ABSTRACT

A FOUR-DIMENSIONAL RUBRIC MODEL TO ASSESS CLIL IN PRIMARY AND COMPULSARY HIGH SCHOOL EDUCATION.

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This paper proposes a model of a rubric to assess CLIL that, besides considering the three-dimension descriptors of national curriculum contents, cognition and language (Massler; Stotz and Queiser.2014) introduces a fourth one: assigning a CEFR level to each descriptor. The basis for this decision is that in CLIL instruction we can assign a higher level of language for input information (following Krashen´s input+1 hypothesis) and a lower one for output information (namely students´productions). The CEFR we use is the "Flexibility in a Branch Approach" (1994–5 Swiss National Science Research Council Survey).

This model seeks to demonstrate that reflecting on whether the activities proposed are input or output scaffolding raises the students´ language awareness and fosters their understanding on how information is processed in a CLIL environment.

This reflection helps both teacher and learners understand the importance of scaffolding in CLIL and select the adequate use of the four skills (LSRW) depending on whether the activities proposed are input or output scaffolding. In addition to this, the proposed model develops in students a series of routine activities that foster critical thinking and metacognition as it requires identifying what is being learnt in terms of content and language. As far as language learning is concerned, it promotes a systematic reflection of what skills and levels of language are needed to understand the contents and to produce outputs in L2 and introduces the students into the notions of European Language Portfolio (ELP) and CEFR. The model explains that in order to achieve language proficiency the CEFR levels in input and language activities don´t need to be exactly the same (thus connecting it with the European Language Portfolio) on the one hand and scaffolding and Krashen´s input+1 hypothesis, on the other hand. We propose to assign different CEFR levels to the descriptors depending on whether they describe input scaffolding (allowing a higher CEFR descriptor) or output scaffolding (allowing a lower CEFR descriptor).

The model was first implemented in the English Training Habilitation Courses (Capacitació per a l´ensenyament en anglés, 24 credits) at Universidad Católica de Valencia (UCV) in the winter of 2017.