YEAR ONE REPORT

LANQUA SUBPROJECT ON
CONTENT AND LANGUAGE INTEGRATED LEARNING

REDEFINING 'CLIL' –
TOWARDS MULTILINGUAL COMPETENCE

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Subproject Group

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INTRODUCTION

Successful employability of today's higher education (HE) graduates in Europe is more and more dependent on how well they are prepared linguistically and interculturally to enter the internationalised labour market. Many measures have already been taken by both higher education institutions (HEIs) and the European Union (EU) to contribute to the competence and competitive edge of these graduates by way of international mobility and exchange systems, as well as specific language policies and approaches. This has meant that language learning now concerns students of non-language disciplines and not only future language specialists. However, language learning takes time and requires considerable effort and resources if the only place for learning is the language class proper. For that reason, and because of increased mobility of students, many HEIs have introduced approaches where subject studies are offered in a second or foreign language, most often English. According to a recent ACA report [Academic Cooperation Association http://www.aca-secretariat.be/], the number of English-medium degree programmes in non-English speaking countries was already some 2,400 in 2007. These programmes are at present concentrated in Central and Northern Europe and their number has tripled over the past five years. The trend for their expansion to other parts of Europe, however, is already clearly visible. (Wächter, Bernd & Maiworm, Friedhelm, *English-Taught Programmes in European Higher Education. The Picture in 2007*. Bonn: Lemmens, 2008.)

The dominance of English as the medium of HE instruction is an understandable and realistic option for many obvious reasons – because of its dominance in research reporting and international networking of academics and professionals, because of its dominance in business, science and technology, etc. – but also problematic in terms of the policies aiming to maintain Europe as a true multilingual and multicultural area and the EU target of citizens' competence in one-plus-two languages. It is also problematic because there is lack of awareness in HEIs of what is actually involved in teaching and learning in a second or foreign language, whatever that language might be. Furthermore, teaching content to a multilingual and multicultural group in one's mother tongue is also a situation where language learning outcomes are expected at least by the students and the institutions involved in the mobility programmes. The competences required from both teachers and students in these kinds of educational environments are not clearly defined or evidence-based, and the quality of the learning outcomes only remains to be seen in the future, unless efforts are taken now to establish the prerequisites for potentially successful approaches. Content and Language Integrated Learning (CLIL) is regarded as one such approach.

In the following, the outcomes of the first year of working in the LANQUA sub-project on CLIL will be presented. As the term CLIL is slightly controversial in the sense that it is used for both pedagogical and for political and promotional purposes and has very many counterparts in the world (e.g. CBI, immersion, SIOP), an attempt has been made to explore and redefine it for the purposes of the project and to indicate the range in which it appears to be used in the European context. Moreover, a genuine attempt will be made later on in the project to address the interface and interaction between the pursuit of multilingual competence and the CLIL approaches and criteria.

This report has the following main parts: (1) Defining and redefining CLIL; (2) Delivery of CLIL varieties in the European context; (3) Assessment/evaluation of students, (4) Quality Assurance, and (5) Challenges for the CLIL group.

1. DEFINING AND REDEFINING CLIL IN THE EUROPEAN CONTEXT

1.1.   Defining CLIL

The basic original definition for CLIL (EMILE in French) is that it is a pedagogical approach with a dual focus, involving the integration of language study with the study of a subject domain as aims of instruction. As was mentioned in the introduction, however, there are many other definitions and terms – over 40 different terms in use in Europe alone. (For further definitions, see e.g. the websites: http://www.clilcompendium.com and http://www.lara25.com/mywebdisk/CLIL/Selected%20CLIL%20Links.html).

