Bilingualism as a tool for knowledge construction in CLIL classroom: from reactivity to creativity

Laurent Gajo
Ecole de langue et de civilisation françaises

Plan

• Multilingualism and school responsibility
• CLIL as an innovative setting?
• CLIL as a didactics of multilingualism
• Three levels of language alternation (code switching)
• CLIL, languages and knowledge
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• Creativity and integration process: some examples
• Reactivity vs. creativity
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Multilingualism and school responsibility

• Final goal: increase individual multilingualism (plurilingualism) through schooling
• Situation: different languages and cultures present in many social situations and classrooms, but:
  - remain invisible
  or
  - seen as a problem rather than a resource
• Solution: raising awareness of diversity (step 1), recognition of the added value of multilingualism (step 2), using multilingualism for schooling (step 3)
  ➔ CLIL as a possible way

CLIL as an innovative setting?

• Unfortunately yes!
  ➔ usually not considered as a regular way of instruction
  ➔ often accessible only through students’ selection
• At the educational policy level, as well as in teachers’ and pupils’ representations, CLIL still considered as an exceptional way
  AND
  • Innovation seen as complicated
  • When innovation considered, often limited to language issues, and « over-limited » to given languages
  ➔ What about multilingualism per se? What about subject?

CLIL as an innovative setting?

Es ist dann halt „die Temperatur wird auf zwanzig Grad erhöht“ oder „um zwanzig Grad erhöht“. Das sind dann halt diese kleinen Details, die halt einen wahnsinnigen Unterschied machen.

(PNR56-Gajo)

➔ challenge: to make given details more relevant
➔ to make the language more relevant

CLIL as a didactics of multilingualism: basic assumptions

Learning languages = building up multilingualism
Teaching languages = stimulating the construction of multilingualism and lean on multilingualism under construction

➔ « Didactization » of the language contact
➔ « Didactization » of language alternation
Even if teaching lies only on one language!
Three levels of language alternation

- **Macro-alternation**: bilingualism through the curriculum; L1 and L2 are given particular areas in the curriculum (subjects, parts of subjects, period, etc.)
- **Meso-alternation**: bilingualism through the lesson; code-switching is encouraged at transitional points between particular didactic tasks (example, summary, etc.)
- **Micro-alternation**: bilingualism through communication; code-switching occurs in discourse elaboration

- **Innovation** has to be found at the macro-level
- **Creativity** may occur at meso- and micro-levels

CLIL, languages and knowledge

- Construction and transmission of knowledge is mainly verbal, interactional and problematic
- Linguistic and subject knowledge are deeply integrated
- Plurilingual (or L2) interaction creates a favourable framework and brings in new tools for the construction and for the problematization of knowledge
- "Natural" embedding of knowledge in language diversity → to be restored at school
- School knowledge is the most "natural" support for communicating in the classroom → organized within the subject curriculum (knowledge density)

Integration process: from clarification (klären) to conceptualization (erklären)

<table>
<thead>
<tr>
<th>Language knowledge (paradigms)</th>
<th>Discourse linguistic task</th>
<th>Subject knowledge (paradigms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-mediation</td>
<td>Clarification</td>
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<td>Clarity</td>
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<td>Density</td>
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<tr>
<td>Opacity</td>
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Creativity and integration process: some examples

- Intralinguistic word creation (*agrandissement, associé non gérant*)
- Interlinguistic word creation (*associé silencieux*)
- Intralinguistic "misparallelism" → break in the same language paradigm (*reproduction*)
- Interlinguistic "misparallelism" → break between different language paradigms (*globalization*)

Example 1
Warsaw – bilingual french section (lower-secondary)/biology

T ils grandissent, les organismes vivants... d'accord, mais la fonction vitale... on peut pas vraiment dire que c'est 'l'agrandissement' c'est pas tout à fait vrai... on va parler de la croissance... vous êtes en période de... croissance... vous êtes des adolescents... vous êtes en période de pleine... croissance... (??? po polsku? They grow up. Living organisms grow up. But the vital function... we can't really say it's 'l'agrandissement', this is not quite true. We talk about growth... growth. You... you are growing up, because you're young, you're teenagers, you're growing up) (and ? in Polish)

Example 2
University of Zurich, Faculty of Law

Pr [...] est-ce qu'il y a des questions soit juridiques ou linguistiques dans ce: dans ce passage

(2.8)

Pr (aspiration)... on dit que messieurs b et c sont respectivement associé gérant et associé... qu'est-ce que ça veut dire en allemand...?

Pr (petit rire) [non c'est pas typique/ normalement... les les les...]

Pr & associés sont tous au même rang... mais ils peuvent avoir des fonctions différentes... et c'est ça qui les distingue... y en a un qui est associé gérant... et puis l'autre est associé... non gérant... ce qui veut dire que...
Reactivity vs. creativity

- From authenticity (central for the communication competence) to authentification (cf. Hanse, 2000) language doesn’t exist independently from the knowledge it is carrying out and is not only a vehicle for “authentic” content
- From content (informations) processing to knowledge construction
- From endolingual to exolingual mode: bilingualism allows for a better in-depth negotiation (opacity density)

Bilingual education is more than a content-based approach
Bilingual education is more than a communicative approach

Concluding remarks:
plurilingualism as a hard skill?

“En fait euh ici dans le conseil d’école HEC, on appelle ça les soft skills, toutes ces capacités euh à & à & à voir les différences de sens entre les langues, etc. Moi je pense que c’est une… hard skill, c’est-à-dire c’est la capacité euh à vraiment faire le fine tune… du sens hein”

(Dylan-project: HECLMAR)
Concluding remarks: 
towards a « defamiliarization » pedagogy

• Artistic technique of forcing the audience to see common things in an unfamiliar or strange way, in order to enhance perception of the familiar (Shklovsky, 1917) → Russian formalist
• Raising language and subject awareness
• Making L2 a familiar and L1 an unfamiliar object
• Opacity as a chance → process-focused instruction
  → complexity vs. complication
• From CLIL to KULIL (« Knowledge and Language Integrated Learning »)

References

• Gajo, L. (à paraître). De la DNL à la DdNL: principes de classe et formation des enseignants. Les langues modernes 4-2009.