as

stories, songs and rhymes, which are excellent holistic approaches to teach vocabulary and grammar together. They allow children to learn through active participation, physical actions and singing along without any reference to the first language, manipulation of the component parts or explanation of the grammatical structure. Children learn vocabulary at an astonishing pace. They can pick up words and understand their meaning well before the concept of grammar (Pinter, 2006). When presenting vocabulary, it is important to first introduce things that are significant for them, that they can see, feel, play with, touch and experience easily, making meaning apparent with objects from the class or pictures, without the need of the first language. TPR (Total Physical Response) activities are important in this context to ensure that children can hear new vocabulary in a meaningful manner and respond nonverbally first. As well as TPR, the use of rhythm is also essential in vocabulary learning, it has been proved that it helps learners to remember difficult or unfamiliar words for them.

The main constituents of EFL and its definition have been exposed in this section. A brief explanation of the four skills: listening, speaking, reading and writing, has been given and some information about the learning of vocabulary and grammar has been provided. The next part will address the use of textbooks in EFL.

2.3. Textbooks in EFL

As the numerous methodologies used in EFL have changed throughout years, this change has also affected textbooks that in most cases have been the best tools to reflect the new theories and findings in foreign/second language acquisition.

Textbooks and related teaching materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction advances in information technology [...] (Wen-Cheng, Chien-Hung and Chung-Chieh, 2010:91).

However, the use of textbooks in class is a very controversial topic among which very different opinions are given. Some theorists are quick to point out the extensive benefits of using EFL textbooks. For instance, Haycraft (1978) claims that one of the main advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when using them. Secondly, as Sheldon (1988) has indicated students often harbor expectations about using a textbook in their particular language classroom and believe that published materials have more credibility than teacher-generated ones. Another common opinion mentioned by O'Neill (1981) is that textbooks are sensitive to students' needs, even if their design is not specific for them but for a group of learners with common needs. Fourthly, textbooks can be seen as an important reduction of the occupational overload of teachers for the low lesson preparation time that they require, allowing them the opportunity to invest their time in more worthwhile pursuits (O'Neill, 1981). Fifthly, as mentioned by Cunningsworth (1995) textbooks have several additional roles such as being an effective resource for self-directed learning, for presenting material, a source of ideas and activities, a reference for students, a syllabus where they reflect predetermined language objectives and support for less experienced teachers who have yet to gain in confidence. Finally, Hutchinson and Torres (1994) suggest that textbooks may play a pivotal role in innovation. They mention that textbooks can guide teachers through disturbing and threatening change processes,

demonstrate new and/or untried methodologies, gradually introduce change and create scaffolding upon which teachers can build a more creative methodology of their own.

However, despite the aforementioned theorists that can see the use of textbooks as a great advantage for students and teachers, there are many researchers and practitioners who do not necessarily accept this view and retain some well-founded reservations on the subject (Litz, 2005). Allwright (1981), for instance, points out that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors and, in so doing, influence the classroom setting by imposing external objectives on students as well as incongruent instructional paradigms on teachers who use them. Other theorists criticize textbooks for their inherent social and cultural biases. As cited by Litz (2005:6) "Researchers such as Porreca (1984), Florent and Walter (1989), Clarke and Clarke (1990), Carrell and Korwitz (1994), and Renner (1997) have demonstrated that many EFL/ESL textbooks still contain rampant examples of gender bias, sexism, and stereotyping." Other authors claim that textbooks are too contrived and artificial in their presentation of the target language considering their language models and dialogues unnatural for communicative or cooperative language teaching, because they do not prepare students with the language that they will have to use in the real-world (Brazil, Coulthard, and Johns, 1980; Levis, 1999: cited in Litz, 2005). Finally, some researchers such as Prodromou (1998: cited in Litz, 2005) and Alptekin (1993: cited in Litz, 2005) have focused on the use of the target language culture as a vehicle for teaching the language in textbooks arguing that such a process inevitably forces learners to express themselves within a culture of which they have scarcely any experience and this may cause alienation, stereotyping, or even reluctance or resistance to learning.

Although lots of criticism on textbooks has been made, they are still the essential constituents to many EFL classrooms and programs (Litz, 2005).

3. Study

3.1. Research objective

As I have already mentioned in the introduction, this project aims to analyze the similarities and differences between EFL and CLIL books³ when it comes to the 4 skills, the vocabulary and grammar. In order to do so, a main research question was posed and four sub-questions were formulated constituting the guidelines of my study:

1. What are the similarities and differences between EFL and CLIL textbooks when it comes to the treatment of the different skills, the vocabulary and the grammar?
 - 1.1. Do the four skills appear in both, the EFL materials and the CLIL materials analyzed?
 - 1.2. Are they given the same importance?
 - 1.3. Are there the same types of activities in the EFL textbooks and the CLIL materials analyzed?
 - 1.4. Are there vocabulary activities both in the EFL materials and the CLIL materials analyzed?
 - 1.5. Are there grammar activities both in the EFL materials and the CLIL materials analyzed?

³ The original idea was to analyse a textbook in EFL and CLIL contexts. However, as I analysed the books used in my training placement, the school creates its own CLIL materials. Therefore, I analysed the materials and not a CLIL textbook.

3.2. Participants and materials

As mentioned before in the previous section, the objective of my project is to analyze the similarities and differences between EFL and CLIL textbooks in terms of the four skills, the vocabulary and grammar provided.

The study was carried out in a Catalan school set in a small city. It is a semi-private school that offers education from early years until high school. The school roll is more than 1.000 students and 100 educators of different fields. I chose this school because, as far as FL is concerned, the learning of English as a foreign language is one of their main objectives, and despite being a referent in the schools around, they keep on working in order to improve their results and get better in the English area. Another main reason for my choice is the fact that in this school English is taught through a combination of EFL and CLIL lessons, which allowed me to see the impact of CLIL and EFL materials in a real situation with the same sample of students.

The level in which I set to do my study is 3rd grade A, a group of 24 students. The students in this level are exposed to English 4 hours a week, 3 EFL lessons and a CLIL one. Two out of the three EFL lessons are carried out with only half the group; once a week children are exposed to a CLIL lesson in which they do science during the first and second terms and mathematics along the last term.

Concerning textbooks, the school uses different models depending on the level. From 3rd to 6th, in the EFL lessons, they use the same book called *ACE!* published by Oxford University Press (2012). This book was chosen by the school for its dynamic and contextualized activities, for promoting motivation among students and amusement during the lessons. It is divided into two parts: the Class Book, where the activities that do not need a written answer are presented, and an Activity Book with all the written activities suggested by the authors. When it comes to CLIL, the situation is different. The school decided not to use textbooks, since they aim to create their own materials for all subjects in the near future; their aim is to turn the books into a consulting source. The first materials that they started to create are the CLIL ones; they decided to start from this point, and keep on changing the

other subjects gradually. This is the reason why instead of a book, as I had initially planned, I analyzed the materials, that were created by the teachers of 3rd grade for their CLIL lessons.

As far as teaching is concerned, the students in this school have different teachers when doing EFL or CLIL. The EFL teacher is one of the English teachers in the school that teaches this subject from 1st grade to 4th grade. She is a primary homeroom teacher who specialized in English Instruction. She is highly proficient in English. As for the CLIL teacher, she is the class tutor and she is also a primary homeroom teacher, and apart from teaching Science and Mathematics in English (CLIL), she is their teacher in most of the subjects. Even though she is not an English specialist, her level of English is high.

