

Something to talk about

Integrating content and language in tertiary education



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18 March, 2017

- ☑ What is CLIL?
- ☑ Conceptual and methodological frameworks
- ☑ Findings and lessons from Europe and UK
- ☑ Examples from the classroom



CLIL: umbrella term for context-bound varieties like

- immersion (*Språkbad*, Sweden)
- bilingual education (Hungary)
- multilingual education (Latvia)
- integrated curriculum (Spain)
- Languages across the curriculum (*Fremdsprache als Arbeitssprache*, Austria)
- language-enriched instruction (Finland)

Eurydice (2006: 64-67)

There is no single blueprint that can be applied in the same way in different countries.”

Coyle (2007: 5)

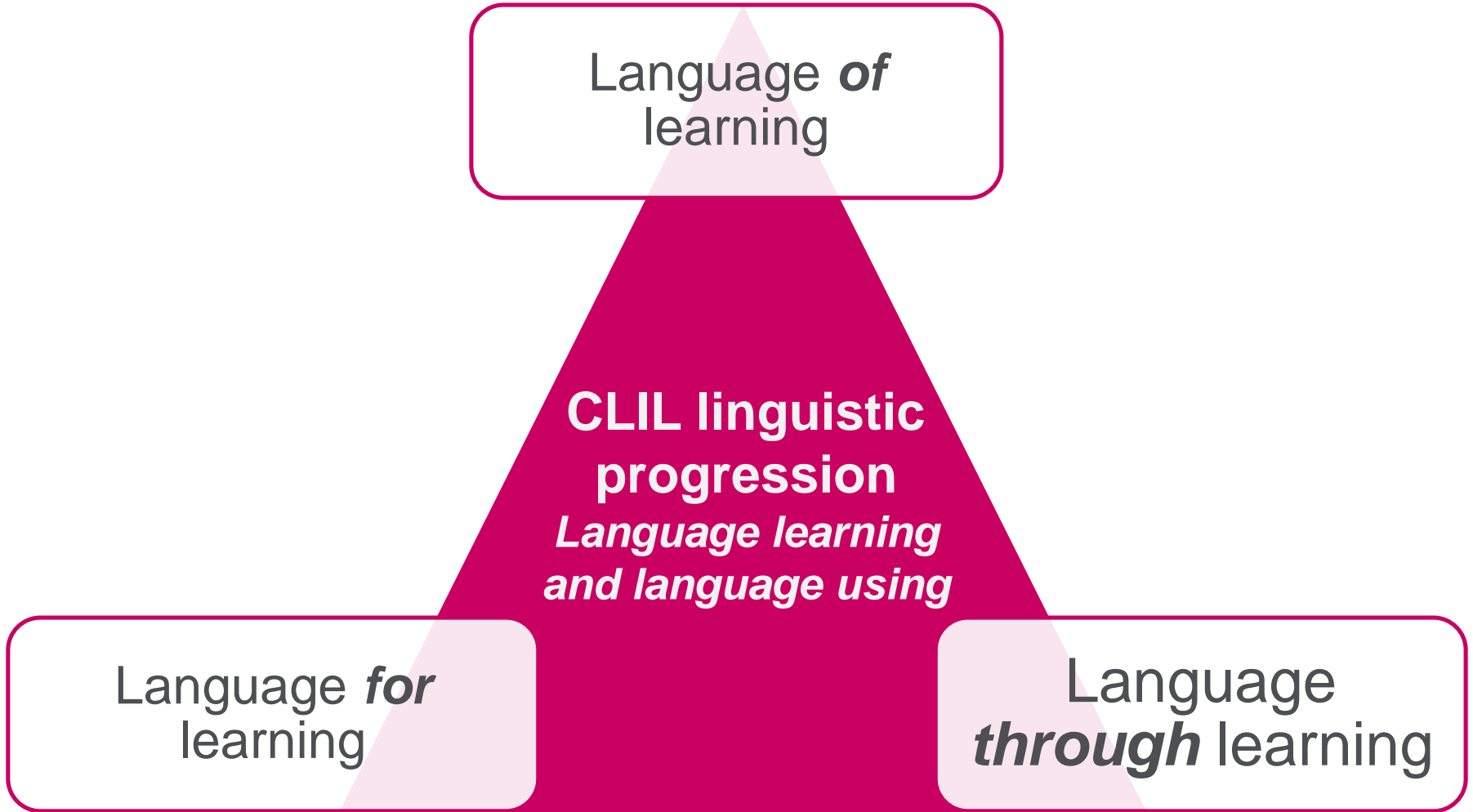


- ▶ clearly defined role of **focus on form**:
 - metalinguistic awareness
 - opportunities for production practice
- ▶ sociolinguistic and sociocultural context different
 - L and C **integrated flexibly along a continuum**
- ▶ aim: functional rather than (near) native-like competence

Pérez-Cañado (2012)



Language Triptych



language used for academic and specific purposes
puts different demands on linguistic processing and
production - needs instruction and training

Cummins (2008):

- BICS (Basic Interpersonal Communication Skills)
= “conversational fluency in a language”
- CALP (Cognitive Academic Language Proficiency)
= “access to and command of the oral and written
academic registers of schooling”



Scaffolding is a temporary structure used to help learners act more skilled than they really are.

Linguistic scaffolding includes

- ▶ specialized vocabulary
- ▶ key L2 language structures and grammatical features
- ▶ information on subject-specific text type conventions and structural features
- ▶ writing frames

Aim? - comprehensible input can be processed and internalised

How? - 'teacher talk'



CLIL in European HE



most CLIL research is carried out in non-Anglophone European countries

- number of English-medium BA and MA programmes more than tripled: from 700 in 2002 to 2400 in 2007
