



ESTONIAN MILITARY ACADEMY

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*MENTE ET ENSE PRO PATRIA!*

# Theory and practice in CLIL design: the importance of needs analysis

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# CLIL (Content and Language Integrated Learning)

- content-oriented
- new learning and teaching perspectives
- immediate effect on real-life communication
- higher motivation



# Needs analysis in CLIL

- subject specific goals
- language learning needs
- skills to develop

[adapted from Morgado et al. 2015. *ReCLes.pt CLIL Training Guide. Creating a CLIL Learning Community in Higher Education*, p. 12]



# Needs analysis in CLIL

## Phase 1

- teachers' perceptions of CLIL

## Phase 2

- subject specific goals
- language learning needs
- skills to develop

[adapted from Morgado et al. 2015. *ReCLes.pt CLIL Training Guide. Creating a CLIL Learning Community in Higher Education*, p. 12]



# Needs analysis in CLIL

## Phase 1

- teachers' perceptions of CLIL
  - a common understanding of CLIL principles
  - cooperation
  - arrangement of classes and teaching methods
  - language and content competence



# Needs analysis in CLIL

## Phase 2

- subject specific goals
  - curriculum-based
- language learning needs
  - content-based specialist language
  - cross-curricular functional language
- skills to develop
  - subject specific and transferable skills

[adapted from Morgado et al. 2015. *ReCLes.pt CLIL Training Guide. Creating a CLIL Learning Community in Higher Education*, p. 12]



## References

Morgado et al. 2015. *ReCLes.pt CLIL Training Guide. Creating a CLIL Learning Community in Higher Education.*

[https://www.researchgate.net/publication/293654568\\_ReCLespt\\_CLIL\\_Training\\_Guide\\_Creating\\_a\\_CLIL\\_Learning\\_Community\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/293654568_ReCLespt_CLIL_Training_Guide_Creating_a_CLIL_Learning_Community_in_Higher_Education), accessed 23.02.2023