All the information about the English instruction in the group chosen can be summarized in the table below:

Type of Instruction	Hours of exposure per week	Materials	Group features	Teacher	Place where the lesson takes place
EFL	2 hours – Full group 1 hour – Half group	Textbook Ace 3!	3 rd A 8-9 years old	English specialist: Native-like speaker	English class
CLIL	1 hour a week	Own materials created by the teachers	24 students	Group tutor: High English Level (B2)	Ordinary class
Total hours: 4 hours					

Figure 4: The organization of English at the school.

3.3. Instruments

In order to analyze the textbooks and the materials I used a chart for the analysis. This instrument sets out to examine carefully the characteristics of EFL textbooks and CLIL materials to be able to answer my research questions. The chart was designed with the objective of doing an analytical description of the four skills, the vocabulary and the grammar presented in the EFL textbooks and the CLIL materials for 3rd graders.

The instrument is based on Littlejohn's (2011) analytical description table, used in primary school English textbook analyses. Despite taking the main ideas from the previously mentioned chart, I decided to create my own one (see appendix 1) because not all the parameters and items used by Littlejohn were relevant to my project. Thus, I selected the most important ones in relation to the aspects that I wanted to analyze from the textbooks and I added some others that were not present in the initial table.

The chart was divided into 3 main parts: skills, vocabulary and grammar. In order to analyze the treatment of the four skills four items were considered. Firstly, the presence or not of each skill; secondly, the number of activities in the whole book devoted to each skill; in the third place, the amount of activities in relation to the group options (whole class, small groups, partners or independent⁴) for every different skill. This classification was taken from the SIOP Model (Sheltered Instruction Observation Protocol) (Echevarria, Vogt and Short, 2008). Finally a description and account of the types of activities proposed for listening, speaking, reading and writing considering whether if they could be carried out as isolated skills or in a combination of different integrated skills was also considered for the analysis.

In the specific case of writing, a further study was carried out. Writing activities were also analyzed and classified according to the type of output that they required. Using Pinter's (2006) nomenclature, two items were considered in this specific analysis: the amount of word level tasks and the number of sentence level activities.

⁴ Independent activities are understood as individual activities.

The presence of vocabulary activities in the book and the materials was examined through an item that considers the number of vocabulary activities in the books. As for grammar, the presence this type of activities was analyzed by counting the number of activities that mainly focus on grammar.

3.4. Procedure

3.4.1. Data analysis

With the intention of analyzing the data collected from the textbooks, all the activities from both, the EFL and the CLIL materials, were accounted and classified according to the skill they belonged to, the group option suggested by the publisher and the aspect of language that they focused on: vocabulary or grammar. However, with the purpose of analyzing all the information gathered, different criteria were established in relation to the different items that were evaluated.

In the first place, in order to account for the amount of activities in relation to each skill some aspects had to be taken into consideration. Many activities integrated different skills, which made it difficult to classify them in a particular ability. To do so, the skill which was strictly necessary in order to achieve the goal of the activity was considered as the main skill and the rest of skills involved, that is, the integrated skills, were considered to be secondary. In Appendix 2 an example of an EFL activity in which two skills are involved is given. In this case, the instructions of the activity involve reading and speaking, however, the speaking part requires the understanding of text, for this reason reading has been considered as the main skill and speaking the secondary. In appendix 3 a similar example is provided from the CLIL context, in this activity students listen to a video from YouTube and at the same time read some bubbles that appear in the video, however the most important skill was considered to be listening because reading is only a support that provides students with the essential information to understand the rest of the listening. Furthermore, in the EFL textbook, there was a huge amount of tasks while in the CLIL materials analyzed, due to the fewer number of hours devoted to this approach in this school, the quantity of tasks was considerably smaller. With the purpose to equate the different amounts of activities I considered the total amount of activities of each approach, EFL and CLIL, to be 100 and calculated the number of activities in proportion to this percentage, so that the results obtained could be compared among them.

Secondly, when analyzing the number of the activities of the different group options in each skill, a similar situation to the previously mentioned one occurred. In order to calculate the

percentages, as I had already done with the skills, I equated the total number of activities for each skill to 100. No matter if the total amount of activities per skill was 3% or 49% they were all considered to be 100%, and the percentage of activities of each grouping type in a precise skill was calculated according to the total value.

Another criteria had to be considered in relation to the amount of skills that each activity required. Some activities implied one skill whereas other activities implied more than two. In order to classify them an activity was considered to combine integrated skills when the instructions implied different skills. One-skill activities were considered to be the tasks that only required an ability in order to be solved. The table below shows the different skill associations that appeared in the materials:

Speaking	Listening	Reading	Writing
<ul style="list-style-type: none"> • Say • Say and Listen • Say and Read • Say and Write 	<ul style="list-style-type: none"> • Listen • Listen and Say • Listen and Read 	<ul style="list-style-type: none"> • Read • Read and Say • Read and Listen • Read and Write • Read, Listen and Say 	<ul style="list-style-type: none"> • Write • Write and Listen • Write and Read

Figure 5: Skill associations in EFL and CLIL activities.

The percentage of integrated skills activities and one-skill activities was calculated by counting the total number of tasks of each type. Then, the total amount of activities of EFL and CLIL were equated again, as in the first case and the percentage representing each type of activities, integrated skills or one-skill, was calculated. The different combinations in the integrated skills activities were not taken into account.

In order to classify the writing activities in word level or sentence level tasks a criteria was set. Word level activities were considered to be the ones that implied word answers. Sentence level activities are those that imply building a sentence in order to response the question. With the purpose to calculate the percentage of each type of activities, the

amount of writing activities was equated again to 100% and the percentage of each type of tasks was calculated in concordance.

Fourthly, the activities were classified according to which aspect of language they focused on: vocabulary and grammar. The criteria established to do this classification was that only activities that focused exclusively on one of the aspects would be considered, leaving the rest in a group of activities that combined vocabulary and grammar. Examples of activities focused on vocabulary are provided in appendix 4 and appendix 5 of both EFL and CLIL approaches. The aim of these tasks is to identify words (vocabulary) from pictures, without using any grammatical structure. What have been considered grammatical activities are those tasks focused on the learning of a given structure (see appendix 6 and appendix 7 for examples of EFL and CLIL grammar activities). These activities require students to write sentences following a particular grammar structure. Apart from these two types of activities, a great deal of tasks combining vocabulary and grammar have also been found, for instance songs, stories or reading activities where vocabulary and grammar are taught in a holistic way (see appendix 8 and appendix 9).

It is necessary to mention that in a few cases Hands-On activities have been found in CLIL materials. In this type of activities students must perform physically learning by doing, with no focus on a particular skill or part of the language (see appendix 10). This is the reason why these activities have not been accounted in the study.

3.4.2. Results

In this section of the project the results of the analysis are presented. After filling in the analysis chart with the information of the book and materials analyzed, some graphs were created in order to show the results obtained and better compare the differences and similarities between EFL and CLIL materials.

In Figure 5 and Figure 6 below, the results obtained in the analyses of the four skills are shown. The two graphs compare the amount of activities focused on each of the four skills: listening, speaking, reading and writing in the EFL book and the CLIL materials analyzed. In Figure 5, it can be observed that the four skills are treated in a very balanced manner in the EFL textbook, all the percentages are close to 25%, being listening the skill with the lowest amount of activities and reading the most numerous skill. In contrast, Figure 6 shows a disproportion in the number of activities per skill in CLIL materials. Nearly half of the activities are devoted to writing which is the skill with the greatest amount of tasks, followed by reading with 41% of activities. While reading and writing are given an enormous importance, listening and speaking are left in an almost unnoticeable situation. 7% of the activities are focused on listening and 3% are devoted to speaking.