Some examples from Europe are for instance the following:

European Commission, European language policy and CLIL, 2005:
"Within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for language learning." (http://europa.eu.int/comm/dgs/education_culture)

Eurydice Report on CLIL in Europe, 2006:
"CLIL is a generic term to describe all types of provision in which a second language (foreign, regional, minority, official language) is used to teach non-language subjects."
(http://eacea.ec.europa.eu/Eurydice/portal/page/portal/Eurydice/Products?sortByCol=5)

Local variations also exist: e.g. Bilingual Education, L2 medium instruction, EMI (English-medium Instruction), EMM (English-medium Masters), IMP (International Master's Programmes), TCFL (Teaching Content through a Foreign Language), Education through a Vehicular Language, etc.

It is to be noted in the definitions that there is variation as to whether the starting point is learning or whether it is teaching. Because of the fact that CLIL has become a relatively established term in European primary and secondary education and also suggested for higher education, the project group decided to use the term despite all the variations. However, some clarification and redefinition was seen necessary for the purposes of future work and because CLIL requires collaboration between two kinds of specialists, as well as administrative and other kinds of support systems.

1.2.   Redefining CLIL

Adopting a CLIL approach presupposes that there are separate goals for content learning and language learning. Language, however, is seen very differently by different people and in different contexts. While it is a tool for interaction and strategic communication for every single user, for a language teacher and learner it is a subject (i.e. content) to be taught and learnt. For linguists, then, it is their discipline and object for research. Finally, for an academic professional, language is a tool and mediator for constructing knowledge and sharing one's expertise. It is this last viewpoint that is the most significant in CLIL, because it is of concern in both teaching and learning. It is important for both subject specialists and language specialists to agree on what "language" and "language learning outcome" might mean in the CLIL context.
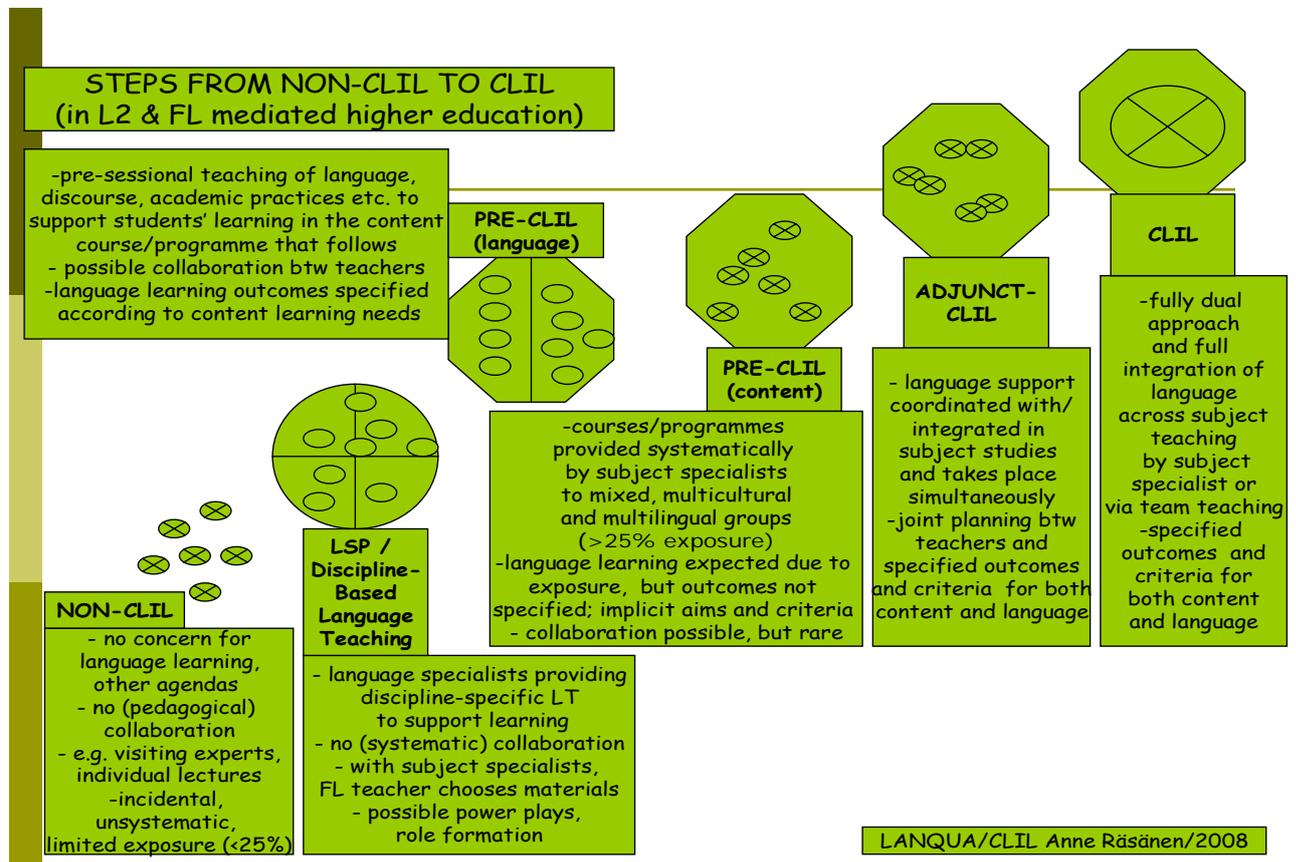
A key task in attempting to define relevant learning outcomes for higher education CLIL is to explore the potential language and communication competences which HE programmes may need to target in their contexts. This is particularly important in the case of non-language students and graduates. It is still too often the case that language learning is mainly seen as learning about the language (i.e.