- leading the field: Netherlands, Finland, Cyprus, Sweden, Switzerland, Denmark, Spain
- disciplines: Economics/Business, Engineering, Science

Wächter / Maiworm (2008: 12)

main reason: Bologna Declaration of 1999 – creation of European Higher Education Area (EHEA)

key issue: Internationalisation



similar to findings from other bilingual settings

- ▶ L2 competence (particularly improvement in receptive skills)
- ▶ gains in self-confidence
- ▶ multicultural competence
- ▶ Teachers: greater methodological innovation and level of reflection

Aguilar/Rodriguez (2012), Pérez-Cañado (2012)



As perceived by lecturers:

- affects “ability to communicate knowledge in an effective and student-friendly manner” Tange (2010)
- uncomfortable expressing themselves in everyday language
- increased workload and lack of materials
- poorer coverage of subject matter, slower delivery rate

Aguilar/Rodríguez (2012)



As perceived by students:

- Spain: students report avoidance strategies (Aguilar / Rodríguez 2012)
- Sweden, Norway: issues with lecture comprehension (Airey-Linder 2006, Pérez-Cañado 2012)
- Belgium: quality of teaching (Sercu 2004)




Dafouz / Núñez (2009):

lecturers report methodological adjustments

- ▶ adaptation of material
- ▶ slowing down of classroom rhythm
- ▶ slight reduction of content
- ▶ more repetition of main ideas
- ▶ slower speech rate to facilitate comprehension

students

- ▶ perceive substantial improvement in subject specific vocabulary, pronunciation and listening
 - ▶ report grammatical development as least improved area
 - ▶ consider content taught through English “more useful in the long run”, yet “more demanding and stressful”
- 

It seems that CLIL at the tertiary level is often performed in a rather casual manner because university professors are not inclined to receive training on how to teach in a foreign language.

Costa / Coleman (2010: 26)

CLIL training specially adapted to university teachers is necessary so that lecturers can overcome their reluctance to a methodological training and thereby the potential of CLIL is realised.

Aguilar / Rodriguez (2012: 183)



CLIL in UK HE



How has the sector changed?