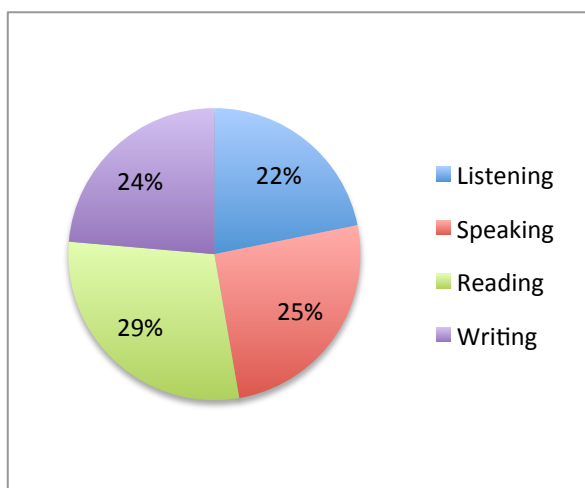


Figure 6: Amount of activities in the four skills in an EFL textbook.

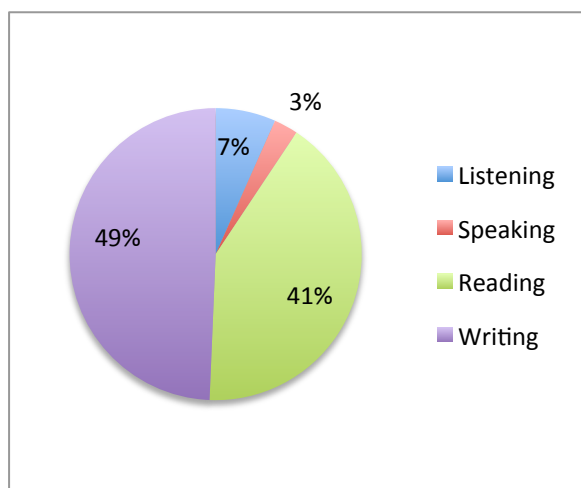


Figure 7: Amount of activities in the four skills in CLIL materials.

Figure 7 and Figure 8 below, show the results for the different group options proposed in the EFL and CLIL activities and compare the amount of each type of tasks in each different skill. In Figure 7 (EFL) the most common grouping type in EFL activities among all the skills is independent tasks. There are two skills, listening and writing, in which activities are only presented as independent tasks with no attention to partner, small group or whole class activities. However, in reading, although independent tasks are the most frequent ones, some partner activities can be spotted. Concerning speaking, it is the only skill in which partner activities are more numerous than independent tasks⁵. Moreover, a few small group activities can be found among speaking tasks, becoming the only skill in which activities in small groups are presented to students. It is also shown in the graph that there are no whole class activities in the EFL book in any skill.

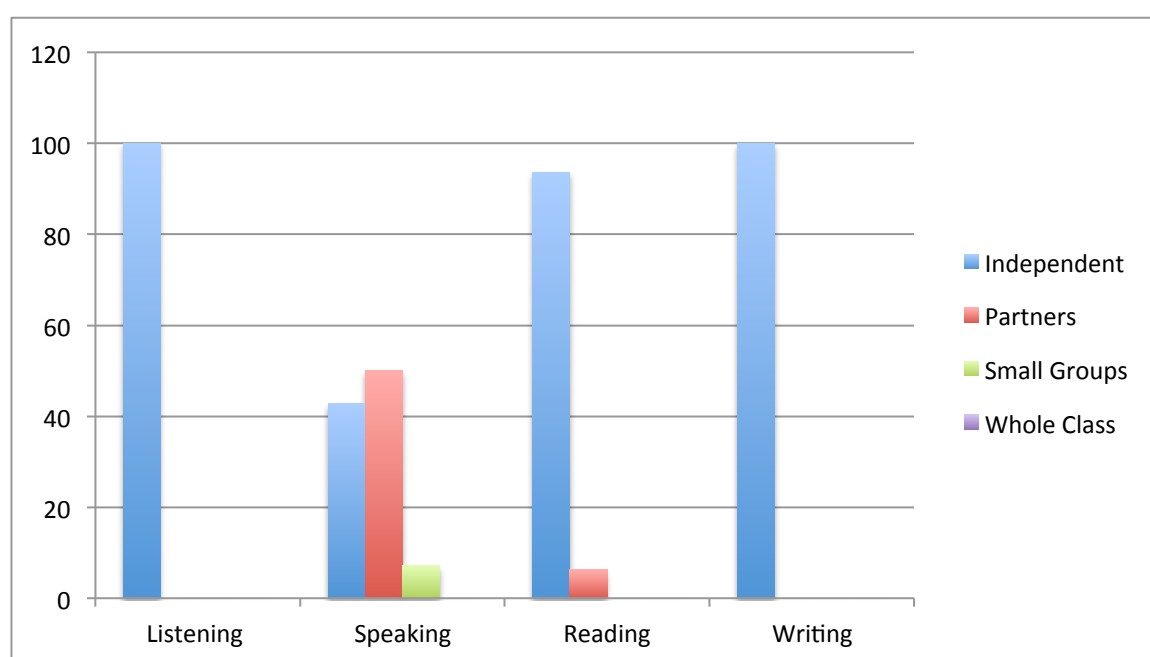


Figure 8: Group options in the four skills activities in an EFL textbook.

The results of the types of grouping tasks in CLIL materials can be found in Figure 8. Despite the abundance of independent activities, the presence of partner, small group and whole class tasks increases significantly in CLIL materials. Figure 8 shows that independent activities are still the most numerous ones in reading, listening and writing but there is no

⁵ In independent speaking activities students have to repeat what they hear in the recording or answer individually the teacher's questions.

presence of such grouping in speaking tasks. Speaking is addressed with whole group activities exclusively, unlike in the EFL textbook where partner activities were the most frequent in this skill. Whole class tasks have also an important role in listening and reading in CLIL materials. Another important aspect of the graph is the presence of numerous small group and partner activities in reading and writing tasks, different from Figure 7 where these skills were nearly only addressed with independent activities.

