



CLIL AND IMMERSION CLASSROOMS: APPLIED LINGUISTIC PERSPECTIVES

Symposium of the AILA Research Network

ORGANISERS

- Ute Smit, University of Vienna
- Christiane Dalton-Puffer, University of Vienna
- Tarja Nikula, University of Jyväskylä

Website of the CLIL ReN: www.ichm.org/clil/



INTRODUCTION

... to the Research Network

AILA CLIL REN

- started in 2005
- presently more than 35 members (open to all interested!)
- dedicated to applied linguistic research in classrooms settings where the teaching and learning of curricular content happens in and through foreign or second languages
 - highly popular and spreading educational practice
 - known by various labels, e.g. foreign language immersion education, content-based instruction); especially in Europe: CLIL (Content and Language Integrated Learning)

RESEARCH FOCUS OF REN

- ... to provide empirical and methodological insights in diverse CLIL settings (primary to tertiary) on
- ongoing language learning processes;
 - the complex yet crucial role/s language plays in collaborative knowledge construction

REN PUBLICATIONS

- Dalton-Puffer, Ch. & T. Nikula (eds.) (2006). *Current research on CLIL*. Special issue of *IEWS (Vienna English Working Papers)* 16:3.
- Dalton-Puffer, Ch. & U. Smit (eds.) (2007). *Empirical perspectives on CLIL classroom discourse*. Frankfurt a.M.: Peter Lang.
- Smit, U. & Ch. Dalton-Puffer (eds.) (2007). *Current research on CLIL 2*. Special issue of *IEWS (Vienna English Working Papers)* 17:3
- Envisaged thematic volume in the Benjamins AILA Series (proposal will be submitted in November)

RECENT RESEARCH ON CLIL (REN + OTHERS)

- E.g.
- o Coyle, D. & H. Baetens Beardsmore (eds.). 2007. Research on Content and Language Integrated Learning (CLIL). *The International Journal of Bilingual Education and Bilingualism* 10.5.
 - o Dalton-Puffer, Ch. (2007). *Discourse in CLIL classrooms*. Amsterdam: John Benjamins.
 - o Fortanet-Gómez, I. & C. Räisänen (eds.). 2008. *ESP in European Higher Education: Integrating language and content*. Amsterdam: John Benjamins.
 - o Lorenzo, F., S. Casal, V. Quiñones & P. Moore (eds.). 2007. Models and practice in CLIL. *Revista española de lingüística aplicada (RESLA)* 20, Extra. 1.
 - o Marsh, D. & D. Wolff (eds.) (2007). *Diverse contexts – converging goals: CLIL in Europe*. Frankfurt a.M.: Peter Lang.
 - o Wilkinson, R. & V. Zegers (eds.) (2007). *Researching content and language integration in higher education*. Maastricht: Maastricht University Language Centre.

CURRENT CLIL RESEARCH IN VIENNA

Study on ELF classroom interaction

Ute Smit. 2008. *Classroom interaction in English as a Lingua Franca. A discourse pragmatic ethnography in international higher education*. Univ. Vienna [Mouton de Gruyter].

MA - theses

- CLIL Mathematics - teacher interviews
- Communication strategies in classroom discourse
- Vocabulary acquisition (replication of Sylvén 2004)
- Free writing
- C-test/ free writing (CLIL in technical schools)

CURRENT CLIL RESEARCH IN VIENNA

CLIL in Higher Technical Schools (2007-2008)

- o Quantitative overview
- o Identify best practice & problem areas
- o Suggest measures for improvement

Interviews

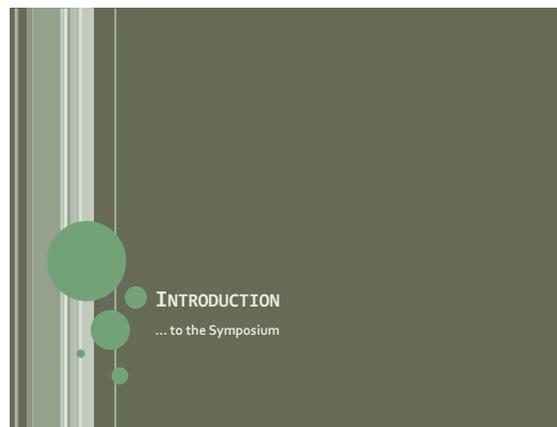
students

Questionnaires

teachers

Language test

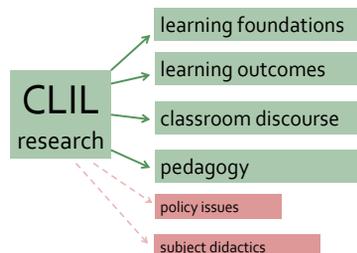
heads



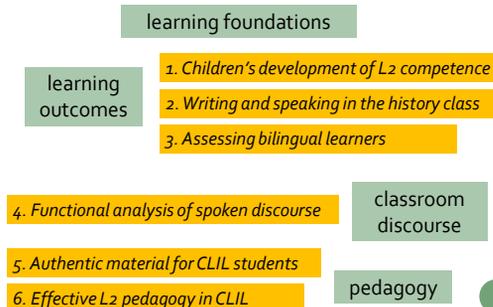
SYMPOSIUM PAPERS DEAL WITH:

- o European primary, secondary and tertiary educational settings in:
 - Austria
 - (Belgium)
 - (Finland)
 - Germany
 - Netherlands
 - Spain
 - Sweden
- o mediums of instruction:
 - English
 - (French; STIMOB – contact Piet van de Craen)
 - (German; CLILiG – contact Kim Haataja)