- ▶ **cross-language and cross-discipline teaching provision**
‘[T]raditional language department divisions have disappeared and colleagues have found themselves working more closely with other modern linguists and non-linguists in developing cross-departmental and interdisciplinary courses.’
Klapper 2006: 3
- ▶ **move away from SH and JH towards CH**
‘[Universities] are offering programmes in which a language is an optional rather than compulsory component.’
Kelly / Jones 2003: 24
- ▶ **increase of institution-wide language programmes (IWLP)**
‘In a major power shift, language centres are increasingly supplying *all* the language classes for the institution – even where there are specialist degrees in Modern Languages”
Coleman 2004: 150
- ▶ **MFL department closures**
‘[...] their academics absorbed into Cultural Studies, European Studies or Politics while the language centre delivers foreign language skills to the whole institution [...].’
Coleman 2004: 150

Changing focus of UG provision

- ▶ shift in conceptual focus initially in the 1960s
 - ▶ technical colleges re-designated and new universities founded
- ▶ move away from the traditional model of a literature-heavy syllabus towards more contemporary, vocational models and broader socio-cultural curricula, influenced by Area Studies, Cultural Studies and Media Studies
- ▶ changing status of language proficiency as an objective in and of itself - strong utilitarian focus on applied linguistics, communicative competence



“the nation whose language is by far the most widely adopted in CLIL programs - English - is lagging so far behind in its implementation” (Perez-Cañado 2012: 322-3)

Isolated UK HE case studies:

Tamponi (2005), Macías (2006)

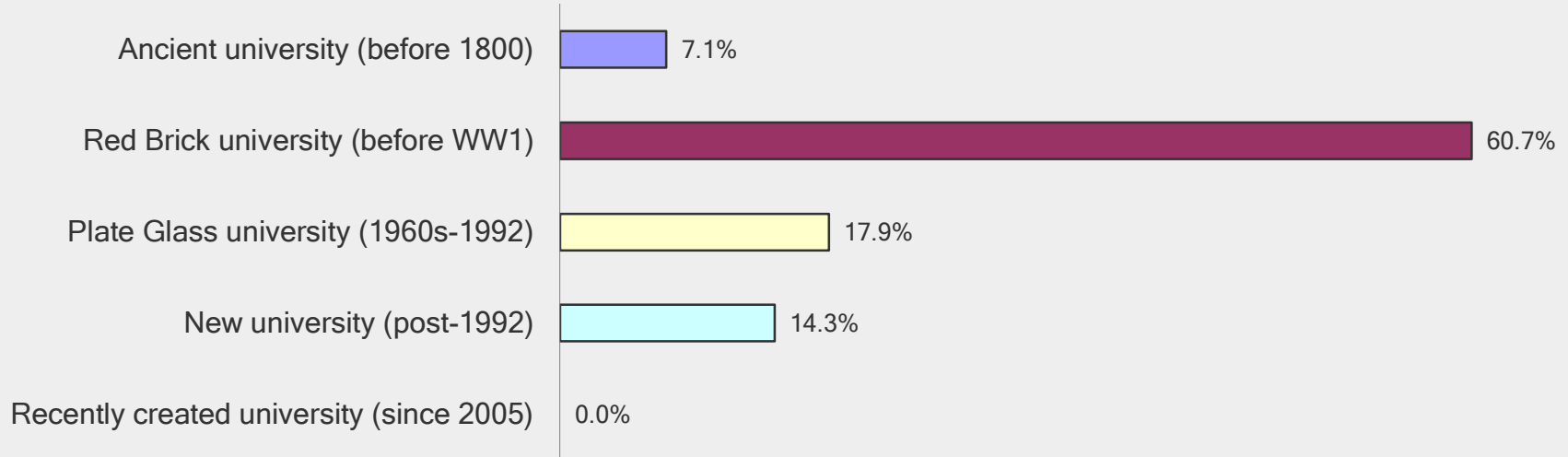
Relationship between language and content more generally:

McBride (2003), Gieve / Cunico (2012)

