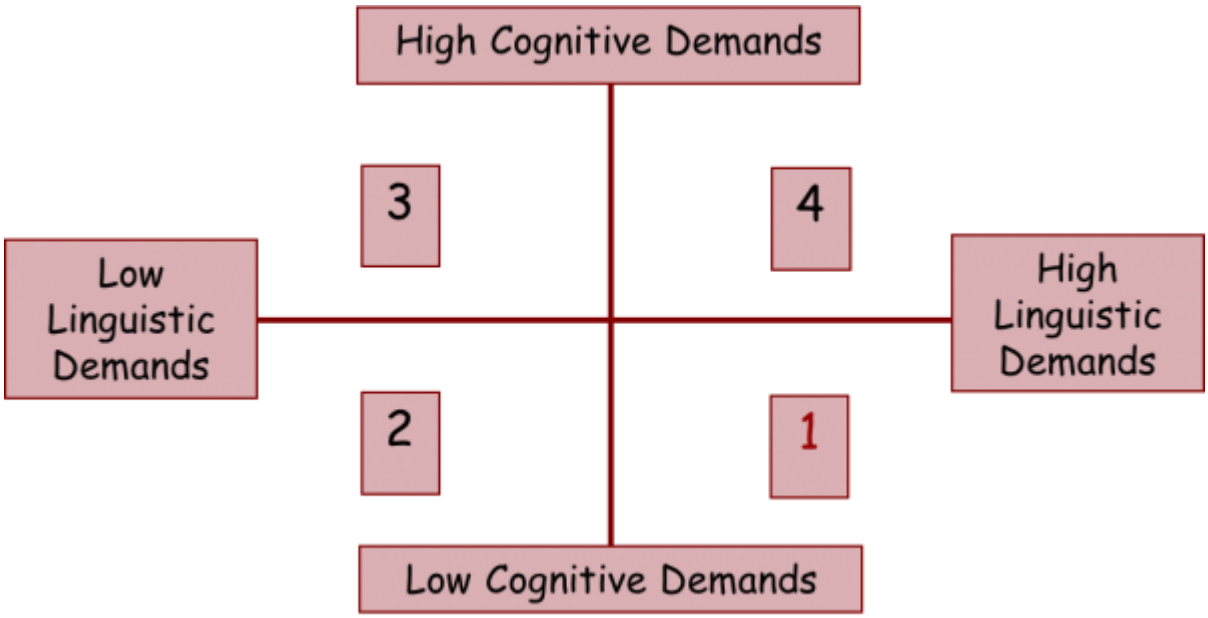
## Section 1: Cummins' Matrix: the Audit Tool for CLIL

Supervising the development of a unit and estimating the processes and outcomes are essential to the teaching and learning processes. Understanding and observing classroom procedures can lead to improvement in future planning. This is why the possibility to have a tool to rate CLIL activities and CLIL sequences is so relevant. The **CLIL Matrix** adapted by professor Do Coyle (2002) from Cummins' work (1984) is a tool for CLIL teachers. The matrix can be used to ***measure*** the combination of ***cognitive and linguistic levels of the different tasks*** of a unit. The figure shows the Cummins' Matrix:



