

Integrating Content and Language at University: Findings from Europe

Dr Elisabeth WIELANDER
Aston University
14 December 2020



- ☑ What is CLIL?
- ☑ Findings from CLIL settings in Europe
- ☑ CLIL at Aston University
- ☑ Recommendations and references

Preamble: CLIL vs ICL(HE) vs EMI



- Often: CLIL = ICL

settings “where the integration between language and content is explicit”

Costa (2012: 31)

rather than focussing on content learning only → then label EMI

- Or: ICL = EMI but different from CLIL

because of “the specificities of EMI at tertiary level such as the diverse language backgrounds of the students and teachers”

Hynninen (2012: 26)

Preamble: CLIL vs ICL(HE) vs EMI



- CLIL/ICL \neq EMI

[T]he most outstanding characteristics of the CLIL approach, namely its [...] dual focus, can rarely be identified in English-medium programmes as they predominantly aim at the acquisition of subject knowledge. Amongst other areas, this becomes evident in the motives behind the implementation of English-taught degree programmes, for which improving students' English skills is hardly ever mentioned as an aim.

Schmidt-Unterberger (2018: 529)

Preamble: CLIL vs ICL(HE) vs EMI



ESP aims to prepare students for their professional careers by aiding them in understanding and decoding the language of their discipline. Next to discipline-specific lexis and other linguistic features, students also need to be introduced to the generic conventions of their discipline.

EAP courses introduce students to a wide array of academic communication and study skills such as note-taking, giving presentations, taking part in discussions, reading and writing academic papers – skills which are of prime importance in most disciplines and most tertiary education contexts.

Schmidt-Unterberger (2018: 529)

→ $ICL \approx ESP + EAP + EMI$

Driving forces behind CLIL



- **reactive reasons:**

“convert a language problem into language potential”



Coyle / Hood / Marsh (2010: 7)