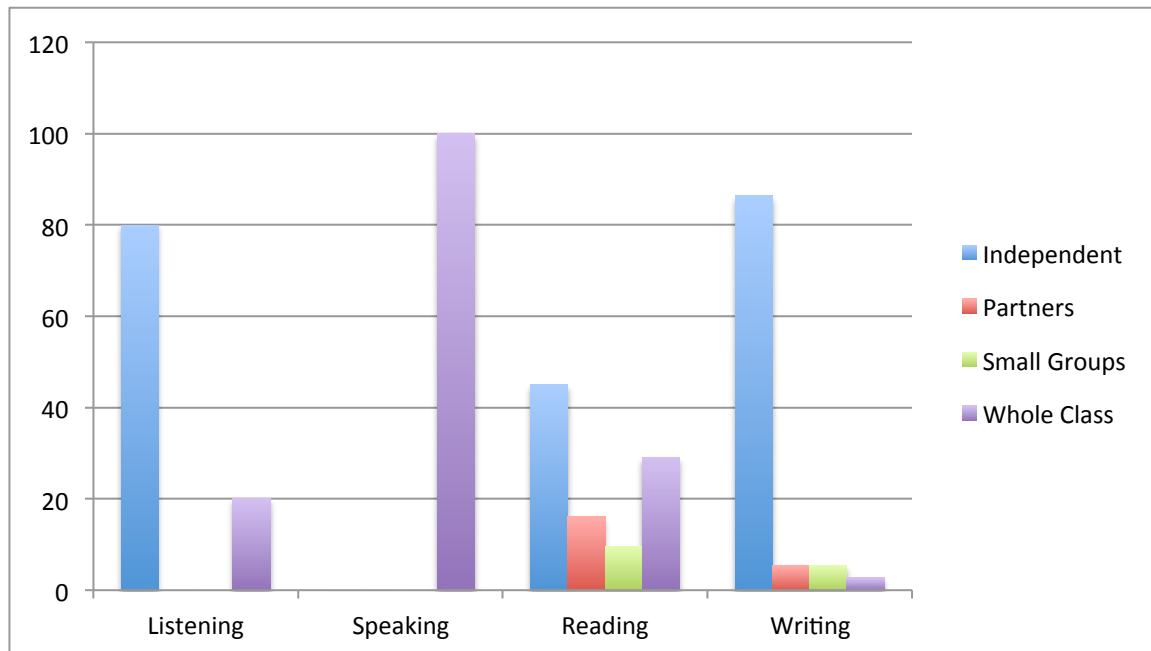


Figure 9: Group options in the four skills activities in CLIL materials.

In the particular case of writing a further study on the types of activities was carried out. Figure 9 and Figure 10 show the amount of writing activities requiring word level and sentence level answers. If the presented results are observed, it can be seen that in the EFL textbook word level activities (54%) and sentence level activities (46%) are devoted a similar quantity of tasks. However, word level tasks are slightly more numerous. If we focus our attention on Figure 10, the percentages differ significantly. In CLIL materials word level activities represent 71% of tasks, nearly two third parts of the tasks, while sentence level activities are only addressed in 29% of cases.

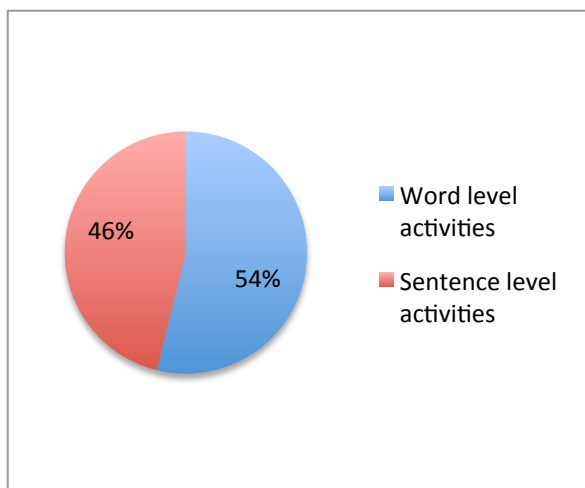


Figure 10: Number of word level and sentence level activities in an EFL book.

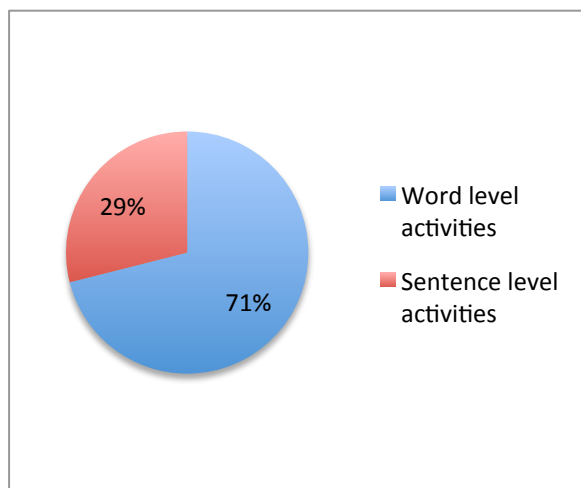


Figure 11: Number of word level and sentence level activities in CLIL materials.

Apart from the group options, the activities have also been analyzed considering the amount of integrated skills they involve. Figure 11 and Figure 12 enable us to compare the number of activities that only focus on one skill with the amount of tasks that involve integrated skills. Once again, huge differences can be seen if we compare the EFL textbook and the CLIL materials analyzed. It can be observed in the first graph (see Figure 11 below), that the amount of activities that integrate different skills and the number of tasks focusing on just one skill are approximately the same. However, activities focusing on one skill are slightly more numerous than the activities that involve more than one skill. Despite not being showed in the graph, when the pattern of integrated skills activities is observed, the most frequent combination of abilities is listening with speaking and reading with listening.

In the CLIL analysis, if we focus our attention on Figure 12 we can see that the graph is not balanced to any extent. Thus, the quantity of activities focusing on a single skill is much higher (80%) in comparison to the number of activities that require the integration of different skills (20%). In this case, the most frequent combination of skills is the union of writing and reading skills and listening and reading.

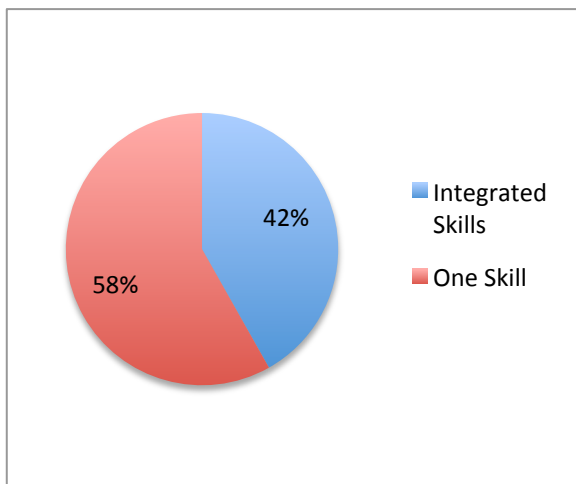


Figure 12: Number of activities involving one skill or integrated skills in an EFL book.

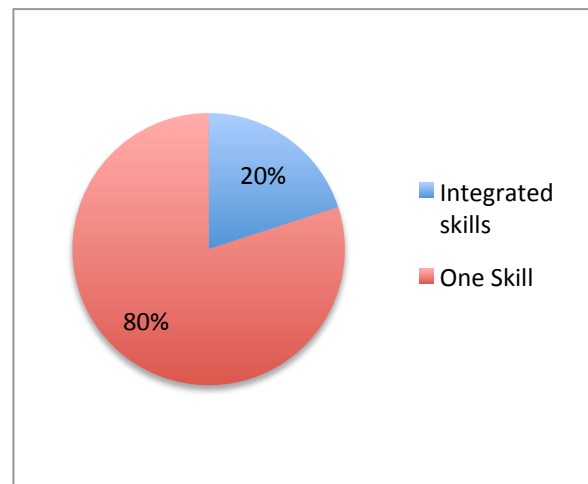


Figure 13: Number of activities involving one skill or integrated skills in CLIL materials.

The last item that was evaluated in the study is the presence of vocabulary and grammar activities in the EFL textbooks and CLIL materials. Figure 13 and Figure 14 below, show the amount of vocabulary, grammar and vocabulary and grammar activities in the EFL and CLIL materials analyzed.

If we focus our attention on the EFL textbook (see Figure 13 below) we can observe a balanced graph with a similar percentage of activities of each field. Activities that combine vocabulary and grammar are slightly more numerous (36%) than the ones specifically focused on one aspect of language. Vocabulary is the least numerous value (30%) despite being very close to grammar activities (34%) and combined tasks. As far as CLIL is concerned (see Figure 14 below), 71% of tasks are vocabulary activities and 9% of tasks are devoted to grammar. Thus, the amount of activities combining vocabulary and grammar (20%) is not so different from the number of this type of activities in EFL (36%).

