Challenges in Internalisation
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Challenges of implementing CLIL methodology at the tertiary level

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Content and language integrated learning: defining the concept

(a)n educational approach where content subjects are taught through the medium of a foreign language, typically to students participating in some form of mainstream education at primary, secondary but also tertiary level (Dalton-Puffer, Nikula and Smit 2010: 1)

Dual focus (2 in 1) methodological approach which assumes that people learn another language more successfully when they acquire information through it (Richards and Rogers 2001)
Content and language integrated learning: theoretical underpinnings: integrating the 4C’s

HOLISTIC APPROACH

- **content**
  - assures progression in knowledge, skills and understanding of content

- **cognition**
  - engages learners in higher order cognitive processing

- **communication**
  - allows for interaction in the communicative context, develops appropriate communication skills

- **culture**
  - increases intercultural awareness

(Coyle et al. 2010)
Content and language integrated learning in Europe

- **Origins of CLIL/CBI instruction** - Northern American bilingual contexts (Canadian Immersion Programmes)
- **Rapid spread of CLIL across Europe**
- **EU language policy** - ‘unity in diversity principle’
  - CLIL = the opportunity for greater “exposure to the language without requiring extra time in the curriculum” (Commission of the European Communities, 2003: 8)
- **Internationalisation of tertiary level education** (Bologna Process, European Higher Education Area (EHEA))
- **Globalisation of English as a lingua franca**
- **Recent large-scale migration within Europe**
Advantages of CLIL instruction

- an authentic purpose (Dalton-Puffer 2008)
- a communicative and naturalistic learning environment (Communicative Language Teaching/Task-based learning)
- extra exposure to comprehensible input (language which is comprehensible because of the context, but which is at a slightly higher level than the learners’ competence and automatically promote acquisition) (Krashen 1985)
- context-embedded meaning-focused cognitively challenging tasks (Grenfell 2002)
- opportunity for experiencing cultural diversity
Benefits of CLIL instruction for learners

- increased motivation (Lasagabaster 2011)
- greater linguistic proficiency (Lightbown and Spada 2006)
- greater intercultural understanding/preparation for internationalisation (Coyle et al 2009)

= greater communicative sensibility, metalinguistic capacities and elasticity in thinking and creativity (Mehisto 2008)
CBI and CLIL were originally the result of context-responsive answers to emerging situations in Canada, the USA or Europe, other countries have started to embrace CBI-CLIL as an innovative approach in their quest for a revitalisation of the communicative approach.

Banegas 2012: 127)
Implementing CLIL at the tertiary level in the Polish context: the content

27 programmes in English at three cycles of studies: Bachelor, Masters and PhD. + 7 post-diplomma programmes in subjects ranging from archeology through chemistry to political sciences (International Relations Office at [http://www.bwz.uw.edu.pl](http://www.bwz.uw.edu.pl))

high-level academic content from a variety of scientific disciplines

specified educational objectives/content assessment required (KRK guidelines)

teachers = academic experts in content with L1 Polish

‘content over language’ paradigm - curriculum of content subject delivered in a foreign language (Dalton-Puffer and Smit 2007)
Implementing CLIL at the tertiary level in the Polish context: the language

- language of instruction = English as a foreign not second language
- non-target language-like command of L2 (in teachers and learners)
- the role of learners’ mother tongue(s) and culture
- transfer of L1 literacy skills to L2 context
Strong/content driven CLIL

(Coyle, Hood and Marsh, 2010: 1)

- syllabus based on specific subject content only
- classroom activities aim at practising content not language
- lack of linguistic focus/no language assessment
- instrumental role of language - language is introduced as and when it is necessary for the topics to be studied and the tasks to be performed
- fluency over accuracy/quantity over quality
teacher education and development

insufficient pre- or in-service training in CLIL methodology (Mehisto 2008)

high-level expertise in content/lower-level expertise in language/zero expertise in CLIL methodology

teacher identity - viewing yourself as EITHER a content or a language teacher, rather than a CLIL teacher

feelings of inadequacy as regards language proficiency/low perceived authority/self-esteem issues
lack of prior CLIL experience and modelling
lack of strategies to integrate academic content with content-compatible language
problems with various aspects of the didactic process:
  • setting realistic pedagogic goals /lesson planning
  • selecting/adapting/designing appropriate tasks and materials
  • classroom discourse decisions - L1 vs L2, code-switching, translation
  • sustaining classroom interaction
  • course evaluation
  • learner assessment
CLIL in tertiary level-education in Poland: classroom challenges for teachers (3)

- lack of clarity concerning the expectations towards the use of language - e.g. Mehisto (2008) found out that those CLIL classes which were only taught by content teachers featured second language support mostly through unnecessary translation
- lack of appropriate ready-made, teaching resources due to locality of CLIL courses
- increased preparation load
- lack of motivation
CLIL in tertiary level-education in Poland:
practical challenges for learners (1)

- high cognitive demands due to combination of specialised content and language
- entry-level demands in terms of:
  - L2 proficiency (general vs specialised discourse)
  - content knowledge
  - (academic) literacy
  - critical thinking /autonomous learning/learning strategies

for Polish students = forced/unnatural learning environment, cultural identity issues

for foreign students = communication problems arising from cultural differences (teacher/student relationship, attitude towards plagiarism/assignments, learner assessment etc.)
confusion as to learning goals

excessive focus on content/disregard for language = lack of improvement in language proficiency (Pica, 2002)

imbalanced/uneven linguistic development:

• development of receptive rather than productive skills
• opportunities for comprehensible input rather than output
• fossilization due to incidental/language learning and lack of corrective feedback
• no increase in communicative competence

lack of motivation/negative affective factors
CLIL in tertiary level-education in Poland: some (very) provisional solutions

for teachers

- extensive pre- AND in-service training in CLIL methodology conducted by CLIL practitioners covering both theoretical and practical issues
- optional additional training in the target language
- promoting team-work in syllabus development
- support in materials’ development
- thorough learner needs analysis prior to instruction

for learners

- transparent and well-defined entry-level requirements
- clear laid-out learning objectives
- culture-awareness training

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Thank you!