- **proactive reasons:**

e.g. French immersion in Canada, European integration

Lessons from immersion

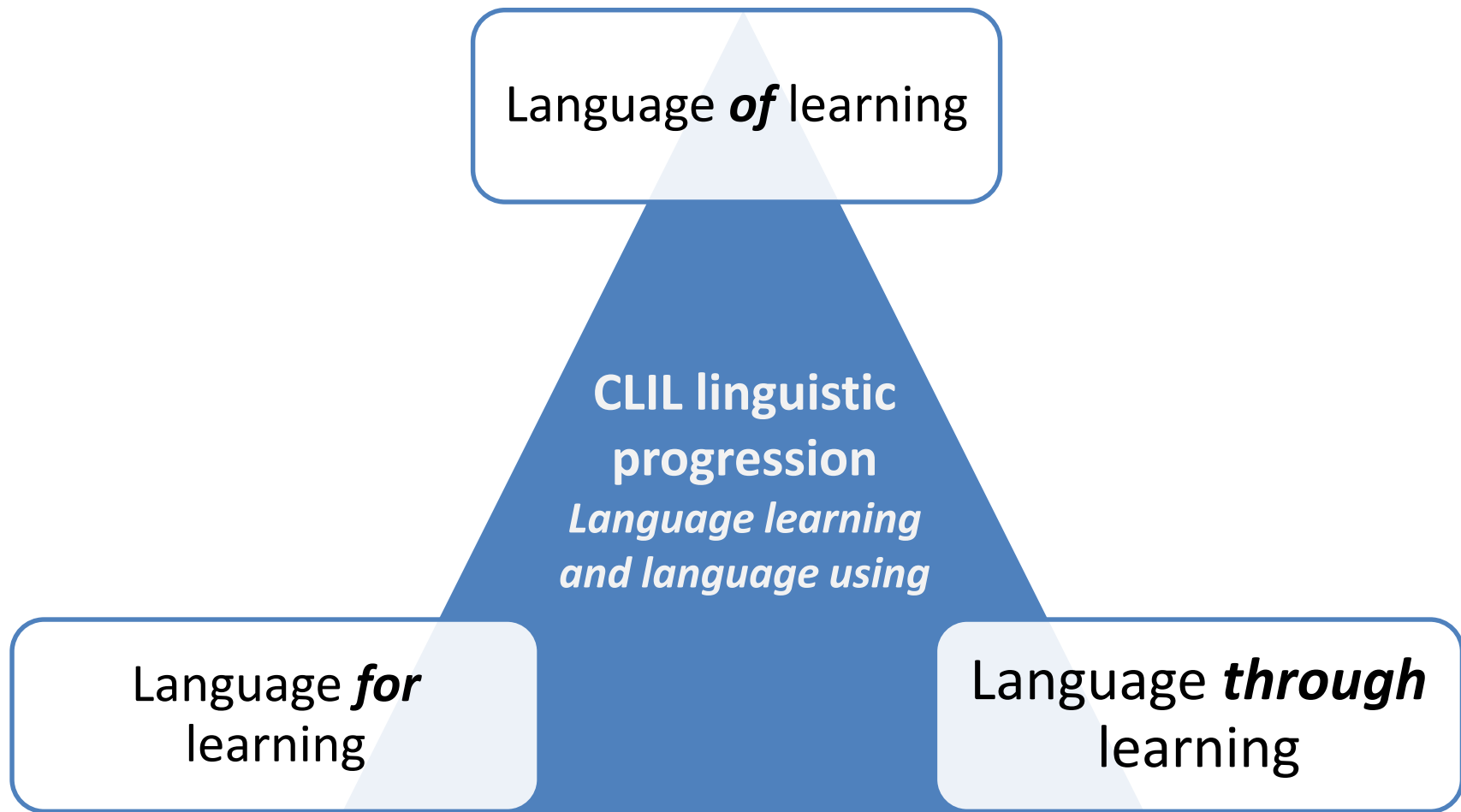


Focus on form

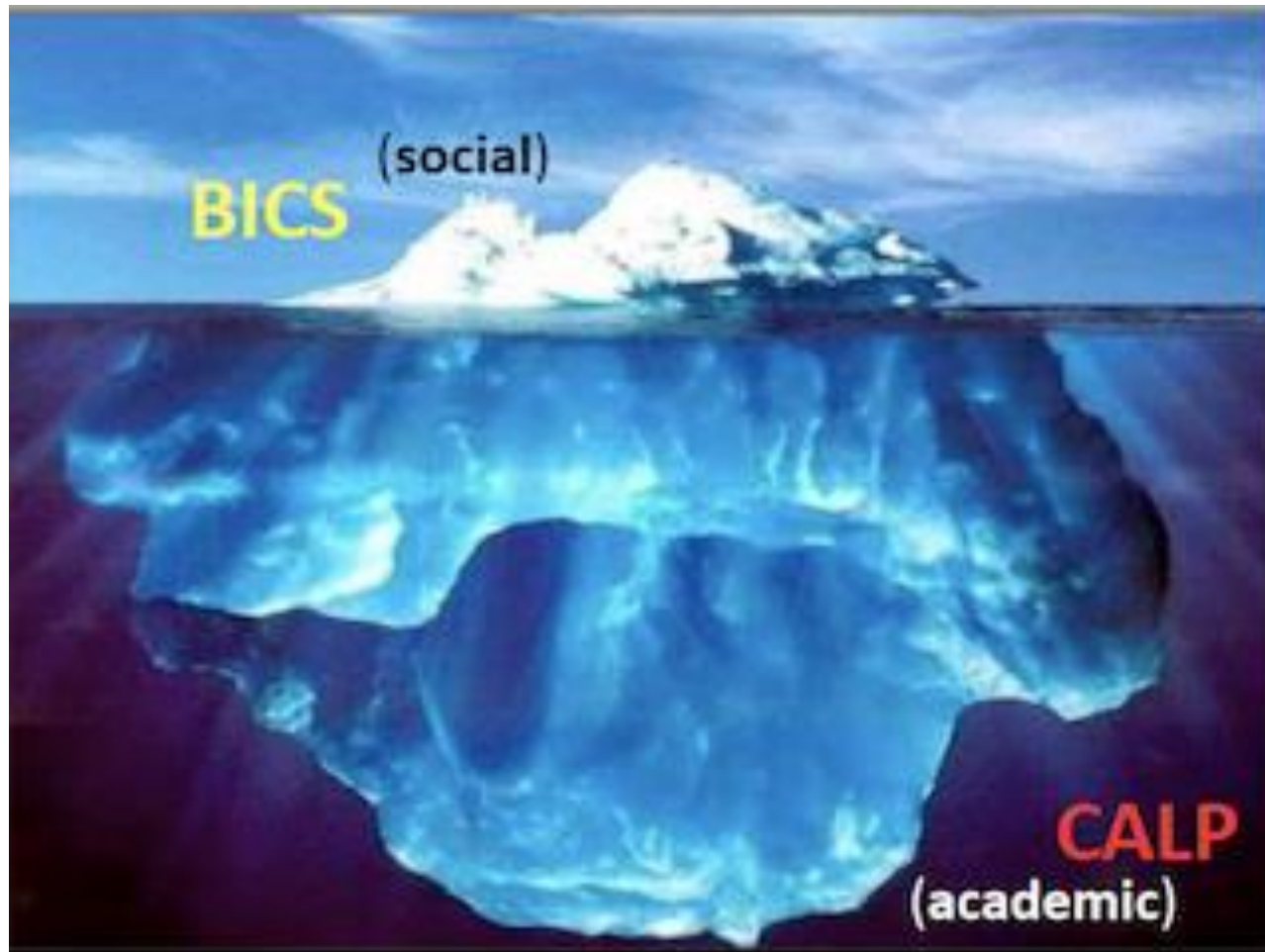


- L and C **integrated flexibly along a continuum**
- aim: functional rather than (near) native-like competence

Language Triptych



Language in CLIL





Present simple to describe characteristics:
There are, they do

Comparatives:
different, same

Pronouns to link sentences:
They

Multimodal input:
cell diagrams

Linking words:
But, so, because

Uncommon words with no visual support:
goblet cells

Everyday word used in specialist way:
cells

Specialist vocabulary:
mucus, cilia, haemoglobin

Prepositions to show purpose and direction:
for absorbing water, to every cell

Noun phrases:
root hair cells, goblet cells

Subject-specific language: science

Dale / Tanner (2012: 82)

7A.4 Different cells for different jobs

You should already know
 There are over a million different types of animal. They all have different shapes and sizes.
 But in all these animals there are only about 200 different kinds of cell. These cells are different because they do different jobs. The cells on the inside of the breathing tubes of humans and other animals are similar because they do the same jobs.

Outcomes
 Goblet cells
 Called this because...
 Job: to make sticky mucus to trap dust and micro-organisms

Keywords
 Ciliated epithelial cells
 cilia = beating hairs
 epithelium = skin or lining
 Job: to carry the mucus out of the lungs

Keywords
 dust carried out of breathing tubes
 mucus and dust
 this cell secretes mucus
 any hairs (cilia)

Information in chart form
 Two kinds of cells in breathing tube linings.

Question 1
 more specialised cells
 senses in your fingers
 very long nerve fibre
 connections to nerve cells in your brain and spinal cord
 Nerve cells are very long. Your brain and spinal cord send and receive messages in the form of nerve impulses from all over your body.

Question 2
 Your red blood cells are full of a chemical called haemoglobin. This can join with oxygen. So your blood can carry oxygen to every cell in the body.

Question 3
 Plants have special cells too. Root hair cells are one example. The hairs give the roots a bigger surface for absorbing water.