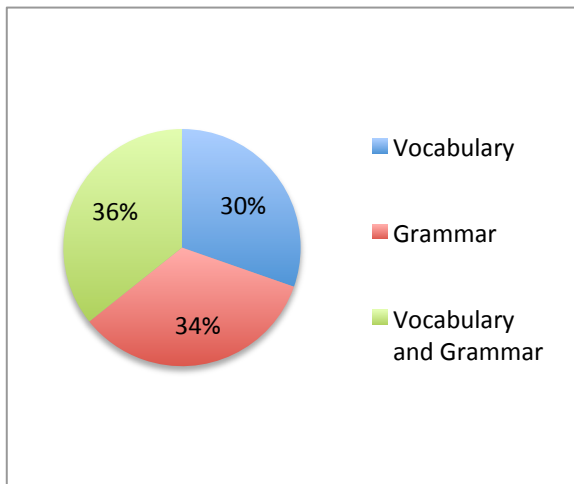


Figure 14: Activities focusing on vocabulary and grammar in an EFL textbook.

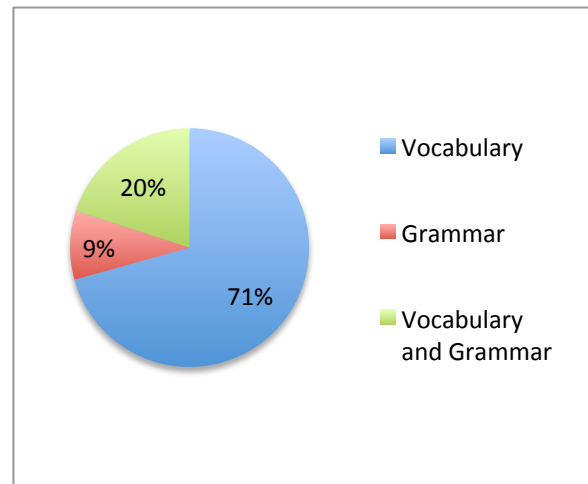


Figure 15: Activities focusing on vocabulary and grammar in CLIL materials.

4. Discussion

As mentioned before, this research project aimed to find out the similarities and differences between EFL and CLIL materials in terms of the 4 skills, the vocabulary and the grammar presented. In this section, I endeavor to answer the research questions posed as guidelines of my research according to the results obtained in the analysis of the EFL textbook and the CLIL materials and to interpret them.

R.Q.1: What are the similarities and differences between EFL and CLIL textbooks when it comes to the treatment of the different skills, the vocabulary and the grammar?

When analyzing the data collected and presenting it in graphs it was observed that the EFL textbook and the CLIL materials analyzed differ in many aspects, such as the importance given to the four skills, the presence of vocabulary activities and the amount of grammar tasks, presenting a more balanced distribution in EFL than in CLIL. However, although there are more differences than similarities, some common aspects can also be spotted in the analyzed materials. For instance, both types of materials include activities devoted to the four skills; in all the materials, there are activities that focus on grammar and vocabulary and on grammar and vocabulary together; different group options are taken into account in the two different materials and both, activities focusing on one skill and activities combining different skills, appear in the different materials analyzed.

This point may found its origin in the fact that EFL textbooks have an experienced group of experts behind that considered all these aspects when creating and designing the textbooks, while CLIL materials were created by teachers from a particular school with different experience in the design and creation of the syllabus of a subject. Not much consideration on the distribution of skills, vocabulary and grammar activities may have been taken.

In the following answers this research question will be further discussed and by answering other subquestions a more detailed picture of this main question will be given; this is the reason why no more information is given at this point.

R.Q.1.1. Do the four skills appear in both, the EFL materials and the CLIL materials analyzed?

If we consider the presence or absence of the four skills in the EFL and the CLIL materials analyzed, it can be stated that in both approaches activities of listening, speaking, reading and writing were found.

It is a well-known fact that activities related to the learning of the four skills must appear in whatever language approach is taken; according to Darn (2006b) "In a CLIL lesson, all four language skills should be combined." When it comes to EFL, linguists affirm that integrating the four language skills in instruction raises learners' proficiency levels and enables advanced language learning (Widdowson, 1978). Moreover, the integration of the four skills means the presence of input (listening and reading) and output (speaking and writing), both essential for the learning of a language. According to Krashen (1985), abundant input is required for the acquisition of a second language. Swain (2000) mentions that output has a potentially significant role in language development, since it pushes learners to process language more deeply, stimulating learners to move from the semantic processing prevalent in comprehension to the complete grammatical processing needed for accurate production.

R.Q.1.2. Are they given the same importance?

Considering the results, the answer to this question varies depending on the approach, EFL or CLIL. In Figure 5 and Figure 6 it can be seen that while in EFL each skill represents approximately 25% of the total number of activities, in CLIL writing (49%) and reading activities (41%) are considerably more numerous than speaking (3%) and listening tasks (7%). Thus, it can be stated that the four skills are not given the same importance in the two approaches. However, if we pay attention to the importance given to each skill, in EFL the four skills are given the same importance while in CLIL they are not.

The similar amount of activities devoted to each skill in EFL could be explained by the belief that productive skills (writing- speaking) and receptive skills (reading-listening) are two sides of a coin that cannot be separated in language learning because one skill can reinforce another in a number of ways (Harmer, 2001). Thereby, a balanced distribution of the four

skills is advisable in the FL instruction. However, if we pay attention to the results obtained in the CLIL materials' analysis, we can find that there is no balance at all in the amount of activities devoted to each skill. Writing and reading are given an enormous importance in comparison to speaking and listening. This imbalance could be due to the fact that the materials analysed do not reflect the oral activities that may have been done during the lesson or all the listening input that students get from the teacher's explanations of the content. If that was not the case, the basis of such results could be found in the fact that reading and writing were used as supporting skills in numerous tasks helping to enable students' comprehension, and in so doing increasing the amount of this type of activities in detriment to the listening and speaking tasks. However, as Rebecca Oxford (2001) point out "All the language skills might be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume"; this may explain the treatment of the four skills in the CLIL approach taken by the school. Although the four skills are not given the same importance there is still a balance between input and output (listening and reading: 48% of activities, speaking and writing: 52%), however, it cannot be confirmed that input and output are varied enough to guarantee that they can be used in different contexts to accomplish all the functions for which language is required (Muñoz, 2007). Nevertheless, despite what has been discussed above, it is necessary to consider that, apart from CLIL, students take 3 EFL classes a week, during which they are exposed to the four skills in a much more balanced way.

R.Q.1.3. Are there the same types of activities in the EFL textbooks and the CLIL materials analyzed?

The activities have been analyzed according to three criteria, firstly, the group option (independent, partners, small groups, whole group) in which each activity was presented; secondly, the amount of skills involved in the tasks, one skill or integrated skills; and thirdly, in the written activities, the output required: activities focusing on the production of answers at word level or at sentence level.

The different types of activities analyzed appear both in the EFL textbooks and the CLIL materials. However, even if they appear in the two approaches the amount of activities of each type is different in each particular analysis.

If we focus our attention to the group options of each skill, it can be seen that, in EFL, the variation of groupings is lower than in CLIL. Independent activities have a great impact on EFL tasks; listening and writing are carried out only with this type of grouping, while in CLIL listening and writing skills also present whole class, partners and small group activities, but most activities are still independent ones. If speaking and reading are considered, in EFL, speaking is developed with three kinds of group options: independent, partners and small groups, and reading with independent and partner activities. In CLIL, there have only been found whole class speaking tasks, while reading is presented with activities of all group options: independent, partners, small groups and whole class.