RESEARCH FOCI:



RESEARCH FOCI AND PAPERS



PROGRAMME (WED, 9-12)

9:00-9:15 **Introduction**9:15-10:10 **3 papers** (10' talk + 3' response + 4' questions)*Children's development of competence in L2 oral narratives: the influence of CLIL instruction**Writing and speaking in the history class: data from CLIL and first language contexts*
*Assessing bilingual learners' subject-specific written discourse competence*10:10-10:30 **Break**10:30-11:25 **3 papers** (10' talk + 3' response + 4' questions)*"I'd like to begin by"...: a functional analysis of structuring devices in university spoken discourse**Authentic material for CLIL students: A Can of Worms or the Silver Bullet*
*Identifying effective L2 pedagogy in CLIL*11:25-12:00 **Final round**

Discussant's commentary and General discussion

NOTE: SPECIAL AFTERNOON SESSION!!

- what: "Research Planning Session" of the CLIL ReN
- when: 14:00-16:00
- where: in 'Room M' (situated one floor above)

Children's development of competence in the genre 'oral narrative' in EFL

the influence of CLIL instruction

Julia Hüttner
Angelika Rieder-Bünemann
University of Vienna

Data/Participants/Methodology

- 44 children aged 12-13, L1 = German
 - 22 CLIL
 - 22 standard
- based at 2 *Vienna Bilingual Schooling (VBS)* schools in Vienna/Austria, matched for socio-economic background
- audio-recordings of narratives based on Mercer Mayer's picture story "*Frog, where are you?*"
 - narratives in German and English

Vienna Bilingual Schooling (VBS)

- implemented 1992 (nursery / primary school)
1994 (secondary school)
- currently 7 primary schools, 8 lower secondary schools, 5 higher secondary schools
- English & German-speaking groups in class, partial CLIL
- Selection of pupils through interview and self-selection

Findings

- **Macro-level**
 - genre awareness
 - e.g. realisation of all main plot elements, genre expectations, framings
 - ability to shift perspective
- **Micro-level**
 - mastery of language system (expected tense choices, grammatically well-formed utterances, appropriate lexis and lexical density)
 - use of communicative strategies

Macro-level: the basics

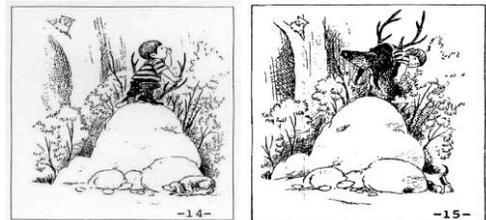
- **Realisation of core plot elements**
 - **onset/problem** not mentioned by 13.6% in standard group vs. 4.6% in CLIL group
 - **unfolding**
 - **resolution** not mentioned by 9.1% of standard group vs. all CLIL children
- cf. Diagram (1)

Macro-level: the extensions

- **Adaptations to genre expectations**
 - more marked in CLIL group
 - e.g. adaptation to expectation that keeping animals which should be in nature as pets is "bad"
 - genre-specific framings (e.g. *Once upon a time*)

→ cf. Example (1)

Macro-level: Shifting Perspective



Macro-level: shifting perspective

- sequence difficult for both groups and in both L1 and L2, but:
 - **L1 German:** 22.7% in CLIL and 22.7% standard group related shift
 - **L2 English:** 22.7% in CLIL group vs. 9.2% in standard group related shift

→ cf. Diagram (2)

Micro-level: mastering the language system

- **production of error-free tense forms**
 - **anchor tense consistency**
 - 94.1% in CLIL vs. 81.3% in standard group
 - cf. Diagram (3)
 - **rate of verb errors:**
 - 3.6% in CLIL vs. 19.8% in standard group
 - cf. Diagram (4)

Micro-level: communicative strategies

- **L1 based strategies**
 - 20 switches to L1 German in **standard** group vs. 2 switches in **CLIL** group
 - 3 requests for help in German in **standard** group vs. none in **CLIL** group
- **L2 based strategies**
 - circumlocutions and paraphrases used differ, with CLIL children better able to produce fluent descriptions and/or use a greater variety of approximators
→ cf. Example (2)

Conclusion

- **CLIL** pupils have **quantitative and qualitative advantages** over their peers in the standard group in most areas investigated
 - **most marked:** more complex areas
 - shifts in perspective
 - dealing with lexical gaps *without* resorting to L1
- possibly **effect of CLIL classes** trying to “get meaning across”

Implications/points for discussion

- need for large-scale comparisons, including also writing – potentially area of least marked differences
- individual cases highly divergent

Writing and speaking in the history class: data from CLIL and first language contexts

Ana Linares and Rachel Whittaker

Universidad Autónoma de Madrid

This project is currently funded by the Madrid Autonomous Community and the Universidad Autónoma de Madrid (CCG07-UJAM/HUM-1790)

Other members of the project: Emma Dafouz (UCM), Anne McCabe (Saint Louis University), Dolores Ramirez (UAM), Jesús Romero (UAM) and Teresa Bordon (UAM)

(Our thanks to the teachers of the classes we are studying, Marcela Fernández and Clara Mimbrela, and their colleagues, without whom this research would not have been possible)

Linares and Whittaker,
AILA 2008

Introduction: the project (1)

MOTIVATION

- To identify the **linguistic needs** of young EFL learners in the curriculum of social science -history and geography- (learning a discipline + learning the language of that discipline).
- To provide support for Spanish **secondary school teachers** (CLIL projects).