Question 4
 inside the root
 soil and water
 root hair cell

7A Cells: the body's building blocks



Subject-specific language: history

Dale / Tanner (2012: 62)

Past and past perfect tenses to recount past events:

had said, travelled

The Hajj

Specialist vocabulary:

The Hajj, Mecca

Linking word:

Both

'Would' to talk about past habits

Multimodal input:
primary sources,
visuals

Trade was not the only reason why Muslims travelled so much. Muhammad had said that every Muslim man and woman should make the PILGRIMAGE (or Hajj) to Mecca once in a lifetime. Both powerful and ordinary people did one of them journeyed to many times. Some pilgrims travel thousands of miles overland to get to Mecca. Some rich pilgrims would carry many treasures and goods to give along the way. Governments in the Islamic world used official caravans which were protected from bandits by soldiers. Hundreds of caravanserais sprang up along the pilgrim routes to Mecca. They were paid for by gifts from rich Muslims.

SOURCE 8 A pilgrim caravan in the thirteenth/seventh century



Phrases to place events in time:
*in the thirteenth/
seventh century,
in 977/366*

SOURCE 10 Description of the famous pilgrimage made by Jamila bint Nasir in 977/366

"Jamila brought with her, loaded on camels, fresh green vegetables contained in earthenware crocks. She brought 500 horses and camels for disabled pilgrims to ride. She gave 10,000 dinars to the Kaaba. She freed 300 slaves and 200 slave-girls. She provided 50,000 fine robes for the ordinary people in Mecca."

Specialist vocabulary:
*earthenware crocks,
dinars*

SOURCE 9 A fourteenth/eighth-century pilgrim describes his travels through Egypt towards Mecca

"The governor of the city came to meet us. Seeing my clothes all soiled by the rain, he gave orders that they should be washed at his house, and in place of my old worn turban sent me one of fine Syrian cloth. Into this he had tied two gold dinars. This was the first alms I received on my journey."

First person accounts, using past tense and evaluative language:
fine, soiled, sent, provided

1. Look at Source 8. Why are there musicians with the pilgrims?
2. In what ways were pilgrims helped on their journey to Mecca?
3. How did pilgrims help others?







“[T]he recruitment of international students and international staff, which English facilitates, leads to enhanced institutional prestige, greater success in attracting research and development funding, and enhanced employability for domestic graduates.”

Coleman 2006: 5



Findings from Europe: perceived gains



Students:

- 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)



Findings from Europe: perceived losses



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)



Consequences of CLIL: Example Spain



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”





National academies urge Government to develop national languages strategy

News • 28 Feb 2019



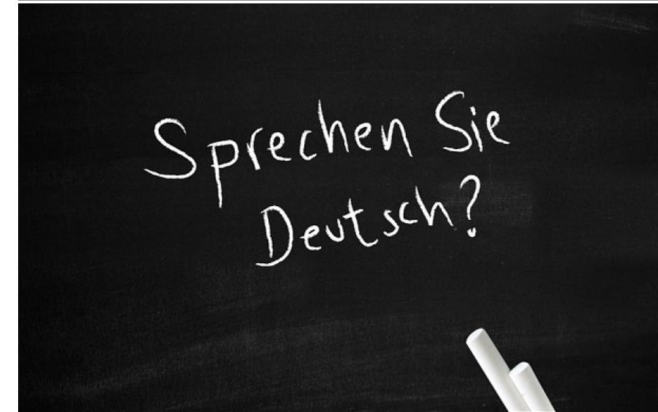
Transforming the UK into a 'linguistic powerhouse' is essential to the country's success, the British Academy says as it urges the Government to revive language learning in a statement published today. The national academy for the humanities and social sciences is leading a call for a 'national strategy for languages' to help make Britain and its citizens truly global.

Backed by the Royal Society, the Academy of Medical Sciences, and the Royal Academy of Engineering, the British Academy statement says that the prospect of Brexit 'makes it even more important for the UK to have the languages needed to forge wider commercial and other links.'