The great amount of independent activities in both approaches may be explained by the nature of the four skills: all of them present tasks that even if they can be done in groups, they require individual thinking processes to be solved, with no need to interact with others. However, some tasks may be more demanding and be better solved with the help of some pupils. In general terms, CLIL presents a wider range of group options than EFL, where the whole class grouping is not considered. Activities that imply interaction are necessary in FL instruction contexts, “there is now widespread acceptance that the oral interactions in which second language (L2) learners participate provide one of the main sources of data for L2 acquisition” (Ellis, 1991:3). Moreover, Michael Long’s (1996) interactional hypothesis suggests that conversations that take place in the process of negotiating a communication problem help to make input comprehensible to an L2 learner. This is the reason why presenting small groups, partners or whole class activities is highly important in FL teaching contexts.

When it comes to the amount of integrated skills activities and one-skill activities that are presented in each approach, the results are also different. While in EFL 42% of tasks involve more than one skill and one-skill activities represent 58% of the total number of tasks, in

CLIL, integrated skills represent only 20% of the total amount of activities and one-skill tasks 80%.

If the results obtained in EFL are considered, a balanced distribution of these two types of activities can be observed. This is a very positive aspect if we consider that it is commonly thought that EFL curricula and textbooks around the world tend to focus, all too often, on just one of the four skills (Supriatna, 2011). However, even if the combination of integrated skills is very important, it is also necessary to have some activities focusing on one skill. According to Mohan (1986) “the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning”. In contrast, if we focus our attention on CLIL, the results show a highly more numerous amount of activities focusing on one skill than the number of tasks involving integrated skills. Considering that CLIL is known to be an approach where language is learned in a contextualized manner, it is surprising to obtain such low results on integrated skills tasks, since we know that “the integrated-skills approach, [...] exposes English language learners to authentic language and challenges them to interact naturally in the language” (Oxford, 2001). Furthermore, the value obtained in the number of one-skill activities is as well intriguing. According to Oxford (2001) “even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication”.

If we take into account the results obtained in the analysis of word level and sentence level tasks in the writing ability, the results obtained are the following: in EFL 54% of tasks are focus on the production of word level answers and 46% of tasks require writing at sentence level. In CLIL, 71% of activities are focus on one-word answers and 29% of tasks seek for the construction of sentences. Once again, EFL presents a well balanced amount of the two types of activities, that are both necessary to allow students the learning of the language, and CLIL presents a clear imbalance one more time: the amount of word level tasks is by far bigger than the number of sentence level activities. The results obtained in this analysis may be related to the ones obtained in the amount of vocabulary and grammar activities. If we take into account that vocabulary could be associated to activities that focus on the production of words and grammar corresponds to the tasks that focus on the construction

of sentences, the results obtained are not surprising. In CLIL, 71% of tasks are devoted to vocabulary, exactly the same amount of word level activities, while grammar and vocabulary and grammar tasks represent the remaining 29%, the same number of sentence-based activities.

R.Q.1.4. Are there vocabulary activities both in the EFL materials and the CLIL materials analyzed? R.Q.1.5. Are there grammar activities both in the EFL materials and the CLIL materials analyzed?

Activities focusing on vocabulary have been found in both, the EFL and CLIL materials. However, the amount of activities found is totally different from one approach to the other. In the EFL textbook, 30% of the total number of activities is devoted to vocabulary, while in CLIL, this type of activities is by far more numerous, and represents 71% of the total amount of tasks.

The similarity between EFL and CLIL materials, according to the grammar question, is that there are grammar activities in both materials. Nevertheless, they differ in the fact that activities focusing on grammar in EFL are more numerous (34%) than activities devoted to grammar in the CLIL materials (9%).

If we analyze these percentages, a reason why CLIL presents such a low value in grammar activities may be found in the fact that “vocabulary and grammar should be learnt in a holistic way” (Pinter, 2006:86). Because of this, activities focusing exclusively on grammar may have been almost avoided in the CLIL materials allowing a greater number of activities focusing on both aspects of the language. However, when we take a look at the amount of activities that combine vocabulary and grammar objectives, the number of them (20%) despite being higher than the quantity of grammar tasks is considerably smaller than the amount of activities focusing only on vocabulary (71%). This result cannot be justified with Pinter’s words, but it may have been inspired by the intention of the teachers to provide students with enough content language, in CLIL terminology the language of learning. On the other hand, grammar practice in CLIL materials is very rarely presented in an explicit

way. Thus, there is very little language for learning, which is a fundamentals aspect in the 4C's of CLIL.

In contrast, the results obtained in EFL seem to be coherent with what according to Pinter (2006) the learning of vocabulary and grammar should be: not only learners need to know a large list of vocabulary and numerous grammatical structures in isolation, but they also have to understand the complex interaction between them. In the EFL graph approximately a third part of the activities is devoted to each type of tasks, vocabulary, grammar or vocabulary and grammar which provides a very well balanced view of the language. In this way, students can learn a large list of vocabulary (vocabulary activities) as well as numerous grammatical structures (grammar activities) and put them into practice understanding their interaction (vocabulary and grammar activities)

5. Conclusions

In this section the main conclusions reached after doing the entire research procedure will be exposed as well as some considerations for further research. This project aimed to find out the main differences between EFL and CLIL textbooks/materials in reference to the 4 skills: listening, speaking, reading and writing, and the presence of vocabulary and grammar activities.

The first conclusion that can be drawn from the data obtained is that EFL activities are in all cases distributed in a more balanced manner than the tasks from CLIL materials. Thus, the four skills are given the same importance; grammar and vocabulary have a similar amount of activities devoted to, and the different type of activities considered: integrated skills tasks or one-skill activities have a similar presence on the EFL textbook. However, if CLIL materials are observed a clear imbalance is found in all the aspects analyzed.

Secondly, textbooks have been around for a long period of time, consequently their usefulness in the classroom has been tested in many contexts and occasions and the necessary changes have been made (and are still being made) year after year by many different specialists who work exclusively on them. In contrast, the CLIL materials analyzed are still experimental; they are being tested nowadays while being used in class. Furthermore, despite the fact that they are being slightly modified throughout years by the teachers who use them, very little time can be devoted by teachers to their supervision and adaptation to the real needs of the subject.

After carrying out this project I can also claim that despite having had a great impact in Catalonia and Spain, CLIL programs are still experimental and the use of materials in this subject is yet a very inexperienced field. While the theoretical framework of CLIL is very sound and clear, the way in which the theory must be put into practice is, nowadays, a matter of study that needs to be deeply developed.

Another meaningful aspect to consider is the positive attitude that this project has left me over the use of textbooks. This particular study has shown me the importance that pre-

established materials have, especially in situations in which a new and inexperienced approach is being implemented for the first time. It is in these situations, in my opinion, where teachers can take more advantage of textbooks.

I would like to mention in this section, that when it comes to CLIL materials, in many occasions, I found activities that would not be considered strictly CLIL tasks. Such activities were not focused on achieving a given content by means of a foreign language, but completely centered on the learning of certain aspects of language, in the majority of cases vocabulary. However, since this was not a focusing point of my study I considered them as CLIL activities. This aspect, leads me to question to what extent CLIL programs that are being implemented in Catalan schools so rapidly, could be really considered to be CLIL.