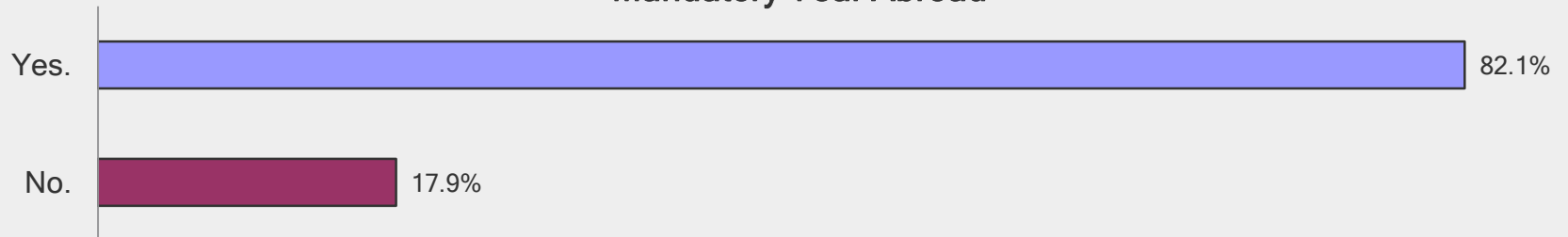


Online study: General institutional profiles

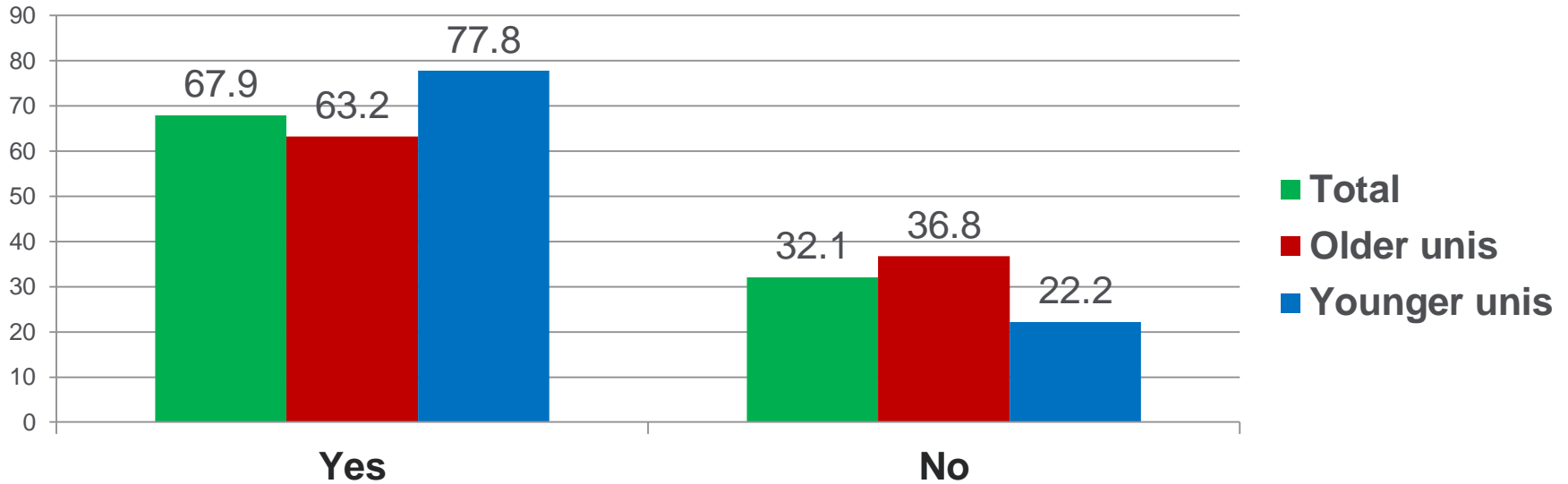
Type of university



Mandatory Year Abroad

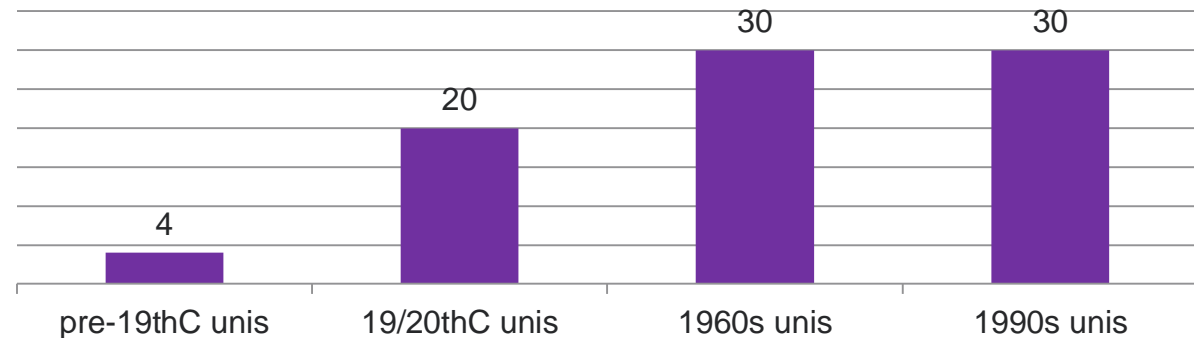