HOME » EDUCATION » EDUCATION OPINION

Language learning in the UK: 'can't, won't, don't'

In terms of language learning, we're a nation of committed non-swimmers faced with a swimming pool – anxious about diving in and not convinced of the joys of taking the plunge, writes John Worne



Uptake of languages at both GCSE and A-level has stalled. Photo: Alamy

Opinion Languages

Brexit Britain cannot afford to be laissez-faire about its languages crisis

David Cannadine

the guardian

Brexit looming, we must wake up to the huge educational, cultural and psychological benefits of multilingualism

Fri 1 Mar 2019 10:30 GMT



1,253 1,703



▲ 'A-level' entries are down by a third in 10 years and the number of students studying languages at university has fallen by over half. Photograph: Prasit photo/Getty Images

NEWS POLITICS VOICES FINAL SAY SPORT CULTURE VIDEO INDY LIFE INDYBEST LONG READS INDY100 VOUCHERS MIN

News » Education » Education News

Britain's dwindling language skills are a disaster for the country and needs action, MPs warn

'We need language skills to become the norm – not the exception'

Eleanor Busby Education Correspondent | Monday 4 March 2019 00:56 | 129 comments



NEWS

Home UK World Business Politics Tech Science Health Family & Education

Family & Education Young Reporter Global Education

Language learning: German and French drop by half in UK schools



Branwen Jeffreys
Education Editor
@branwenjeffreys

27 February 2019



Foreign language learning is at its lowest level in UK secondary schools since the turn of the millennium, with German and French falling the most.

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

CLIL at Aston University





- ⊗ all language and most content modules taught in the L2
- ⊗ 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

Example: German JH (post-A-level)



Year 1

German Language Skills I

Introduction to the German-Speaking Countries

International Business Environment (Germany)

Year 2

German Language Skills II

Politics and Society

International Business Environment (Germany)

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

International Business Environment (Germany)

Research Dissertation



Example: German JH (Ab Initio)

Year 1

German Language Skills Ab Initio I

Introduction to Language and Communication

Year 2

German Language Skills Ab Initio II

Introduction to the German-Speaking Countries (Y1)

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

International Business Environment (Germany)

Research Dissertation

Assessment and marking



- 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 criteria



LTS Marking criteria for written assessment - Content modules

Applicable to the following tasks: academic essay, YA project, final year dissertation, based on 'LTS Guidelines for Essay Writing'

TL = Target language

Weighting of marks in thematic modules: content 70%, language 30%

See appendix for CEFR global scale: common reference levels.

Year 1

Class	% range	Content and intellectual skills	Language and academic skills
I	85+	There is broad understanding of primary material under consideration. Shows ability to synthesise information and arguments from a number of sources, summarise, report and give opinion about accumulated factual information on matters within her/his field with some confidence. Relevant secondary sources have been understood and are mobilised productively. Links are made to a relevant broader socio-historical or cultural context. Mobilises a series of well-argued points in support of a clear position. Analysis is in part derivative, but moves beyond a received argument to develop and support a position. Can identify and present data in support.	There are very few errors; the writing is clear and concise. Exceeds expectations for this level (B1+, see CEFR). Writing is well structured, with clear introduction, body, and conclusion, and hierarchisation of arguments. References are appropriate in terms of number and relevance, there is clear evidence of relevant research. Sources are clearly presented and integrated into the text as outlined in the LTS guidelines.
	70-85	Very good understanding of the primary material under consideration. Some relevant secondary sources have been understood and are mobilised productively (although there is not necessarily as yet an overall sense of the source or any critical distance from it). Coherent links are made to a relevant broader socio-historical or cultural context. Mobilises a series of coherent points in support of a clear position, demonstrating a good understanding of what the question requires and developing and supporting a relevant answer with evidence of critical thinking.	Good grammatical and lexical control, occasional errors. Writing is clear and convincing, generally well structured, with clear logical progression and integration of supporting material. References are appropriate in terms of number and relevance, there is clear evidence of pertinent research. Sources are clearly presented and integrated into the text.
2.1	65-69	Shows good understanding of the primary material and an ability to demonstrate independent thought. Links are made to a relevant broader socio-historical or cultural context, though not fully developed. Mostly coherent and clear, consistently organised around ideas or themes. Information and examples supplied are mostly subordinated to the development of the argument. Mainly analytical in tone and purpose, some evidence of critical thinking.	Clear, though there are errors, some more serious and/or systemic. Overall impression is of fluency. Clear developmental structure with identification and separation of arguments. Clear and logical overall shape. References are appropriate in terms of number and relevance, there is evidence of relevant research. Sources are correctly presented and integrated into the text as outlined in the LTS guidelines.
	60-64	The argument is still influenced by the secondary reading and lectures, but is generally accurate and well handled, and is allied to relevant analysis, some evidence of a broader understanding of the primary material under consideration. Information and examples supplied are generally but not always	Good control of structures, but some errors are more serious and/or systemic. Errors of expression are normally minor, but these can be persistent. Writing can be a little incoherent, but is generally sound. The structure is sound, and the writing has a recognizable shape to it although points may be accumulated rather than logically linked.