To sum up, after this research project I can confirm that there are numerous differences between the EFL textbook and the CLIL materials analyzed in this particular study. The four skills, despite being present in both approaches, are not given the same importance in EFL and in CLIL and the presence of vocabulary and grammar activities is completely different from one approach to the other.

Considering that this investigation has been based in one EFL textbook and the specific CLIL materials of one school, the results and conclusions reached cannot be generalized or extrapolated to any other situation. However, I would consider it interesting, for further research, to contrast the results obtained in this project with other data collected from different books and materials and observe if the outcomes are similar to the ones obtained in this particular case. Moreover, apart from increasing the number of materials to be analyzed I would consider it worth to study in depth the different types of activities in each skill, considering items that were not considered in this study since it would have been too extensive. For instance, observing if the reading activities focused on skimming, scanning or gaining understanding of a topic; seeing if the listening activities came from a recording, from the teacher or from peers, or analyzing if speaking tasks required classroom language, subject specific language or academic language. Finally, it would also be interesting to carry out a study where only CLIL materials were analyzed in order to examine if the activities presented could be truly considered CLIL activities or not.

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8. Appendices

8.1. Appendix 1

Chart for the EFL textbook and the CLIL materials analysis.

EFL	CLIL
<p><u>Skills:</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the book: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Speaking:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the book: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Reading:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the book: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Writing:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the book: 	<p><u>Skills:</u></p> <p>Listening:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the materials: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Speaking:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the materials: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Reading:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the materials: • Group options: <ul style="list-style-type: none"> ○ Whole class: ○ Small groups: ○ Partners: ○ Independent: • Type of activity: <p>Writing:</p> <ul style="list-style-type: none"> • <u>Yes/No</u> • Number of activities in the materials:

<ul style="list-style-type: none"> Group options: <ul style="list-style-type: none"> Whole class: Small groups: Partners: Independent: Type of activity: <ul style="list-style-type: none"> Word level: Sentence level: 	<ul style="list-style-type: none"> Group options: <ul style="list-style-type: none"> Whole class: Small groups: Partners: Independent: Type of activity: <ul style="list-style-type: none"> Word level: Sentence level:
<u>Grammar:</u> Number of activities focused on an specific aspect of grammar:	<u>Grammar:</u> Number of activities focused on an specific aspect of grammar:
<u>Vocabulary:</u> Number of activities exclusively focused on vocabulary:	<u>Vocabulary:</u> Number of activities exclusively focused on vocabulary:

8.2. Appendix 2

EFL reading and speaking task, in which reading is considered to be the main skill

1 Read and say the animal.

1

It's got four legs.
It's got a long tail.
It's got small teeth.
It's climbing the tree.

2

It's got a big mouth.
It's got small ears.
It's got a short tail.
It's drinking water.

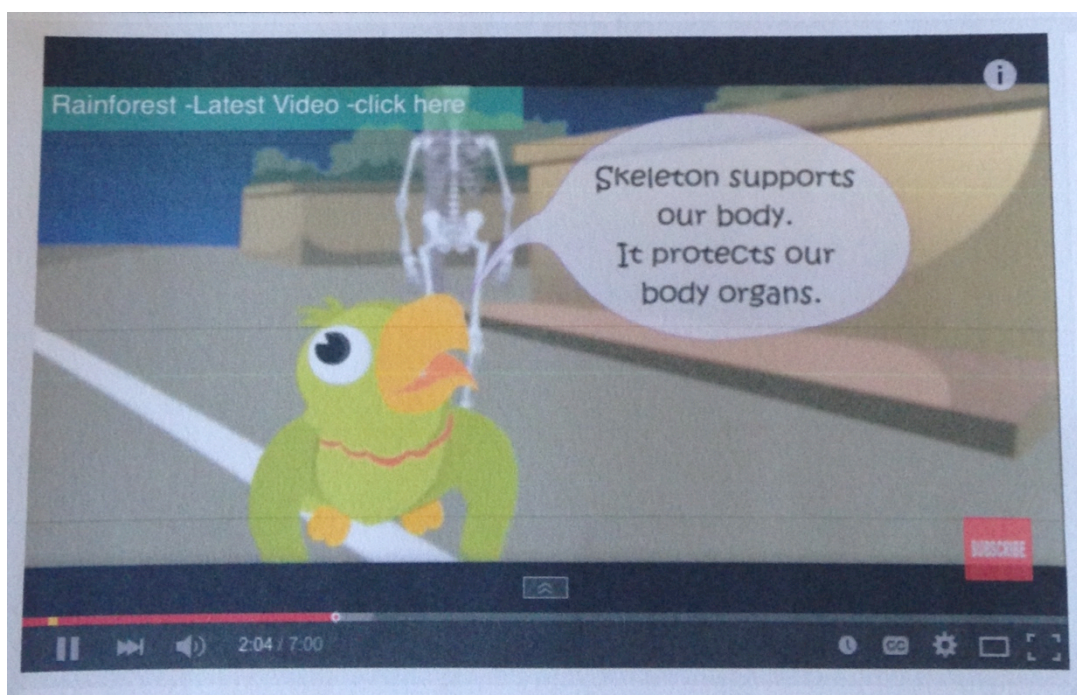
3

It's got a long tail.
It's got big wings.
It hasn't got teeth.
It's flying.



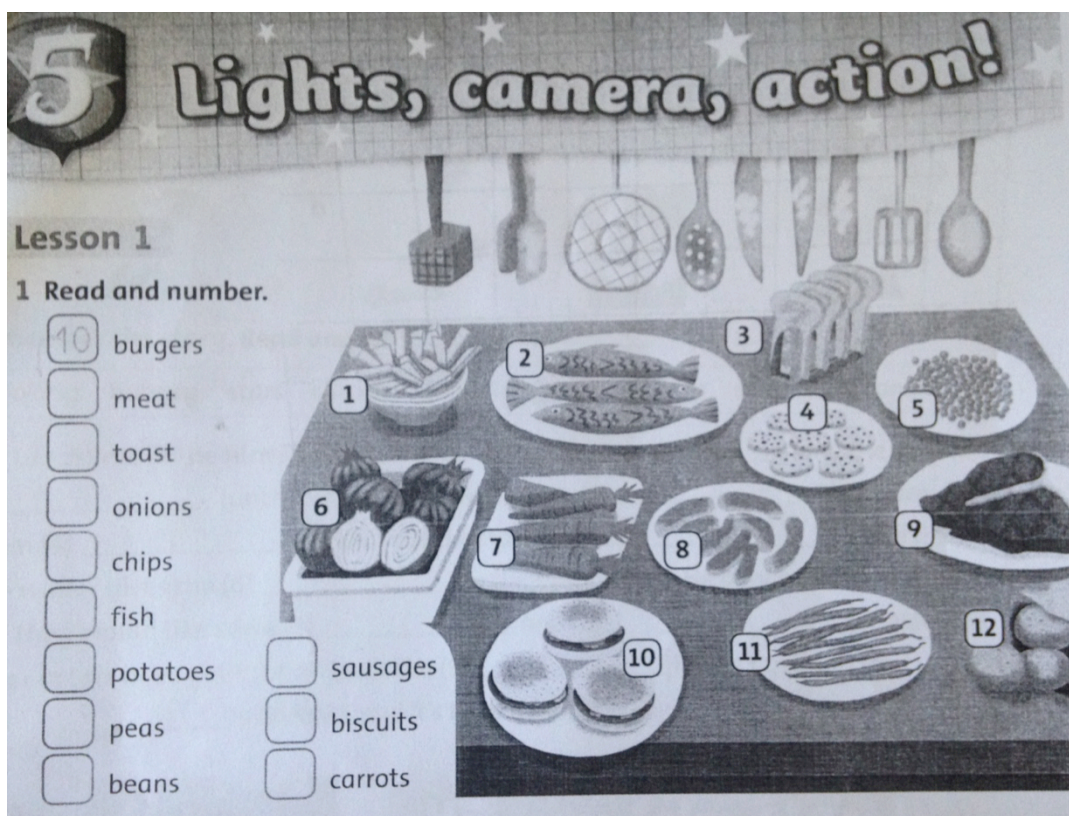
8.3. Appendix 3

CLIL listening and reading task, in which listening is considered to be the main skill