Linares and Whittaker, AILA 2008

Introduction: the project (2)

OBJECTIVES

-To analyse learners' spoken and written production in EFL in a topic a year from the social science syllabus in 2 state secondary schools:

- 2005/2006 1º ESO students (12/13-year-olds)
- 2006/2007 2º ESO students (13/14-year-olds)
- 2007/2008 3º ESO students (14/15-year-olds)
- 2008/2009 4º ESO students (15/16-year-olds)

-To analyse the language of the textbook and of the teacher on the same topic (input).

-To compare the CLIL learners' production with that of parallel Spanish native groups on the same topics.

-To compare the CLIL learners' production with that of native speakers of English (same age, similar topics).

Linares and Whittaker, AILA 2008

AIM OF THE PRESENT STUDY

To compare the CLIL learners' production with that of parallel Spanish native groups on the same topics.

Linares and Whittaker, AILA 2008

THE DATA

- Two CLIL class discussions (30 minutes): "Feudal Europe".
- Two L1 (Spanish) class discussions (30 minutes): "La Europa Feudal".

A few days later the groups wrote on the same topic, producing:

- 49 short compositions from the two groups of CLIL students on "Feudal Europe".
- 28 short compositions from the two L1 (Spanish) history students on "La Europa Feudal"

Linares and Whittaker, AILA 2008

Prompts

1. We have been studying **Feudal Europe**. What were the **characteristics of rural life in feudal Europe**? Refer to the **obligations and rights** of the peasants. **Why** did cities grow? **Compare** them with the city where you live today. What were the **causes and consequences** of the plague?
2. ¿Cómo era la vida en las **zonas rurales en la Europa feudal**? Destaca las **obligaciones** y los **derechos** de los campesinos. ¿**Cómo y por qué** crecieron las ciudades? **Compáralas** con las ciudades en las que vivimos hoy en día. ¿**Cuáles** fueron las **causas** y las **consecuencias** de la plaga?

Linares and Whittaker, AILA 2008

The theoretical framework: genre and register in SFL

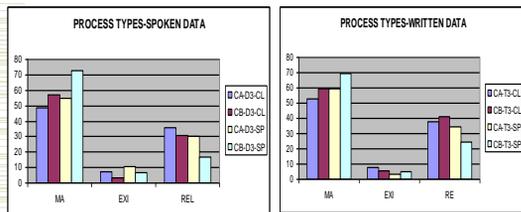
SFL work on genre and register in educational contexts (Halliday 2004, Christie 2002, Christie & Martin 1997, Coffin 2006, Rothery 1994, Veel 2006, Veel & Coffin 1996)

Features studied

- The distribution of types of processes
- The number and types of circumstances
- The number and types of clause complexes
- Modality

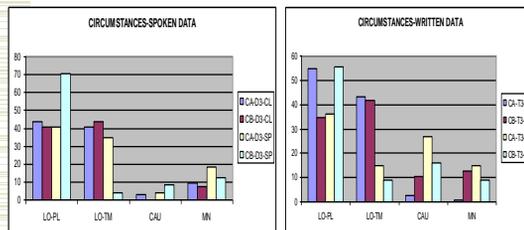
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RESULTS (1) PROCESS TYPES



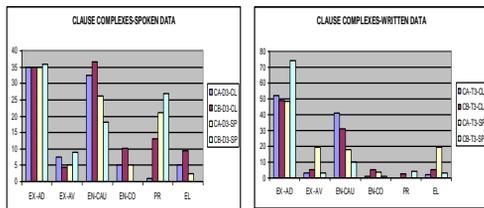
Linares and Whittaker, AILA 2008

RESULTS (2) CIRCUMSTANCES



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RESULTS (3) CLAUSE COMPLEXES



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Expression of cause in the Spanish and CLIL contexts

CB-SPAN

TCH: *¿Por qué creéis que se propagó tan rápidamente la Peste Negra? A ver, Jairo. (Why do you think the Black Death spread so rapidly. Let's see, J.)*

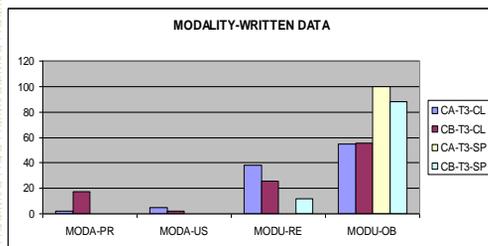
ST: Por el hacinamiento <CAU> (Due to overcrowding)

CA-CLIL

ST: Because the people are not clean.. are not clean people <EN-CAU>

Linares and Whittaker, AILA 2008

RESULTS (4) MODALITY



Linares and Whittaker, AILA 2008

Examples of modality in CLIL written texts

CA-CLIL

Nowadays we have more rights than then, we can <MODU-RE> choose where we want to work

CB-CLIL

They can <MODA-PR> die because if your family hadn't got money for buy food.They die.

Linares and Whittaker, AILA 2008

CONCLUSIONS

SIMILARITIES between CLIL and L1 samples

- distribution of process types
- frequent use of addition to link clauses ("and")
- little register sensitivity.

DIFFERENCES between CLIL and L1 samples

- CLIL students use clause complexes where L1 students use circumstances.
- in CLIL classes there seems to be more space for individual students' views and interpretations, and, thus, for more genuine communication. A wider variety of modals are used as a result (Dalton-Puffer & Smit, 2007; Van de Craen et al., 2007).