Integration across the curriculum



Example: Oral Skills tutorials

integrated in core language modules for all years

facilitated by German teaching assistants

topics prepare for written exams at end of each TP

- weekly videos (15-40 min)
- tasks (listening compr, fill-the-gap, vocab quizzes, etc.)
- self-check answers
- additional online resources

topics aligned with core content modules

→ create synergies between language and content modules

Example: Year 1 – Die Weiße Rose



Die weiße Rose

Die Weiße Rose

Watch Video

video

Wortschatzliste

Attached Files: [Wortschatzliste.docx](#) (11.748 KB)

Übung zum Hörverstehen

Attached Files: [Übungen zum Hörverstehen Woche 22_1.docx](#) (41.5 KB)

exercises

Grammatikübung

Attached Files: [Grammatik_Scholl.doc](#) (23.5 KB)

Kontrollblatt Hörverstehen

Attached Files: [Lösung Hörverstehensaufgabe.doc](#) (24 KB)

self-check answers

Lösungsblatt Grammatik

Attached Files: [Lösungsblatt_HV_Grammatik.doc](#) (24 KB)

Sophie Scholl

Oscar-nominated World War II drama set in 1943 and based on a true story.

[Sophie Scholl](#)

other resources

weiterführende Links

Dossier zur Weißen Rose von der Bundeszentrale für politische Bildung: http://www.bpb.de/themen/HKQ6B3.0.0.Sophie_Scholl_und_die_Weiße_Rose.html

Link zur Gedenkstätte des Deutschen Widerstands in Berlin: <http://www.gdw-berlin.de/>

International Business Environment (Germany)

created by Dr Claudia Gremler



Topic: Globalization and the German Economy



Task 1 (preparation at home):

- Read text A

[about the reaction of German businesses to the opportunities offered by globalization and the consequences for the German workforce and for SMEs]

- and answer the questions



Task 2 (in class):

- Read text B

[the German government's view of globalization]

- and answer the multiple-choice questions about terms used in the text



Topic: Globalization and the German Economy



Task 3 (in class):

Target language discussion about texts A and B.

- What are the dangers and opportunities of globalization?
- What is the government's perspective?
- How do businesses actually react to the situation?
- Is there a discrepancy?
- Are there “winners” and “losers” of globalization?
- Should (and/or could!) politicians try to influence the process of globalization?
- How?





“Target-language content teaching has proven to be an enriching experience for both my students and myself. As an instructor, I become the medium through which the students learn and experience not only language skills or subject specific contents but the **culture** I bring into the classroom.”

Dr Raquel Medina, Senior Lecturer in Spanish



“Teaching first year content modules in the TL allows you to be part of an impressive development process and is as rewarding as it is challenging.”

Dr Claudia Gremler, Senior Lecturer in German

Good CLIL...



