

HRK Advance Themenzyklustagung 6th December 2023

- Content and Language Integrated Learning: Opportunities and Challenges
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What is content and language integrated learning?

- 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 et al. 2010, p1)

Implementing and evaluating CLIL in higher education using **ROAD MAPPING** framework. Emma Dafouz & Ute Smit

- **RO**les of English
- **A**cademic **D**isciplines
- Language **M**anagement
- **A**gents
- **P**ractices and **P**rocesses
- **I**nternationalisation and **G**localisation

One size never fits all.

- A context-sensitive analytical approach: situatedness of the respective HEI cases. For a variety of reasons each university is different in terms of global, national, regional, institutional and faculty factors that shape EMI/CLIL in their setting.

ROles of English: National languages and other languages in higher education

- How inclusive/exclusive is English?
- What is the importance of English for lecturers professionally? (transnational projects, research, language of academia, conferences)
- Importance of English for students: For their career? International contacts?
- For **students**: do they see themselves as global users of English or is their standard that of a native speaker (do they compare themselves to native speakers?) Successful Users of English.
- Does EMI represent a threat to degree courses taught in German?
- English as a tool for learning or target? Learner or user?
- Would the quality of programmes be endangered if other degree programmes were taught in English? Or, will there be new English-taught degree programmes?

Academic Disciplines

- Is academic literacy really being developed? (at the end of the course, could students really function in the professional environment as accountants, lawyers or engineers? Writing a bachelor/master thesis in English?)
- How do lecturers and students identify and learn the special discipline language, terminology and discourse functions in their subject/degree course? Constructing and validating truth propositions concerning Law/Business/Mathematics/Engineering, etc.
- What faculties/degree courses have most EME courses? Which fewer or none?
- Have students improved their writing or speaking in the specific discipline? Or listening?
- Do students receive enough support to develop appropriate academic skills? How, and from whom? Imitating the models of the lecturers? Or is it just immersion? Or formal explicit focus on these skills?

Language management: Qualification framework, degree regulations and curricula. University administration and policies

- Have lecturers gone through any accreditation or certification procedure in order to teach in English?
- Training in oral communication, role of language for learning, intercultural issues.
- Have you been offered any incentives to teach in English? Reduction in teaching hours? Assistance in developing and adapting materials in English?
- Are there explicit documents and statements including role of English and other languages? At university or regional level? How does this fit in with EU initiatives?

Language management Qualification framework, degree regulations and curricula. University administration and policies

- Are language issues (entry policy for students) decided ad hoc?
- What is the language planning and policy initiatives at the HEI?
- How does language policy relate to language use?
- Language management concerned with 'rules and regulations' in teaching and learning. And internal communication – meetings, presentation of research, uni webpages – is that coordinated?

Agents

- Centrality of social agents in implementing educational practices.
- Is EME top-down or bottom-up? Meta-level of micro-level? Who is driving EMI courses or CLIL courses?
- How coherent is the process?
- What other ways are there to internationalise the university?
- Are the admin staff incorporated into the process?

Practices and Processes

- What are the national/Anglo-American academic norms and pedagogies that operate in the classroom?
- Use of L1 German and other Student L1 (translanguaging)
Using L1 to clarify information, provide disciplinary terms, checking comprehension or giving instructions.
- Should English be the only language of communication?
- Has teaching in English changed the lecturers' way of teaching?

Practices and Processes

- Are teachers using a different methodology in EMI courses?
- Are multicultural teams more successful than monolingual ones? In what ways?
- Who should be responsible for improving students' (academic) English? More than just a glossary and ESP vocabulary? Other skills support? Can lecturers provide this?
- Discrepancy between language demands on students and institutional support to develop language skills? Has the university developed academic literacy skills in English across disciplines.

Internationalisation and Glocalisation

- The reasons for becoming more international? Competition between HEIs and demographic development?
- Is there a consensus on need for and role of EMI?
- Is EMI integrated into the university culture or is it still developing?
- What is the strategy that has led to EMI programmes and where is the strategy heading?
- Are there tensions that indicate a lack of consensus about EMI?

Internationalisation and Glocalisation

- How international or glocalised is the HEI? Asking students can they navigate the HEI landscape easily in English? Website, applying for a place.
- Culture: relationship between national, academic and disciplinary culture. German culture/German academic culture and discipline culture. Clarity/structure/self-confidence; dominant/leading role of professor: co-constructing meaning?
- Intercultural competence: a common language is not a common culture.

Resources for Planning

- Course descriptions and syllabi
- Lesson plan

Resources for implementation

- Templates and instructions for assignments and CLIL activities for on-campus and online implementations
- Anonymised examples of students' work and outputs
- Examples of scaffolding
- Experiments
- Assessment grids and rubrics

Learning from Experience - CLIL4ALL Project Consortium

- Successes and failures
- Development ideas (sustainability perspective)
- Visit us at clil4all.eu

References

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