FINAL THOUGHTS

Van de Craen *et al.* (2007: 197) refer to the importance of repetition of activities for learning, a feature of the design of our data collection procedure, which, we feel, had a positive effect on the students' written production.

Linares and Whittaker, AILA 2008

Assessing bilingual learners' subject-specific written discourse competence

Debbie Coetzee-Lachmann
University of Osnabrück
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The study in brief

- ❑ **Focus:** *subject-specific* written discourse competence
- ❑ **Sample:** 84 10th grade grammar school learners following geography in English
- ❑ **Theoretical framework:** socioliterate approach and SFL
- ❑ **Methodology:** assessing 467 samples of writing using three sets of scales

Geography competence test

- ❑ Developed in co-operation with educational experts in geography
- ❑ Tasks involved integrated application of higher order subject-specific competences and production of an extended response
- ❑ Administered at four grammar schools in Lower Saxony

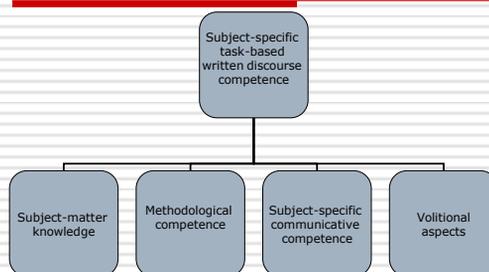
Example of task and response: handout

Defining subject-specific task-based written discourse competence

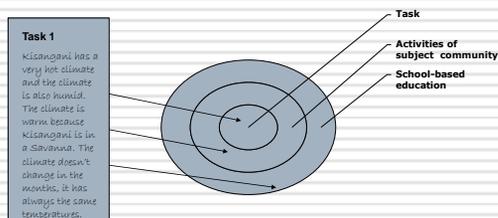
The *willingness* and *ability* to realise meaning in a written text that

- ❑ meets the requirements of a *specific task* (content and mini-genre, e.g. description) and that
- ❑ follows *subject-specific conventions* (models of subject matter and register)

Competence areas



Scale development: relating written responses to contexts



Scales:

- ❑ Six holistic scales, specified per task, used to assess the degree of task fulfilment. Each scale describes seven levels of performance.
- ❑ Seven analytic scales with five levels each, used to assess accuracy and appropriateness of textual realisation of meaning (organisation, linking, language use).
- ❑ Six sets of dichotomous and three-point scales, specified per task, used to assess the correctness and completeness of the content (meaning constructed).

Summary of results

- ❑ Developing subject-specific written discourse competence
- ❑ The mode in terms of degree of task fulfilment: 3 (0 lowest, 6 highest)
- ❑ Content often incomplete and incorrect (average for most tasks 50%)
- ❑ Sufficient and correct use of subject-specific terms and expressions and formal language is problematic

The way ahead

- ❑ More research into bilingual learners' use of the subject-specific register
- ❑ Attention in the classroom to the development of learners' methodological competence and their use of the subject-specific register

"I'd like to begin by...: a functional analysis of structuring devices in university spoken discourse"

ReN Content & Language Integrated Learning Symposium
AILA Congress August 2008 - Essen, Germany



Emma Dafouz, Diana Foran & Begoña Núñez
 in representation of the **EICES Research Team**
Universidad Complutense de Madrid (Spain)

Are there major differences in your lecturing style in English and Spanish?

"When I am teaching in Spanish I only need to have the basic structure because you have many resources, and if a new idea comes you can start talking about it (...). In English you cannot allow yourself to do that unless you have the lesson much better prepared, otherwise you get lost (...) and there is always some word that you miss and you try to remember and you never remember on time."

(Lecturer2 interview, July 2006)

The context:

- **Internationalization of Spanish universities:** 30 offer post-graduate and undergraduate courses through English.
- **Differentiation and added value:** driven by the need to attract a decreasing student population.
- However, little attention to:
 - Teacher and student FL competence
 - Methodological changes required by a CLIL approach
 - Subject-specific adjustments in the syllabi

Project research objectives:

(Comunidad de Madrid Research Project Ref. CCG06-UCM/ENE-1061)

- Develop a **contrastive corpus** of academic language (English/Spanish) in Spanish university contexts.
- Characterise the **pragmatic** and **organisational** features of teacher spoken discourse across disciplines.
- Develop a **functional-metalinguistic repertoire** to assist non-native university teachers in delivery of content through a FL.

The present study:

Analyses how non-native lecturers (specifically native Spanish speakers) ...

- Organise the **structure** of their lectures (macro-approach).
- Use specific **linguistic devices** to signal different phases in their lectures (micro-approach).

Theoretical framework:

Systemic functional approach → Halliday (1994, 2004)

- Young (1990, 1994): **phase analysis** in lectures
- Metadiscoursal phases →
 - Discourse, Conclusion, Evaluation
- Discoursal phases →
 - Interaction, Content, Exemplification

The data:

3 lecturers: 2 male and 1 female all with an intermediate level of English.

3 lectures in **Spanish** as **L1** → addressed to Spanish undergraduate students of Aeronautical Engineering at UPM.

(26,576 words /3 hours + 43 minutes). Corpus Engin. 1.

3 lectures in **English** as a **FL/ELF** → addressed to international audience of undergraduate students in an Engineering summer course at UPM.

(19,850 words /3 hours + 24 minutes). Corpus Engin. 2.