learning the system and structure), rather than <u>learning to use</u> the language for personal and professional purposes. These views are reflected, for instance, in avoiding the use of the words "language" and even "communication" in discussing, say, the development of subject-specific knowledge or professional qualifications, and opting for cognitive terms like "learning skills", "synthesising", "analysing" and "capacity to work in teams and to make decisions collaboratively". Yet, knowledge cannot be constructed unless there is access to the language through which it can be expressed and shared with others, and teams cannot work together and make collaborative decisions without communicating with one another – be it in a face-to-face situation or through electronic means. In terms of CLIL, these issues become even more pronounced, because knowledge construction is an interactive phenomenon. To become an expert and a professional means learning the kind of language and communication competence which is integral to the academic field and profession in question, as well as being able to demonstrate that competence in a confident and credible way in various contexts of language use and to various kinds of audiences (A. Räsänen & R. Klaassen 2006. From learning outcomes to staff competences in integrated content and language instruction at the higher education level, in Wilkinson, R., Zegers, V. & van Leeuwen, C., (eds.) 2006, *Bridging the assessment gap in English-medium higher education*. AKSSeries: Fremdsprachen in Lehre und Forschung. Bochum: AKS-Verlag. 256-280). Therefore, language learning in CLIL must be seen from its functional viewpoint so that relevant learning outcomes can be specified in line with the Common European Framework of Reference for Languages. Finally, CLIL should be seen as a continuum of various pedagogical approaches which aim to facilitate learning.

The continuum presented in the figure below on the variety of approaches relating to CLIL should be viewed in terms of the variety of contexts in which there is a clear potential for the development of a CLIL approach. As can be expected, many steps have already been taken in institutions towards enhanced language learning, although the learning outcomes might still be only implicit in the approaches.

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STEPS FROM NON-CLIL TO CLIL
(in L2 & FL mediated higher education)

-pre-sessional teaching of language, discourse, academic practices etc. to support students' learning in the content course/programme that follows
- possible collaboration btw teachers
-language learning outcomes specified according to content learning needs

PRE-CLIL (language)

PRE-CLIL (content)

ADJUNCT-CLIL

CLIL

-fully dual approach and full integration of language across subject teaching by subject specialist or via team teaching -specified outcomes and criteria for both content and language

- language support coordinated with/ integrated in subject studies and takes place simultaneously
-joint planning btw teachers and specified outcomes and criteria for both content and language

-courses/programmes provided systematically by subject specialists to mixed, multicultural and multilingual groups (>25% exposure)
-language learning expected due to exposure, but outcomes not specified; implicit aims and criteria
- collaboration possible, but rare