Any content modules in German programmes taught in German?

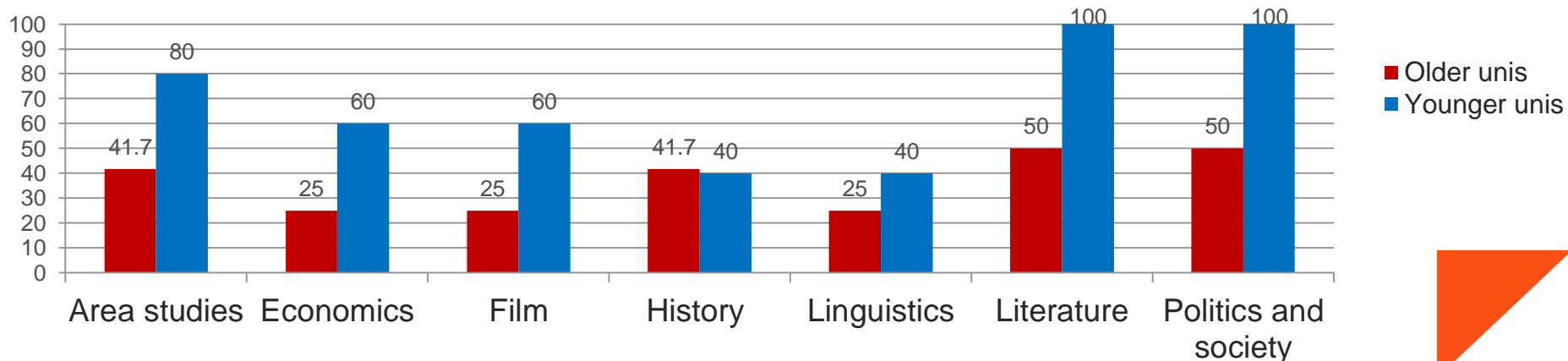
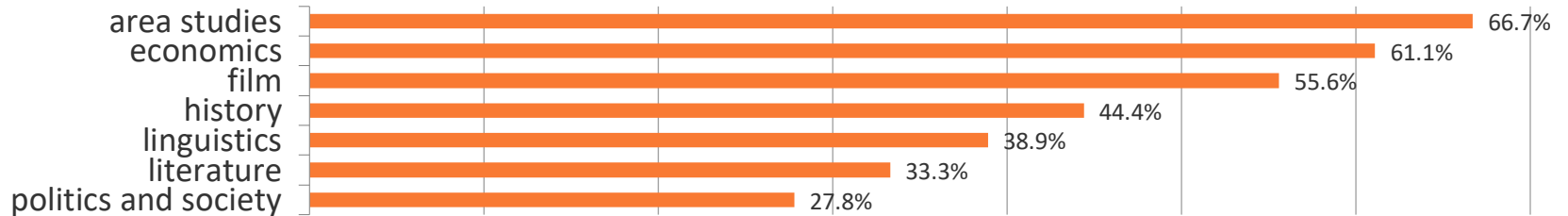
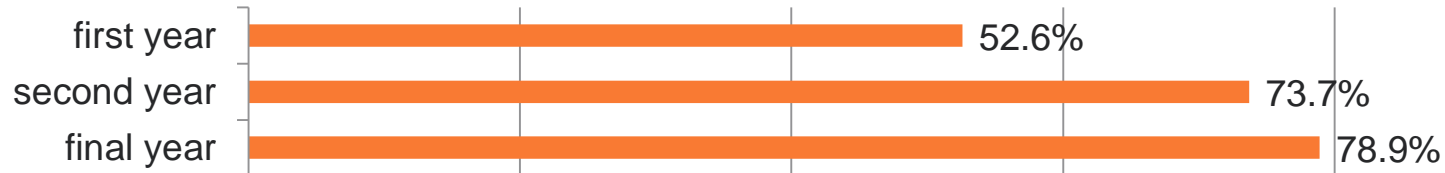