Findings: at a macro-level

- Higher degree of **explicitness** in the use of markers to signal phase transition in **Spanish** than in English.
- **Presence** of a particular phase marker does **ensure** the **existence** of that phase in Spanish.
- Greater **stylistic variety** of **discursive markers** and linguistic expressions in **Spanish + more salient** (*≠ thing, next, now...*)
- The three lecturers **include all six phases** to organise their sessions both in English and in Spanish.

Findings: at a macro-level

- Ranking order: 1) Content phase, 2) Discourse Structuring, 3) Interaction, 4) Evaluation, 5) Exemplification and 6) Conclusion.
- **Exemplification phase** is found to be **more numerous** in the **Spanish** corpus than in the English.
- **Content phase** appears less systematic in the Spanish corpus as regards moves and functions assigned to each move.
- **Interaction phase** is used in the Spanish data to comment on contextual features.

Findings: at a micro-level

Content phase:

- more **impersonal constructions** in **Spanish** (*se debe, se hace necesario, es bueno, el propósito del experimento...*) vs. personal ones in English (*we need to..., I want to tell you...*).
- higher number of noun phrases in Spanish vs. verb phrases in English.
- wider variety of **modal verbs** in **Spanish** (*se debe/debería/ controlar la temperatura the temperature has to be controlled*).

Findings: at a micro-level

Evaluation phase:

- **more variation** in the types of **pre-modifying adverbs** in Spanish:
muy pequeño / very small;
potencialmente catastrófica /potentially catastrophic
Higher level of sophistication.
- **repetition** of **evaluative** devices with less stylistic variation than expected in the L1:
importante (6), *esencial*, *vital*, *fundamental* (0);
difícil (6), *complicado*, *complejo*, *arduo* (0)

Preliminary conclusions of the contrastive analysis:

Similarities:

- A **macro-structure** seems to be used consistently across the small corpus of lectures analysed.

Differences:

- There are considerable differences regarding **the micro-features** used to organise lectures.
- These micro-features are **not readily available for non-native teachers**.

Furthermore, **automatic transfer** of linguistic resources from the L1 to the FL **does not** seem to **occur**.

Implications:

- There is a place for the **explicit instruction** of **macro-makers** and **micro-features** in the delivery of lectures in CLIL contexts.
- **Awareness** of the **importance** of these devices for successful understanding of the subject content is essential for both lecturers and learners.

Authentic Texts in the CLIL Context: A Can of Worms or a Silver Bullet?

Dr Erwin Gierlinger, Austria
Dr Francisco Lorenzo, Spain
Dr Liss Kerstin Sylvén, Sweden

Three main questions

- ▶ WHAT is an authentic text?
- ▶ WHY is it (not) used?
- ▶ HOW is it used?

What is an authentic text

- ▶ Authenticity of the texts which we may use as input data for our students;
- ▶ Authenticity of the learners' own interpretations of such texts;
- ▶ Authenticity of tasks conducive to language learning;
- ▶ Authenticity of the actual social situation of the classroom language.

Authentic texts

- ▶ are genuine instances of language use as opposed to exemplars devised specifically for language teaching purposes (Johnson/Johnson, 1998),
- ▶ and therefore exhibit the typical lexical, grammatical and textual patterns appropriate to the respective context.

Why should it be used?

▶ Student motivation

- Central to all learning in general and to language learning in particular is motivation (Dörnyei 2001)
- Subject content should be of interest to students in order to motivate them to learn what teachers aim at teaching (Lightbown & Spada 2006, Nation 2001, Pintrich and Schunk 2000).

Transfer

- “what the learner learns in some situations might enable her to do something different in other situations thanks to perceived differences (and similarities) between situations” (Marton 2006:528)

▶ Crucial to observe similarities and differences

- Look at:
 - ▶ Vocabulary
 - and learn about collocations, semantics and pragmatics
 - ▶ Style
 - and learn about registers and genres
 - ▶ Syntactic patterns
 - and learn about colligations
 - ▶ Etc., etc.

To be (authentic), or not to be ...

I: Do you use authentic materials? Is this important for you?

T: It is absolutely important, I **must not simplify** and **water it down** (*verwässern*). The kids need to understand what it is about, they **don't have to understand every word**, but the **fundamentals** (*Grundtenor*) yes. ... (3 sentences left out) ... when using texts I am taking **corrective action** (*eingreifen*), I adapt them.

I: How did you do this?

T: I took the **core sentences**, what is the **most important** (*Allerwichtigste*), with the original words (*Originalvokabeln*) and shortened the text, so that it was **just about right**, but still comprehensible (*fassbar*) for the kids. ... I made it easier by leaving out words or sentences, that were **not absolutely necessary**.

Advanced Language Literacy / Authentic academic texts

- ▶ To pick such a man as his minister showed how little James cared for his people's opinions. Most seventeenth century men and women believed a King was chosen or at least **favoured** by God. They also thought rule by one person the only way to govern a country. Even so, a monarch was expected to take the advice of his most important subjects. This James rarely did, probably because his long rule in Scotland had made him **conceited**.

Authentic academic discourse and second language competence

PRINCIPLES OF ACADEMIC DISCOURSE	PRINCIPLES OF INPUT PROCESSING IN SLA	INSTANCES
Marked theme	<i>The primacy of meaning principle</i>	<i>However suddenly the empire had fallen</i> , the future of new nations would not have...
Textual Theme	<i>The first noun principle</i>	<i>To have elected Johns as a candidate</i> , would have left Martin without hope.
Embeddness	<i>The availability of resources principle</i>	The dean of the Salisbury cathedral <i>could have cited</i> either Richard Hooker or John Calvin to <i>justify</i> his order to preachers that neither in their sermons or in their private conversations they <i>intermeddle not</i> with matters of state.