LSP / Discipline-Based Language Teaching

NON-CLIL
- no concern for language learning, other agendas
- no (pedagogical) collaboration
- e.g. visiting experts, individual lectures
-incidental, unsystematic, limited exposure (<25%)

- language specialists providing discipline-specific LT to support learning
- no (systematic) collaboration
- with subject specialists, FL teacher chooses materials
- possible power plays, role formation

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Table 1: **CLIL-RELATED INSTRUCTIONAL TYPES AND FEATURES**   (Räsänen, 2008)

TYPE FEATURES	LSP / Discipline-based LT	PRE-CLIL (language-LAP focus)	PRE-CLIL (content-TCFL)	ADJUNCT-CLIL	(Dual-focus) CLIL
Main aim(s)	Language mastery and typically also study skills (LAP) mastery; explicit L2 aims.	Language and study skills mastery, tailored for future content learning, i..e. pre-sessional course; explicit L2 aims.	Content mastery; L2 learning incidental - language aims not specified, but often implicit L2 learning aims.	Content mastery and L2 learning; tailored, adjunct L2 instruction to support content learning outcomes; explicit L2 aims.	Content mastery and L2 learning; dual focus and integrated and specified aims for both.
Target group	Non-native learners	Non-native learners	Any group, both native and non-native learners	Mixed group, but L2 adjunct courses more aimed at non-native learners	Typically non-native learners
Main actor(s)	Language specialist	Language specialist, often in co-operation with subject specialists	Subject specialist	Subject specialist and language specialist in collaboration; i.e. two teachers	Subject specialist alone or teaming with a language specialist
Pedagogical approach	Language teaching and LSP approaches, with an additional focus on LAP. Tailored learning tasks.	Study skills teaching and LAP approaches, with an additional focus on LSP. Tailored learning tasks.	Often lecture-type, focus on transmission of knowledge, expert-centred. Approach depends on what is typical of the discipline or preferred by teacher.	Lecture-type or learner-centred; L2 adjunct courses constructed in collaboration between language and content specialist to promote skills needed for content mastery.	Multi-modal, interactive and learner-centred approaches which systematically support both content and L2 learning aims.
Main view of language	L as subject and mediator.	L as subject and mediator.	L as tool.	L as mediator.	Multiple views of L.
Learning outcomes expected	LSP competence: functional, professional language and communication competence in the	LAP competence for the purposes of the discipline. LSP competence: functional,	As in content instruction. Language learning dependent on the pedagogical approach and on	As in content instruction, but with a clear awareness of the role of language, i.e. partially integrated content	Integrated content and language competence. Both developed systematically through tailored

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	disciplinary field and in general. LAP competence for the purposes of the discipline.	professional language and communication competence in the disciplinary field and in general.	learner's own motivation, initiative and autonomy. Lack of awareness of the role of language is typical.	and language competence. Focus of L2 adjunct instruction is on production and interactive skills.	learning tasks; main emphasis in L2 development is on production and interactive skills. Full awareness of L.
Assessment	Language and communication skills assessment forms according to set criteria.	Language and communication skills assessment forms.	Content mastery assessed in whatever way is typical; language learning not assessed apart from possible self-assessment.	Each teacher assesses his/her share; often joint assessment criteria and multiple forms; credits given for both.	Assessment of content and language according to aims set; often continuous and multiple forms of assessment.

2. DELIVERY OF CLIL VARIETIES IN THE EUROPEAN CONTEXT

The initial survey that was done among the sub-project group about the varied ways in which CLIL-like approaches are delivered in their institutions addressed the following issues, which usually surface when CLIL contexts are being analysed:

- What are the reasons for implementing CLIL?
- Is there a planned/staged-out approach to the implementation of CLIL?
- At what levels of education is CLIL mostly practiced (e.g. BA, MA, PhD, CPD)? Are these full-size L2 mediated programmes or modules offered systematically?
- What subjects/domains are most likely to take up CLIL approaches?
- How are learning outcomes defined? Are learning outcomes specified for both language and content?
- How is CLIL delivered (e.g. contact hours, blended learning, e-learning options)?
- Is there coordination between language-specialists and subject-specialists (e.g. joint planning of syllabus and learning outcomes, team teaching)?
- How are students' needs dealt with? Is there any language support offered to students prior or during the content courses?
- How are educators' needs dealt with? Is there any language support offered to subject-specialists? Is there any content-related support offered to language-specialists?