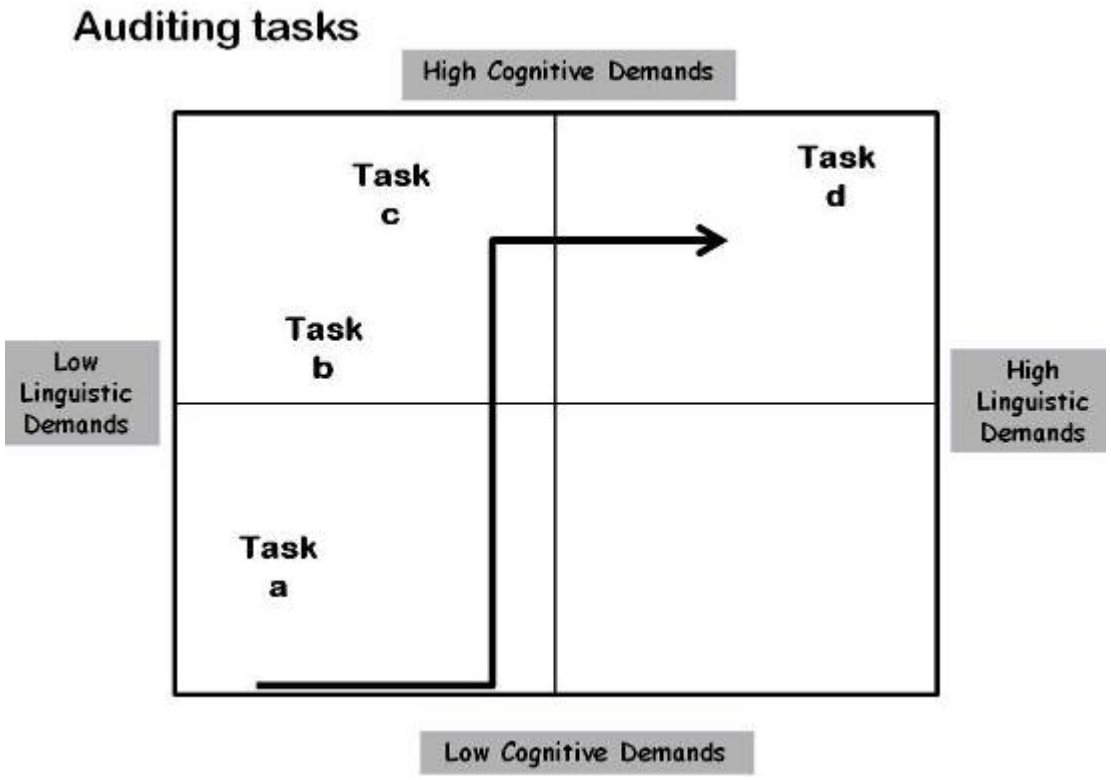

- If a task is placed in quadrant 1, it means that this task is cognitively easy, but that requires a demanding language. This is why, in CLIL settings, **quadrant 1** is to be avoided.
- Most of the activities in our CLIL classes should be placed on **quadrants 2 and 3** of the matrix. These tasks are accessible in terms of language demands, and are either cognitively easy or difficult (remember from Module 3 that it is convenient to combine different cognition levels following the Bloom's taxonomy).
- In a sequence of activities, there should be a progression towards **quadrant 4**. These tasks require to master the language and are cognitively demanding at the same time, and for this reason they should be carefully planned.

With the CLIL matrix, teachers can monitor both a single task or a sequence of tasks. Positioning tasks in the quadrants informs us about the type of task, the relationship among the task and the learner's needs. The matrix allows an overview of the learning progression in terms of linguistic and cognitive development.
Let's see an example:

**Example: Auditing tasks using the CLIL Matrix**

***GOING TO THE MOON: A SPACE JOURNEY.*** **List of tasks:**

- a) List all the things an astronaut would need for a space journey.
- b) Create a questionnaire to find out about the life of an astronaut.
- c) Compare the benefits of living on Earth and the Moon.
- d) Describe your life on the Moon. Give reasons why it is the way you describe.




The tasks follow a path from low linguistic and cognitive demands to high linguistic and cognitive demands. Task **a** departs from simple or recycled vocabulary and it is not cognitively demanding. Task **b** is slightly more demanding in terms of language but still it is not too difficult as it could be based on a video showing the life of an astronaut. Task **c** develops new knowledge and introduces the need to analyse the conditions on the Moon. The final task, **d**, is cognitively demanding as students have to justify their descriptions.

**Exercise 1: Classify these activities in the Cummins' Matrix:**

1. Match the pictures of different ecosystems with their names.
2. Classify different animals according to the way they reproduce.
3. Describe the cycle of water with the help of a diagram.
4. Write possible consequences of changing the conditions (temperature, pressure,...) in an experiment.
5. Explain how you solved a problem to classmates and the teacher.
6. Tell your classmates about the biography of a famous scientist.
7. Give the reason or reasons why someone has chosen a work of art from a painter as his/her favourite.
8. Repeat the names of the polygons after the teacher.

You can use the matrix:

Cummins, J. (1984) Bilingual Education and Special Education: Issues in Assessment and Pedagogy. San Diego: College Hill.