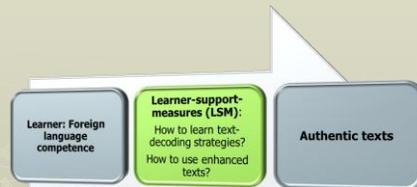
Language adjustments in bilingual discourse (Lorenzo, 2008)

PROCESS	LINGUISTIC DIMENSION	OPERATING PRINCIPLE	MAIN STRATEGIES USED
SIMPLIFICATION	sentence-framed changes	Simplify, not amplify	-short and simple sentences. -movement of topics to front positions in the sentence. -high frequency vocabulary. -higher ratio of content words to function words -avoidance of sentence embeddings -limited range of syntactical and semantic relations. -highlighting of importance concepts.
ELABORATION	texti-framed changes	Amplify, not simplify	-removal of pronouns with unclear antecedents. -lower type-token ratio. -maintenance of original complexity in syntax and lexis. -adding redundancy through repetition, paraphrase and retention of full noun phrases.
REDISCURSIFICATION	discourse-framed changes	Deepen, not broaden	-changes in text typology: from ideational to involving texts. -more overt interactional structure: questions inserted. -explicit engagement devices: writer-oriented features (explicit markers of evaluation and attitude, hedges, boosters), reader references. -meaning adaptation: high activity levels, ideational reduction, secondary ideas are shortened. -format adaptation: asides, footnotes, graphs, visual aids, glossaries, parenthetical information, pretexts.

Can of worms or silver bullet?

- ▶ Authentic texts are problematic in various aspects
- ▶ Teachers need to deal with authentic texts
 - Text enhancement/input grading techniques
- ▶ Authentic texts can boost motivation among students
 - Learning and reading strategies
- ▶ Authentic texts can be used to transfer knowledge into other language domains
 - Transfer awareness

Bridging the gap



Identifying effective L2 pedagogy in CLIL

Rick de Graaff
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CLIL definition

- CLIL encompasses any activity in which:
 - a foreign language is used as a tool in learning a non-language subject
 - language and subject aims are combined within the classroom setting.
 - → *What's the role for language pedagogy in the content class?*
 - → *What's the role for content in the language class?*
 - → *What's the role for content teachers and language teachers?*

Universiteit Utrecht
IVLOS

CLIL in te Netherlands: secondary education

- Since early '90s; now about 100 schools for upper level secondary education
- From 12 yrs; most students Dutch L1
- Mainly 50% Dutch – 50% English
- Science + soc. science + creative subject
- National final examination in Dutch
- Most teachers native speakers of Dutch
- International teacher and student exchange

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Research on effectiveness of CLIL, immersion and CBLT

Johnson & Swain; Swain & Lapkin; Genesee; Harley; Lyster:

- High levels of reading and listening comprehension
- High levels of fluency and complexity in oral and written language production
- Lower levels of oral and written accuracy

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Research questions

- What CLIL teacher repertoire might stimulate learner interaction in English and facilitate language acquisition, including accuracy?
- What effective teacher repertoire for language acquisition can be observed in CLIL practice?
- What teacher repertoire is relevant for both CLIL and ESL/EFL teachers?

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Westhoff's Penta-pie (2004)

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INPUT

Offer learners lots of target language at a (just) challenging level

- **Select material:**
 - authentic
 - functional
 - stimulating
- and *adapt* if necessary
- *Tune* your own language use

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MEANING

Require learners to do something with the content to understand it

- *Pre-teach* and *recycle* useful vocabulary and expressions
- *Design* tasks that focus pupils on *understanding* of relevant terminology



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FORM

*Direct the learners' attention to form
(language awareness)*

- *Draw attention* to relevant language forms
- *Explain* problematic and relevant forms
- *Give feedback* and organize peer feedback



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OUTPUT

*Stimulate learners to practise and be
creative with the language*

- *Ask* for reactions and interaction
- *Stimulate* 'authentic' use of English
- *Give feedback* on language use
- *Organize* functional writing



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STRATEGIES

*Help learners to develop language
learning strategies*

- *Encourage* the use of *reading* strategies
- *Encourage* the use of *compensatory* strategies in speaking
- *Encourage reflection* on strategy use and language learning



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The study

- Observing 10 lessons in 3 CLIL schools
 - History, Geography, Maths, Biology, Arts & crafts, EFL
- Analyzing videos with *penta pie* observation grid
- Selecting illustrative examples for professional development
 - Do-statements, suggestions and DVD



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Results

- Full coverage of all main categories
- Differences between teachers
- No specific differences between CLIL teachers and EFL teachers
 - Except for form-focussed processing
- Many CLIL teachers unaware of their own effective CLIL teaching behaviour
 - Especially related to form-focussed processing



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Recommendations

- Organize peer coaching and collaboration for CLIL and EFL teachers
- Stimulate extending repertoire of less-used effective CLIL teaching behaviour
 - Lyster's counterbalance hypothesis: pay explicit attention to form in meaning-oriented classroom settings
- Integrate L2 and content aims in authentic tasks



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Follow-up survey

What's the role for language teachers in CLIL?