8.4. Appendix 4

Example of a vocabulary activity in EFL



8.5. Appendix 5











Example of a vocabulary activity in CLIL

Domestic Animals Picture Test

Name:

10

Read and match.

	cow	
	donkey	
	duck	
	goat	
	goose	
	hen	
	horse	
	pig	
	rabbit	
	sheep	

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8.6. Appendix 6

Example of a grammar activity in EFL

3 Write questions and answers.

1 Would you like some sausages?
No.

2
Yes.

3


4

8.7. Appendix 7

Example of a grammar activity in CLIL

6. Describe this animal: vertebrate, invertebrate, food (omnivore, carnivore, herbivore...), habitat (aquatic, terrestrial...), colour...

It is a



8.8. Appendix 8

Example of a vocabulary and grammar activity in EFL

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Lesson 2

What's a kangaroo?

1 Listen and read. 20
It's a sunny day in the safari park. The lion is looking for its friend. It sees the giraffe. The giraffe is new in the safari park.

2 Listen and say the number. 21
The lion is short, but the giraffe is tall. It can see everything.

3 The lion and the giraffe look for the kangaroo. The giraffe sees an animal. It's flying round and round.

Ooh! Is this a kangaroo?

Is it jumping? kangaroos jump.

Err ... No, it isn't. It's flying.

Well, it isn't a kangaroo.

4 The giraffe sees another animal. It's in the water.

Look! A kangaroo!

Is it brown?

No, it isn't. It's green.

Well, it isn't a kangaroo. Kangaroos are brown.

5 The giraffe sees another animal. It's brown. It's swinging in the trees.

Are you a kangaroo?

No, I'm not. I'm a monkey.

Oh dear! That's not a kangaroo!

6 The lion and the giraffe look for the kangaroo in the grass. The giraffe sees another animal.

Hello! Are you a kangaroo?

A kangaroo? Me? Of course I'm not a kangaroo!

Err ... It isn't brown and it isn't jumping!

7 The lion and the giraffe look for the kangaroo next to the water. The giraffe sees another animal.

Look! A kangaroo!

Is it jumping?

Croak!

Yes, it is! And it's brown.

8 The giraffe runs after the frog. And the lion finds its friend, the kangaroo.

Kangaroo! Come back!

Hi!

But ... here's the kangaroo! GIRAFFE! Here's the kangaroo!

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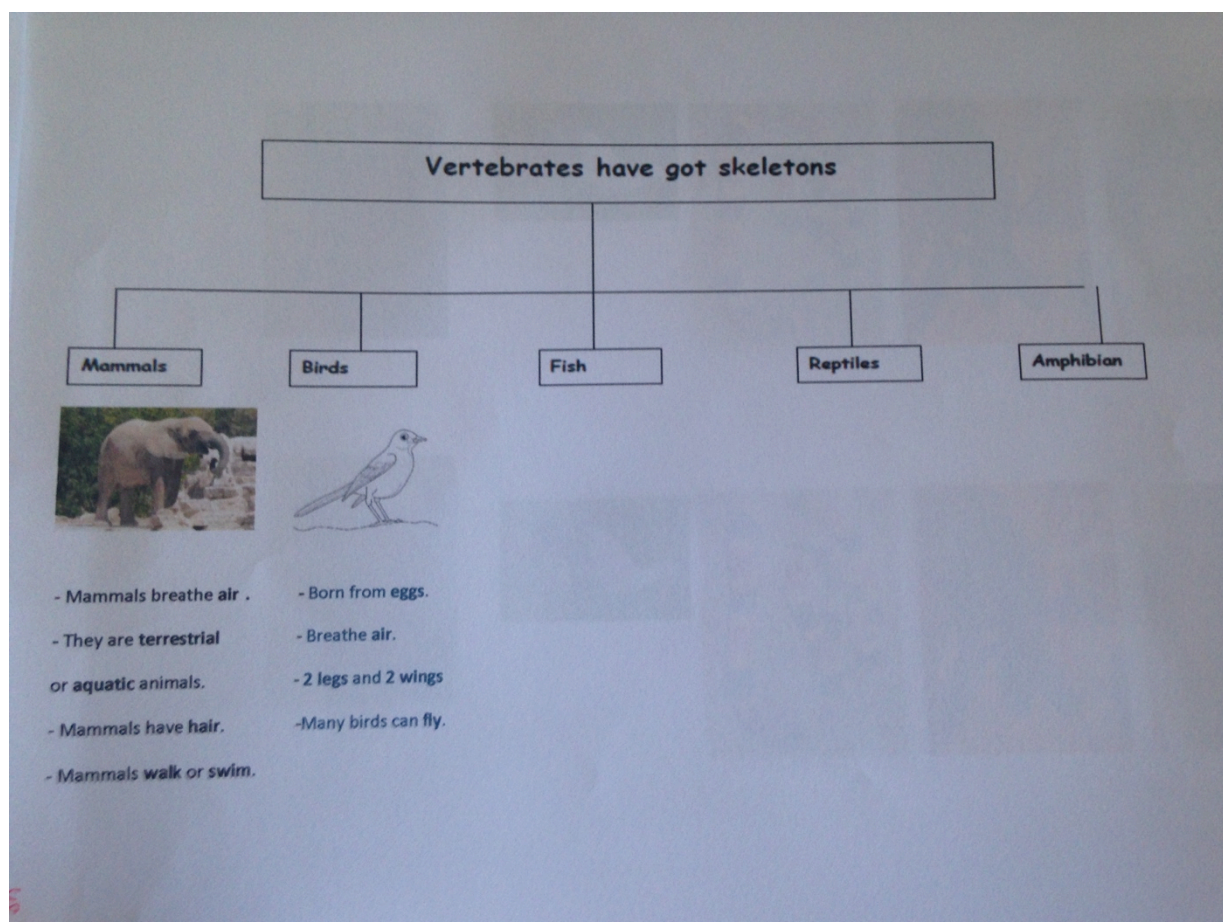
3 Act out the story.

Is it (jumping)? Yes, it is. No, it isn't.

Ray's story

8.9. Appendix 9

Example of a vocabulary and grammar activity in CLIL



8.10. Appendix 10

Example of a Hands-On activity in CLIL

Avaluació Inicial

Reproduir amb escuradents i cola com creuen que és un esquelet. Anar-lo moldejant i construint a la làmina de dibuix que tenen.

En parelles.

En acabar aquesta primera part de reconstruir, hauran de buscar per Internet una imatge real de com és un esquelet, imprimir-la i enganxar-la al darrere d'aquesta làmina per així ser capaços de veure'n i analitzar les semblances i diferències entre el què saben (punt de partida) i com és un esquelet real.

Objectiu: detectar quins coneixements previs tenen sobre l'esquelet: proporcionalitat, parts, com l'estructuren... I comparar-los amb el model real i correcte d'esquelet (imatge).