2.1. Why? - The reasons underlying CLIL

In light of the Bologna reform triggering the consolidation of the European Higher Education Area (EHEA) by increased student exchanges and teacher mobility, we find that more and more institutions have pushed students and staff into a speedy process of internationalization by skipping a number of quality sustaining steps. Consequently, we all acknowledge that instruction in a foreign language is practiced for a number of reasons:

- To attract national and international students, i.e. positioning of higher education institution within the national and international context;
- To enhance the institutional profile;
- To promote plurilingualism: social, citizenship, intercultural competence, employability;
- To develop in graduates the necessary competitive edge;

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- To open new possibilities on the job market, i.e. enhance employability;
- To raise money, i.e. financial issues;
- To develop economic and cultural collaboration with other countries through Governmental Agreements;
- To promote future academic/ research/ professional networking;
- To develop intercultural expertise;
- To develop the European dimension.

However, our discussions revealed that sometimes this type of instruction (unless properly planned out) instead of fulfilling its aims will only put pressure on both students and staff and will result in dissatisfaction and ultimately, unfulfilled aims.

It is of course the purpose of this group to sketch out guidelines for implementing CLIL methodology, where this does not exist, or for upgrading different varieties of CLIL where this is called for. In addition, we are fully aware of the fact that it is paramount that responsiveness to CLIL issues is felt at an institutional level. Institutional policy must accommodate CLIL endeavours if these are to be successful also from a methodological point of view.

2.2. Where? - HE structures accommodating CLIL

For the reasons expressed above, it is only natural that the whole EHEA will exhibit different instances/varieties of CLIL.

The array of HE institutions in the LanQua-CLIL group allows for appropriate representation of most varieties of CLIL, i.e. coverage of the subject matter -as may result from our analysis- is more than satisfactory. The HE institutions represented in the CLIL group are: Babeş-Bolyai University, Romania, University of Jyväskylä, Finland, Social Sciences University of Toulouse, France, University of Lausanne, Switzerland, Pädagogische Hochschule Tirol, Austria, University of Nicosia, Cyprus, University of Deusto, Spain, University of Szeged, Hungary, University of Luxembourg, Luxembourg, University of Trento, Italy, and University of Oslo, Norway. Amongst these, we find institutions with a long tradition as well as institutions that have recently been set up, some have had a multilingual/multicultural policy for decades, whereas others are only now embracing the approach of internationalization; some are public and some are private HE institutions with a variety of Schools focusing on non-linguistic and linguistic instruction.

Schools with the following profile will frequently adopt the CLIL approach in various ways: Schools of Law, Schools of Economics, Schools of Medicine and Schools of Humanities. Here L2-mediated instruction (ranging from non-CLIL to CLIL) is predominant in MA level studies (some universities also have PhD studies exhibiting a CLIL-variety). Such programmes are either fully delivered in a foreign language (most frequently English) or will contain in the curriculum modules delivered in the foreign language. BA studies fully delivered in one (or more) foreign language are rare. At BA level, students may take content modules in a foreign language or individual lectures. At this level, the concern for language enhancement is materialized through LSP courses.

2.3. How? - Methodology and teaching environment

Varieties of CLIL are currently being delivered both as direct contact hours and using blended approaches with e-learning methodology/distance-learning. The number of hours, distribution of hours and ECTS credits allocated differ with each HE institution and the CLIL variety adopted.

