

CLIL in the UK, Part 2: Integrating content and language in higher education

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Outline

- ☑ Terminology: CLIL vs ICLHE vs EMI
- ☑ CLIL in Higher Education in Europe and UK
- ☑ CLIL at Aston University

Terminology

These terms are often used synonymously.

- What do they mean?
- Are these different or the same?

CLIL

ICL(HE)

EMI



Terminology: CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both content *and* language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

Coyle / Hood / Marsh 2010: 1

Terminology: 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

Terminology: CLIL vs ICL(HE) vs EMI

- CLIL/ICL ≠ 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

Terminology: 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

→ $ICL \approx ESP + EAP + EMI$

CLIL in European HE



CLIL in European HE

“[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)



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”

Issue: teacher training

In some countries, higher education teaching and research staff have not been explicitly trained in educational methodologies. In these cases, higher education has been viewed as characterized by *transactional modes of educational delivery* (largely imparting information), rather than the **interactional modes (largely process-oriented) characteristic of CLIL.**

Coyle / Hood / Marsh (2010: 24, my emphasis)

Findings: CLIL training

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.

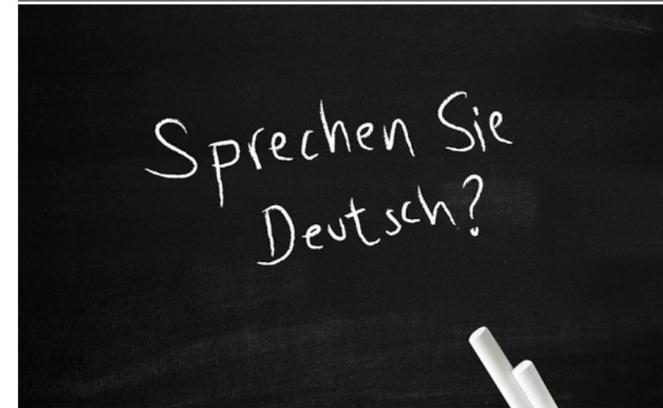
Aguilar / Rodriguez (2012: 183)

CLIL in UK Higher Education



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

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.'

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: Prasad photo/Getty Images

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

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 in German UG

- actually quite common – 68% offer some L2 content provision!
 - younger universities more likely to feature L2-content teaching
- older universities introduce L2 content teaching later in their programmes
 - younger universities generally from Year 1
- mandatory sandwich year has little influence on CLIL provision
 - with YA: more likely to introduce L2 content in Year 1

CLIL at Aston University:

School of Social Sciences and Humanities



Example: German (JH, post-A-level)

Year 1

German Language Skills I

Introduction to the German-Speaking Countries

Business Context in Germany

Year 2

German Language Skills II

Politics and Society

Culture and Conflict

International Business and Markets (German)

Final Year

German Language Skills III

Cultural Identities in the German-speaking countries

Global Germany

Perspectives in International Business (German)

Research Dissertation

Example: German Ab Initio (JH)

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

Perspectives in International Business (German)

Research Dissertation

Module Description: LG3041 - Perspectives in International Business (German)

Students will be able to



- analyse and discuss pressing issues facing German business and consumers and the German economy today and evaluate a range of different standpoints held regarding these issues within Germany and internationally



- formulate appropriate and rapid responses in spoken German and to understand and produce complex written texts in German at C1 level
- demonstrate advanced problem formulation and negotiation as well as decision-making and solution skills
- demonstrate improved research, team-work and time management skills

Example of Activity:

C Gremler, Perspectives in International Business (German)

- Topic: Globalization and the German Economy

Task 1 (preparation at home):

- Read text A

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

- and answer the questions

Task 2 (in class):

- Read text B

[about the German government's view of globalization]

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



Example of Activity:

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?



Assessment and marking

- wide range of different assessment types are used to test content and 4 language skills, e.g.
 - exams (oral and written)
 - individual and group presentations
 - essays (1000-3000 words)
 - debates
 - portfolio
 - projects
 - video production
 - research dissertation
- marking criteria and feedback procedures
 - structured according to language level
 - harmonised across the languages

Example: Marking criteria

LSS LTS Marking criteria for Oral Production in the TL

Applicable to the following tasks: Presentation, viva, discussion, role play etc.

TL = Target language

Weighting of marks is different in language (content 30%, language 70%) and thematic (content 70%, language 30%) modules.

See appendix for CEFR level descriptors for oral production.

Year One



Class	% range	Content and intellectual skills	Language and presentation skills
I	85+	Exceptional work in all respects. There is convincing control of subject matter, breadth and depth, and a good understanding of the complexity of the issues. Can identify and retrieve key information from well-selected sources and present coherently, is able to react and interact convincingly The structure is clear and logical, with arguments and information integrated into a coherent argument.	Exceeds expectations for this level (B1+, see CEFR). Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. There are few errors, TL is quite idiomatic and often uses complex sentence structures. Pronunciation is consistent, with some interference from other languages. Consistent fluency. Confident body language. Clear, convincing delivery.
	70-84	Sustained and convincing work with very good control of subject matter, and solid understanding of the issues. The structure is clear and logical, with arguments and information integrated into a coherent and persuasive argument.	Excellent use of the TL. Errors are quite rare, though there may be a number of minor mistakes, and perhaps a very limited number of more serious ones, often caused when attempting more complex structures. Good command of lexis and syntax. Pronunciation and fluency are excellent, with good rhythm and little interference from other languages. Excellent body language. Energetic, clear delivery. Interacts and reacts easily.
2.1	65-69	Shows competence and fluency, with a good understanding of the issues. Questions are answered with thoughtfulness. The structure is logical and coherent. Clear links between ideas.	A wide variety of structures and lexis is used. There can be numerous minor errors, and perhaps a limited number of more serious ones. Very good intonation, rhythm and fluency, though there is some interference. Very good body language and convincing delivery. Good audience awareness.
	60-64	There is good understanding of the issues, but there is often a lack of depth or breadth. Questions are answered well, but only demonstrates limited in-depth thinking. The structure is generally sound, logical and responds to the brief.	Minor errors of expression are persistent, but do not define the performance. The overall impression is clearly of good command of syntax, tense, lexis. Pronunciation mostly accurate; interference can be persistent. Good body language, audience awareness and projection.
2.2	55-59	There is clear evidence that the basic issues have been understood, though problems with precision and range mean that there is a lack of complexity. Questions are understood and answered reasonably well. Description predominates.	Lexis and syntax are acceptable, if unambitious. There are persistent minor errors of expression, and numerous more serious errors. Pronunciation and intonation acceptable; some flaws, but there are attempts to vary patterns; there is some strain on the sympathetic

Challenges: academic rigour

- adapt language use to proficiency level without compromising complex and intellectually demanding content
- increase awareness of language
- compromise on the goal of covering as much content as possible – focus and depth
- explore ideas from multiple perspectives and build an understanding of their interconnectedness

Challenges: appropriate teaching materials

difficult to find adequate teaching materials

- e.g. German: no textbook culture
- lack of text comprehension skills
- experience at gauging level of complexity / difficulty of language: adapt when and how?

Aston student voices

- German students in all year groups perceive clear advantages in the university's approach to CLIL.
- German students generally consider L2-taught content classes both challenging and beneficial for their language development.
- Year 2 students feel better prepared for their YA because of their prolonged exposure to the target language.
- Year F students returned from placements feel that their YA was more successful.

Aston staff voices



“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

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