TL in lectures

McBride (2003):



Programme level and topics in which target-language content instruction takes place:



Forces driving change in teaching provision:

- ▶ MFL departments introduce English-taught content modules
 - ▶ to provide access to students from a wider range of degree programmes
 - ▶ to remain financially viable
- ▶ some departments expand target-language provision
 - ▶ either because students explicitly ask for more L2 input, or
 - ▶ for pedagogical reasons, to provide a more immersive, L2-dominated learning space.





- ⊗ all language and content modules taught in the L2
30-100 out of 120 credits taught AND assessed through MFL
integrated Year Abroad
- ⊗ focus on contemporary society, politics and culture
study skills development through portfolio tasks in Y1
clear content AND language objectives
- ⊗ language modules interlink with content modules to
support linguistic and academic requirements of the CLIL
classroom



Year 1

German Language Skills I

Introduction to the German-Speaking Countries

International Business Environment (Germany)

Introduction to Language and Communication

Introduction to Film Studies

Year 2

German Language Skills II

Politics and Society

Culture and Conflict

International Business Environment (Germany)

Migrant and Transnational Cinema

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

International Business Environment (Germany)

Research Dissertation



- ▶ wide range of different assessment types, e.g.
 - ▶ exams (oral and written)
 - ▶ video production
 - ▶ individual and group presentations
 - ▶ debates
 - ▶ essays (1000-3000 words)
 - ▶ portfolio
 - ▶ research reports
 - ▶ research dissertation (5000-6000 words)
- ▶ marking criteria and feedback procedures are
 - ▶ structured according to language level
 - ▶ harmonised across the languages



Example: Marking grid

ORAL ASSESSMENT: CONTENT MODULES

NAME / CANDIDATE NUMBER:

MODULE:

INSTRUCTOR:

I (70%+)		II.1 (69-60%)		II.2 (59-50%)		III (49-40%)		(39-0%)
Outstanding	Excellent	Very Good	Good	Average	Below Average	Weak	Very Weak	Fail

Weight of mark and aspects considered:		Numerical mark
60%	CONTENT	/100
<ul style="list-style-type: none"> • presentation of topic • adequate and accurate factual information • analysis and conclusion • structure and coherence • proper use of sources and references 	Tutor comments and advice:	
40%	LANGUAGE	/100
<ul style="list-style-type: none"> • grammatical accuracy • range of vocabulary • appropriate style/register • idiomatic use of language • pronunciation, intonation and fluency • communication and body language • ability to interact 	Tutor comments and advice:	

Please refer to the Assessment Handbook and the LTS marking descriptors when reading your feedback

PROVISIONAL MARK ____/100

(All marks are provisional until approved by Exam Board)

Example: Oral Skills

language modules interlink with content modules

Example: Oral Skills tutorials (German)

integrated in core language modules for all years

topics aligned with core content modules

→ create synergies between language and content modules



Example: Year 1 – Jugend in Europa

+

(2016-17 LG1100) German Language Skills I

Home Page

Module Specification

Readings

Resources

Weblinks

Assignments

Aston Replay

COURSE MANAGEMENT

Control Panel

Files

Course Tools

Evaluation

Grade Centre

Users and Groups

Customisation

Packages and Utilities

Help

Jugend in Europa

Build Content

Assessments

Tools



w9_Präsentation

Attached Files: [09_Präsi.pptx](#) (9.788 MB)