Non-CLIL + LSP/LAP practices are frequent and they attract a number of concerns. In this case either a native or non-native speaker of the L2 will deliver content-based courses. There is no explicit concern for language enhancement and no awareness that a number of communication problems could be

avoided if language were properly considered. In these situations both students and staff are uneasy: students, because they receive no language support or because the language tuition they receive is not coordinated with the content course, hence unhelpful; this may negatively affect their overall performance in class (proper comprehension of content and interaction with staff and colleagues) and their final assessment; staff, because they are frequently asked to deliver the same content both in their native language and in the L2 or to switch from their native language to the L2 for the purpose of speeding up the internationalization of the university. Such staff may not feel linguistically equipped to use the L2 in professional communication, let alone academic contexts, even if they use the L2 for research purposes or in daily communication. Also, staff are rarely offered language support (either in a systematic way or through contact with the language specialist), and in some contexts, when language support does exist some staff members are reluctant to accept it. At this level, if LSP is delivered, the language specialist rarely interacts with the subject specialist and this lack of coordination is seen to reveal inefficient outcomes, hence wasted efforts. As an example, we found that in some institutions, due to lack of curricular coordination, students are at times presented in their LSP courses with subject knowledge they do not, as yet, possess even in their mother tongue.

Some institutions in Europe have developed pre-CLIL practices. Language support is offered to students before they enrol in the subject courses or they have distinct LSP/LAP courses that are coordinated with the subject specialist, however learning outcomes are usually assessed separately and a clear distinction is made between language mastery and subject mastery.

Adjunct-CLIL and 'pure' CLIL are also practised successfully in Europe. In these contexts there is (full) coordination between language specialists and subject specialists, either in the form of joint planning or team teaching. Learning outcomes and criteria are specified for both language and content. There might also be a distribution of credits (ECTS or other types) on assessment.

2.4. Anomalies

Our discussions have also revealed a number of anomalous situations unnaturally resulting in non-CLIL approaches.

It is obvious that most CLIL approaches revolve around English as the medium of instruction. What is interesting is that due to its increasing role as the European lingua franca, in some contexts, English language competence is taken for granted and CLIL objectives are ignored because it is felt that English cannot pose any problems. Such treatment of English may induce multiple problems comparable to issues identified in the non-CLIL approach.

Apart from the (more or less) clear-cut context where specialized subjects are taught in L2 for the reasons listed under 2.1, we also identified CLIL-like approaches in contexts of language specialist programmes (e.g. English literature taught in English to English majors who are not natives of English) and programmes delivered in minority languages.

As an anomaly, these programmes frequently lack preoccupations for language support/enhancement. In some language-specialist programmes, where there should be acute awareness for language-oriented learning outcomes, subject courses do not consider the language acquisition component either during the training or on assessment, indicating a similar lack of coordination to the non-CLIL variety. It is assumed that if the student is taking the programme s/he should have sufficient language competence. Similarly, some programmes/modules in minority languages assume that both the teachers and the students can cope with the language component, and no attention is given to levels of bilingualism or to intercultural issues. Hence, this situation might also be said to resemble the non-CLIL model.

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3. ASSESSMENT of STUDENTS

In surveying assessment of student performance in CLIL contexts the following issues have come up:

- Are content and language aims defined and properly considered in the assessment?
- What forms of assessment are used (e.g. formative, summative, self-assessment, peer-assessment)?
- What criteria of assessment are used?
- Is there a joint system of assessment, with both assessors on the board or is the assessment split between content and language?
- What weighting is there for content and language?
- Are the results of the assessment expressed in grades and ECTS credits?
- Are there any exemption procedures from the assessment?
- What is the function of the entry level for the final assessment?

3.1. Entry level

In most institutions we do find entry requirements, either as a test organized by the institution to assess initial language level or by acceptance of different national/ international testing results, e.g. TOEFL, IELTS, Cambridge ESOL Certificates. However, in non-CLIL practices and LSP approaches, these entry requirements can be quite low and students may be admitted to the course with less than CEFR B1/B2 competences. Under these conditions, if no focus is directed towards language learning objectives, i.e. enhancement of linguistic performance during the course, chances are that the student will have a difficult time coping with the subject components due to his/her low level of language competence. As a consequence, the results of continuous assessment as well as summative assessment will be negatively affected. Both comprehension skills and production skills may be deficient and impact on subject knowledge acquisition.