- Language expert for their colleagues
- L2 pedagogy expert for their colleagues
- Co-designing CLIL projects
- Pre-teaching content-specific language
- Supporting content-class assignments:
 - preparation & feedback

Practice?

yes	no
some	no
no	no



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Follow-up project

- Enhancing language-subject teacher collaboration on:
 - L2 pedagogy
 - Co-designing CLIL projects
 - Pre-teaching content-specific language
 - Supporting content-class assignments
- By ceating language-subject teacher teams and identifying good practices
- *Who likes to collabotate internationally?*



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AILA CLIL ReN Symposium 2008, Essen

CLIL and immersion classrooms: applied linguistics perspectives Discussant's commentary

Robert Wilkinson
Maastricht University
Netherlands




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My perspective

- From a tertiary education perspective
- Limited experience in secondary education
- Tertiary education, where students & staff are learning or teaching through an L2




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Structure

- Comments arising from the six papers
- General comments about CLIL and potential research directions




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Paper 1: Development of genre competence

- Julia Hüttner, Angelika Rieder-Bünemann (Universität Wien): *Children's development of competence in L2 oral narratives: the influence of CLIL instruction*
- Positive finding of development of genre competences in CLIL group in both German and English – interesting because of findings of effects of CLIL on L1 (see van de Craen et al, 2008)
- Possible selection bias: more motivated students in CLIL group? How do you control for selection bias in CLIL comparative studies (non-experimental)?





Paper 1 (cont.)

- Questions:
 - Does recording first in L1 (German) then in L2 (English) influence the results? Would findings have been different otherwise?
 - What factors influence the CLIL pedagogy in this study?
 - How can you control for contamination when both groups come from the same school?
 - Depending on the direction of contamination, it's possible that the differences found understate the true differences between the groups.



Paper 1 (cont.)

- General questions arising from study:
 - Who really benefits from CLIL? All pupils? Or are there differences in content ability between differently able children?
 - Would lower or higher ability children benefit more? Would the CLIL pedagogy have to be adapted for differently able children?



Paper 2: Genre differences in history

- Ana Llinares, Rachel Whittaker (Universidad Autónoma de Madrid): *Writing and speaking in the history class: data from CLIL and first language contexts*
- Interesting finding: degree of personal involvement - CLIL teachers seem to stimulate children's relationship and own personal involvement with historical event
- Why do CLIL teachers do this? Is it because they think that personal involvement may stimulate greater linguistic involvement and participation? Have history teachers traditionally stimulated personal involvement?



Paper 2 (cont.)

- Research direction: to identify characteristic pedagogical approaches of history teachers (specifically with respect to the study, and generally – what are common approaches of history teachers?).
- Questions:
 - CLIL seems to stimulate “more genuine communication”, but how can you actually measure this? Are proxy measures such as clausal relations and linking adequate?
 - How can the “richness” of the communication be operationalized, so that it can be systematically (and rigorously) measured?



Paper 2 (cont.)

- Comment:
 - L1 teaching in a discipline may have a lot of “baggage” (sunk costs/experience/tradition) whereas CLIL teachers had some extra training with attention to how language is used in instruction (and its impact). Hence, they consciously aim to stimulate use of language in communicative situations.
 - The study suggests CLIL can work (but in what circumstances?) but it also suggests a need for attention to how L1 is used in instruction



Paper 3: Definition and methodology for subject-specific knowledge

- Debbie Coetzee-Lachmann (Universität Osnabrück): *Assessing bilingual learners' subject-specific written discourse competence*
- Extensive rating scales useful for researchers
- The study confirms the difficulty (“problematic”) of rating subject-specific aspects and register – ideational meaning seems to be problematic in CLIL
- Practicalities for practice may demand simpler assessment routines, involving trade-offs in terms of reliability, effectiveness, efficiency, and feasibility
- Results not clear as to whether the dichotomous stepwise rating yields a more valid result than the holistic rating. However, how can one determine what the steps are?





Paper 3 (cont.)

- Comment:
 - Scoring written texts is notoriously complex, and either only a limited number of aspects are rated, or it is very time-consuming. Perhaps this is why many practitioners tend to fall back on holistic rating. However, the danger is, as well illustrated in this study, that assessors “regress to the mean”, and are reluctant to use the extremes of the rating scale. Thus normal distribution may occur, but with a very small standard deviation.
 - An efficient way of measuring subject-specific knowledge in CLIL would be most valuable, especially if it is also reliable for non-CLIL groups. The measure could show the relative additional gain (or otherwise) that CLIL students achieve. Perhaps determining an efficient way to measure vocabulary size would be a step forward (work by Paul Meara and colleagues).
 - Study suggests need for replication in wider groups and different contexts, so that the research methodology can be shown to be robust and independent of local contextual factors.



Paper 4: Structuring devices in lectures

- Emma Dafouz, Diana Foran, Begoña Núñez (Universidad Complutense de Madrid): *“I’d like to begin by”...: a functional analysis of structuring devices in university spoken discourse*
- Insightful comparison of the same academics delivering lectures in L1 (Spanish) and L2 (English) on similar topics. It is not very surprising that, according to the analytical (“phase”) measurement used, the lecturers do not differ very much in the two languages.
- I suspect that most techniques are related to personal teaching styles, and it is natural that one would wish to use the same style in an L2 as in one’s L1.



Paper 4 (cont.)