W8_Präsentation

Attached Files: [08_Präsi.pptx](#) (44.277 KB)



Das deutsche Schulsystem

Hier findet ihr kurze Videos zum deutschen Schulsystem und dem Unterschied zwischen Schulen in verschiedenen Bundesländern.
Der Kanal hat außerdem noch weitere Videos, die die deutsche Grammatik oder Geschichte kurz erklären.



So tickt Europas Jugend

07.12.15 | 44:47 Min. | Verfügbar bis 07.12.2016

Viele junge Europäer sehen für sich keine Perspektive und finden kaum Jobs. Die Folge: Europa droht in vielen Ländern eine ganze Generation zu verlieren. Der Film blickt dorthin, wo die Probleme der Jugend am stärksten zu Tage treten.



Internationaler Tag der Jugend: große Unterschiede bei den Bildungs- und Beschäftigungsmustern junger Europäer



Tschüss, Europa-Romantik!

"Ich seh' mich eher als Europäerin, und nicht als Deutsche": So hat sich unsere Autorin in ihrer Studienzeit beschrieben. Bei ihrer kleinen Schwester stößt das auf Unverständnis. Die Krisen-Generation hat ein weniger romantisches Bild von Europa. Doch ist das wirklich so schlimm?



Übung: Nebensätze

Attached Files: [Grammatik_nebensätze.doc](#) (127.5 KB)

tutorial materials

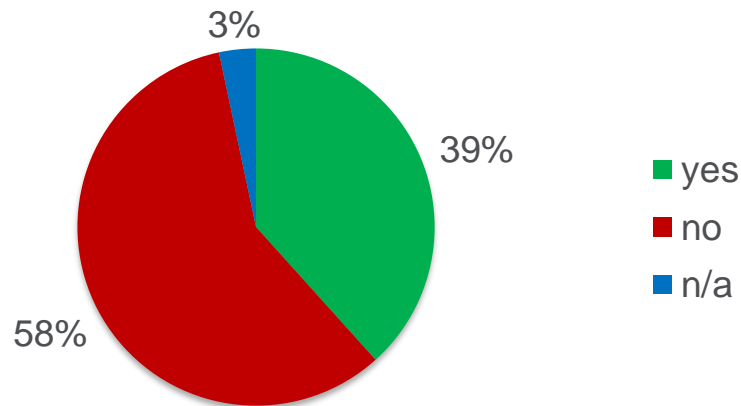
videos

other resources

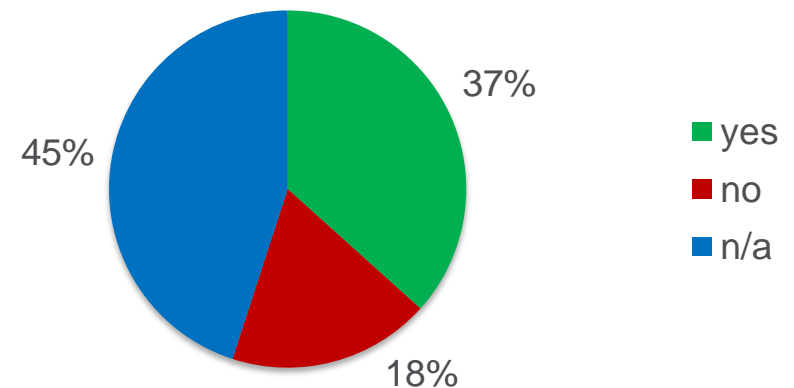
exercises

► managing student expectations

C 3. Did you come across the concept of the Integrated Approach when you investigated this university?