- ❖ 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
 - Time to redesign curriculum, units, assessment
- ❖ Instructors convinced of value and willing to invest time and effort
- ❖ Cooperation between language and subject experts
- ❖ Clearly formulated, explicit learning objectives
- ❖ Don't re-invent the wheel!
 - Use lessons from CLIL in various educational settings

References and further reading



- Aguilar, M. / Rodríguez, R. (2012). 'Lecturer and student perceptions on CLIL at a Spanish university'. *International Journal of Bilingual Education and Bilingualism* 15:2, 183-197.
- Airey, J. / Linder, C. (2006). 'Language and the experience of learning university physics in Sweden'. *European Journal of Physics* 27, 553-560.
- Ball, P. / Kelly, K. / Clegg, J. (2015). *Putting CLIL into Practice*. Oxford: OUP.
- Costa, F. (2012). 'Focus on form in ICLHE lectures in Italy. Evidence from English-medium science lectures by native speakers of Italian'. *AILA Review* 25, 30-47.
- Coyle, D. / Hood, P. / Marsh, D. (2010). *CLIL – Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Dafouz, E. / Smit, U. (2020). *ROAD-MAPPING English Medium Instruction in the Internationalised University*. Cham: Palgrave Pivot.
- Dafouz, E. / Núñez, B. (2009). 'CLIL in higher education: devising a new learning landscape'. In: Dafouz, E. / Guerrini, M.C. *CLIL across Educational Levels. Experiences from primary, secondary and tertiary contexts*. London, Madrid: Richmond Publishing, 101-112.
- Coleman, J.A. (2006). 'English-medium teaching in European Higher Education'. *Language Teaching* 39:1, 1-14.
- Dale, L. / Tanner, R. (2012). *CLIL Activities. A resource for subject and language teachers*. Cambridge: CUP.
- Fortanet-Gómez, I. (2013). *CLIL in Higher Education. Towards a Multilingual Language Policy*. Clevedon: Multilingual Matters.
- Hynnenen, N. (2012). 'ICL at the micro level: L2 speakers taking on the role of language experts'. *AILA Review* 25, 13-29.
- Lasagabaster, D. / Doiz, A. (eds) (2016). *CLIL experiences in secondary and tertiary education: in search of good practices*. Bern: Peter Lang.
- Nikula, T. / Dafouz, E. / Moore, P. / Smit, U. (eds) (2016). *Conceptualising Integration in CLIL and Multilingual Education*. Bristol, Buffalo, Toronto: Multilingual Matters.
- Pérez-Cañado, M.L. (2012). 'CLIL research in Europe: past, present, future'. *International Journal of Bilingual Education and Bilingualism* 15:3, 315-341.
- Schmidt-Unterberger (2018). 'The English-medium paradigm: a conceptualisation of English-medium teaching in higher education'. *International Journal of Bilingual Education and Bilingualism*, 21:5, 527-539.
- Sercu, L. (2004). 'The introduction of English-medium instruction in universities: A comparison of Flemish lecturers' and students' language skills, perceptions and attitudes'. In: Wilkinson, R. (ed.). *Integrating content and language: Meeting the challenge of a multilingual higher education*. Maastricht: Universitaire Pers, 547-555.
- Tange, H. (2010). 'Caught in the Tower of Babel: university lecturers' experiences with internationalisation'. *Language and Intercultural Communication* 10:2, 137-149.
- Wächter, B. / Maiworm, F. (2014). *English-Taught Programmes in European Higher Education. The State of Play in 2014*. ACA Papers on International Cooperation in Education. Bonn: Lemmens Medien GmbH.
- Wielander, E. (2015). 'ICL in UK Tertiary Education: Converging with and diverging from European models'. In: Wilkinson, R. / Walsh, M.L. (eds). *Integrating Content and Language in Higher Education: From Theory to Practice. Selected papers from the 2013 ICLHE Conference*. Frankfurt am Main: Peter Lang, 178-192.



Questions & Answers