3.2. Exit level

All forms of assessment are practiced throughout Europe in CLIL-varieties: formative assessment (project-based, continuous individual or class work), summative assessment (oral and written exams), self-assessment and peer-assessment, with the latter two generally appearing in combination with the former two. Depending on the CLIL variety, assessment will range from individual/uncoordinated language and content assessments performed by distinct assessors in distinct exam settings to joint/team assessment where there are clear language and content criteria assessed by the assessors in one exam setting. In the former situation the student will receive two grades (with the respective ECTS credits), whereas in the latter the assessment will result in one grade (with the respective ECTS credits). Ideally, the progress of the students will also be considered in the evaluation, not just the end performance. The assessment procedure will incorporate both language and content focused components, as the student is expected to have subject competence as well as language/communicative competence.

4. QUALITY ASSURANCE

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Debates for quality assurance mechanisms have elicited the following issues:

- Are there external Quality Assurance Mechanisms (national: QA bodies/agencies, international: ISO standards)?
- Are there internal Quality Assurance Mechanisms (e.g. institutional, faculty, programme level)?
- What are the areas of QA (e.g. staff competences, student competences, infrastructure, curriculum panning, etc.)
- Is there a coherent institutional language policy including CLIL issues? Is it applied?
- Is evaluation by peers practiced? Is there any washback effect?
- Is evaluation by students practiced? Is there any washback effect?

As a conclusion to our survey we may say that quality assurance is assessed both through internal and external evaluations, but their focus on CLIL practices will differ depending on the CLIL variety that the institution applies. For example, in some countries/institutions, where non-CLIL or pre-CLIL models are used, both internal evaluations (peer-assessment and student-assessment tools) and external evaluations (by quality assurance/accreditation/auditing bodies) are designed with little awareness of CLIL-related issues. CLIL issues/objectives seem to be ignored as they fail to be part of the quality assurance methodology; language policies also disregard CLIL issues. However, in institutions where adjunct-CLIL or CLIL proper are practiced, internal quality assurance tools cover CLIL issues regarding both students and staff. Hence, staff competences, student competences and infrastructure will all be the subject of quality evaluations.

5. CHALLENGES FOR THE CLIL GROUP

In a Europe of 'free movement' language barriers will become increasingly fluid and multilingual and multicultural HE classes are expected to become the rule rather than the exception. In this context, it is obvious that the learning environment will be enhanced through its multicultural component and systematic use should be made of the communicative and intercultural potential thus derived.

Additional to the problems encountered in mapping out CLIL and in our attempt towards redefining this concept for the multicultural newly-established Bologna-triggered European Higher Education Area we find that some of the issues involved are particularly sensitive.

Even if general guidelines will be clearly formulated, due to national and/or institutional specificity of contexts, implementation or upgrading of CLIL approaches may be particularly difficult. Political, financial, institutional and even academic issues may stand in the way of appropriate CLIL development. It is hoped, however, that awareness of CLIL will improve throughout Europe and piloting of different context-catered approaches may be suggested especially where reluctance is felt. It is also clear that there will be variation, but the main point is that the decisions taken are informed decisions rather than ad hoc decisions. We agree that adopting CLIL approaches is both an institutional policy matter as well as a methodological matter, hence our intent to address both these concerns.

As elicited by this survey, the gap from non-CLIL to CLIL is enormous and infrastructures may

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not support the direct development to CLIL yet. Therefore, what we propose are stages of development. The case studies and learning outcomes to be described for Year 2 of the LanQua project will look at different stages of CLIL and discuss improvement possibilities to be catered for in each individual situation. It is hoped that this approach will enable other European institutions to identify where they stand now (in comparison to the institution described in the case study) and how they may work towards achieving the next step. This will allow for less radical measures that may be embraced more easily. Evolution rather than revolution ☺.