- Comment:
 - Lecturers engaged in more exemplification in L1 than in L2 (compares with studies by Vinke (1996), Klaassen (2001), & Wilkinson (2005))
 - Implementing a more problem-solution structure for content in the L2 may reflect the nature of the disciplines as frequently presented in the L2 (English). Technical disciplines seem to be focused quite heavily on a problem-solution discourse – certainly that’s my experience of 10 years of working in the technical side of air traffic control.
 - However, would this structure have been found if the L2 were different, e.g. French, or Chinese?



Paper 4 (cont.)

- Questions:
 - While styles may be similar, how effective are the lecturers in L1 and L2? And how can this be measured?
 - Lecturers may vary their style according to the audience and topic they are presenting. Do lecturers feel pressured to present more formally when they are presenting in an L2 because they may feel less comfortable with what I call ‘lighter language’, the softeners that live up an L1 speaker’s discourse?
 - The study suggests a need for training – and research into the training – in how teaching in L2 may change lecturing style.



Paper 5: Authentic materials

- Erwin Gierlinger (Pedagogical University Linz), Francisco Lorenzo (Universidad Sevilla), Liss Kerstin Sylvén (University of Göteborg): *Authentic material for CLIL students: A Can of Worms or the Silver Bullet*
- Defining authenticity is challenging and depends on context:

Is the definition (“language used by native speakers”) appropriate for CLIL? Are there cases to consider of ‘international use’ of the target language?



Paper 5 (cont.)

- Question:
 - If students choose CLIL because they have or have had previous exposure to the language (authentic material), then does this suggest that CLIL is only appropriate if students have wide access, (relatively) high motivation, and face low barriers to (authentic) content in the same language outside classes?





Paper 5 (cont.)

- The authors correctly identify problems that can arise with simplification of texts in that it may lead to subject-specific knowledge deficits. I wonder to what extent easification principles are used (Bhatia) to enable access to more difficult authentic texts. This could include annotations, commentaries, even perhaps use of an L1. However, the question then arises whether the *use* of the text is authentic.
- Overall, the question arises as to how authentic is a CLIL learning context?
- Study raises the question of transfer: the enabling of a learner to behave differently or similarly in a different or similar setting: what a student learns may not be what the student says he learns.



Paper 6: Effective L2 pedagogy in CLIL

- Rick de Graaff, Gerrit Jan Koopman, Gerard Westhoff (IVLOS Institute of Education, University of Utrecht): *Identifying effective L2 pedagogy in CLIL*
- Findings show Dutch CLIL teachers did perform “at least incidentally” as effective language teachers. This is good to hear, but how can “incidentally” be improved to “at least regularly”?
- Could the tool also be used for non-language teachers teaching subjects in the L1? And to what extent might it be useful as an observation mechanism for content-based language teachers or even all language teachers?



Paper 6 (cont.)

- General question:
 - To what extent is CLIL pedagogy different from L1 subject pedagogy and different from language teaching pedagogy? Is it a question a finding a happy marriage between the two, which may imply that CLIL pedagogy for one subject-based CLIL may differ from another – in the way that marriages differ? Or indeed is CLIL pedagogy the offspring of the marriage, taking its DNA from both ‘parents’, but in fact being influenced more by its environment and its peers as well?
 - Is it appropriate (or valid) to measure CLIL language pedagogy on the basis of foreign language pedagogy? To what extent should allowances be made for the content development, and for teaching skills?



Paper 6 (cont.)

- General questions:
 - To what extent do disciplinary pedagogic conventions facilitate or impede CLIL?
 - If disciplinary pedagogic conventions are found to impede CLIL, then how can those conventions be modified?



Broader comments on CLIL research

- Council of Europe & EU promote CLIL as a means to strengthen language learning generally, and to achieve plurilingual goals. However, there is a need to investigate the current scope of CLIL at different levels of education across a broad range of countries.
- Why? CLIL seems to be concentrated in two main areas:
 - (1) linguistic borderlands (which may run a good distance from the actual fuzzy linguistic borders, depending on factors like trade patterns and traditional links)
 - (2) where it concerns a global language, English. (There are, apparently, incipient cases of CLIL using Chinese in South-East Asia.)
- As far as the EU is concerned, does this mean that, however unwittingly, CLIL in fact serves to promote a global language English, as parents may see that as a necessary competence for their children?



Broader comments (cont.)

- Could CLIL be used to promote content learning in a language that does not fit these categories.
- Is it realistic to promote Spanish CLIL in Germany, or Italian CLIL in Norway, or Hungarian CLIL in France?
- If so, on what conditions? Probably not very likely, if the conditions for willingness to start CLIL indicated by Erwin Gierlinger, Francisco Lorenzo, and Liss Kerstin Sylvén apply.
- Perhaps the same challenge could apply to Chinese CLIL in Europe.





Concluding remarks

- Areas to investigate:
 - Most countries have large numbers of speakers of other languages, whether these are ethnic groups, or minority indigenous languages.
 - There are grounds for investigating the feasibility of CLIL in these cases to strengthen the plurilingualism of such groups and bring in others. (I know this has been done successfully with Welsh in Wales, and also to some extent with Gaelic in the Scottish Hebrides. I suspect there are cases of other languages, such as Basque CLIL, although they may not always be known under the heading CLIL.)
 - Ethical issues: what are the ethics of promoting learning content through an L2? If education is brain stimulation ('brainwashing') anyhow, how defensible is it to promote CLIL for all if we do not know whether all learners will benefit?
 - Perhaps we do need the results of neuro-imaging research to produce not merely correlations, but causal outcomes.