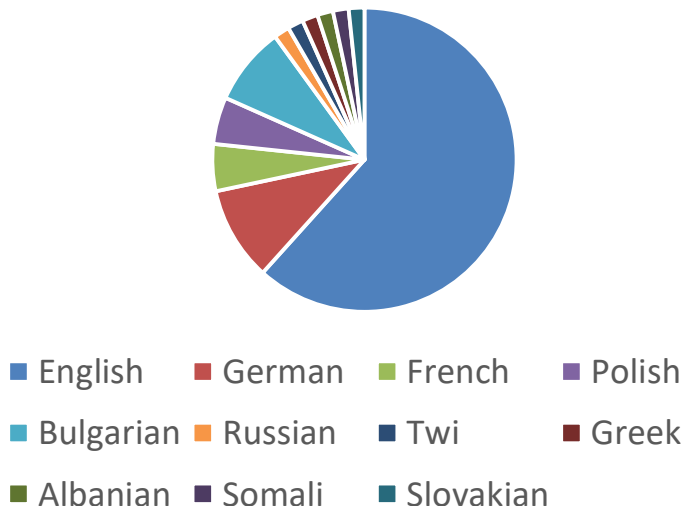


C 4. Did the Integrated Approach used at this university play a part in your decision to come to this institution?

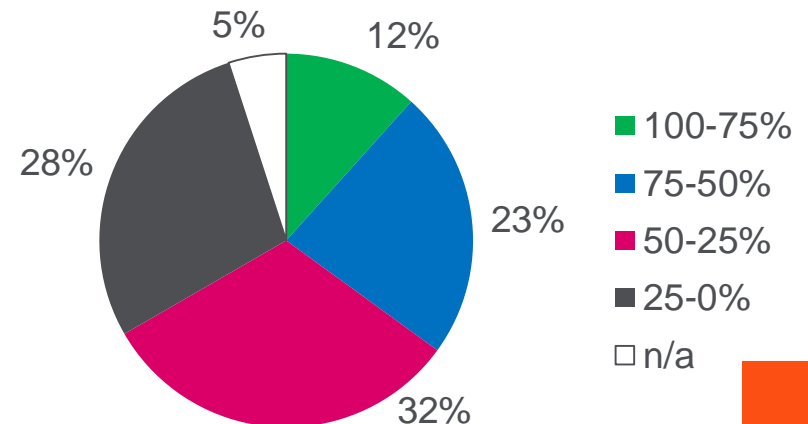


- ▶ mixed-ability students who have different level of understanding and acquire knowledge at a different pace

B 1. What is the language that was/is primarily spoken at home?



B 5. Up to A-levels, how much classroom interaction was in German?



- ▶ adapt language use to proficiency level without compromising complex and intellectually demanding content – increased awareness of language
- ▶ subject specialists happy to teach in a foreign language → often no language-pedagogical background, reluctant to receive training in CLIL methodology
- ▶ difficult to find adequate teaching materials



- ▶ is context-embedded
- ▶ is content-driven (rather than content-based)
- ▶ has clearly defined learning outcomes for BOTH content and language
- ▶ makes creative use of language as learning tool (linguistic scaffolding)
- ▶ connects learners to language use for different purposes at different times
- ▶ develops linguistic confidence and competence and promotes spontaneity
- ▶ is localised and carefully adapted to fit specific context
- ▶ is motivating for both teachers and learners



Prerequisites for CLIL

- ▶ Open eyes: be aware of what is and isn't possible
- ▶ Institutional commitment – CLIL requires resources!
 - ▶ CPD, methodology training, reduced workloads
- ▶ Instructors convinced of value and willing to invest time and effort
- ▶ Cooperation between language and subject experts
- ▶ Clearly formulated, explicit learning objectives
- ▶ Time to redesign curriculum, modules, assessment
- ▶ Don't re-invent the wheel!
 - ▶ Use lessons from CLIL in secondary education, EAP, etc.



The position of CLIL is clearly at an exploratory stage in higher education in many countries and although there are situational and structural variables which work against its introduction, there are also forces which give it considerable potential (cultural and linguistic diversity, and competence-based learning).

Coyle / Hood / Marsh (2010: 18)



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