



JYVÄSKYLÄN YLIOPISTO

Multilingual Competences for Professional and Social Success in Europe
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THE PROMISE AND CHALLENGE OF CLIL (Content and Language Integrated Learning) AS A MEDIATOR FOR INTERNATIONALISATION

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OUTLINE

- ❏ DEFINING CLIL (LANQUA PROJECT OUTCOMES 2010)
- ❏ IMPLEMENTING INTERNATIONALISATION THROUGH CLIL
- ❏ CHALLENGE OF CLIL: IMPACT ON TEACHERS, STUDENTS, AND INSTITUTIONS
- ❏ PROMISE OF CLIL AND PREREQUISITES FOR SUCCESS



LANQUA SUBPROJECT 3 ON CLIL (SP3) –

Survey of existing definitions

- ❖ **CLIL is generally defined as a pedagogical approach which has a dual (integrated) aim:** learning of the subject matter (content) and learning of the (second/ foreign/target) language used as the medium of instruction for the content
- ❖ Eurodyce 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>)

=> definition suitable for multilingual and multicultural higher education was needed



LANQUA SUBPROJECT 3 ON CLIL (SP3) - Content and Language Integrated Learning

- ❖ LANQUA subproject 3 definition:
- ❖ **CLIL is seen as a continuum or an umbrella term** for all those approaches in which some form of specific and academic language support is offered to HE students in order to facilitate their learning of the content through that language, or in which multilingual and multicultural competence is pedagogically promoted during content learning

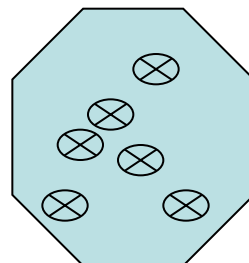
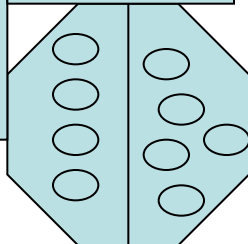
(LANGUAGE NETWORK FOR QUALITY ASSURANCE, www.lanqua.eu)



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

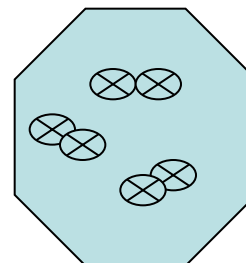
- pre-sessional teaching of language, discourse, academic practices etc. to support students' learning in the content course/programme that follows
- possible collaboration btw teachers
- language learning outcomes specified according to content learning needs

PARTIAL CLIL (language)



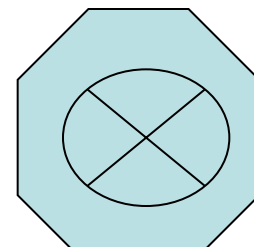
PARTIAL CLIL (content)

- 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



ADJUNCT-CLIL

- 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



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

PRE-CLIL LSP / Discipline-Based Language Teaching

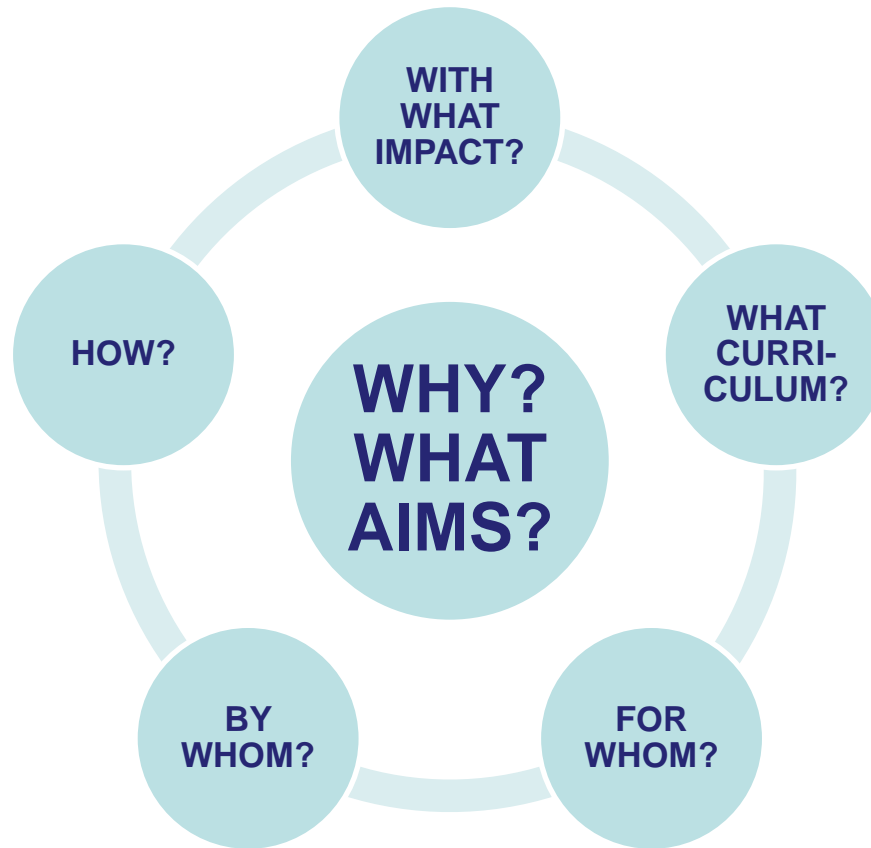
- language specialists providing discipline-specific LT to support learning
- no (systematic) collaboration
- with subject specialists, FL teacher chooses materials
- possible power plays, role formation

NON-CLIL

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



IMPLEMENTING INTERNATIONALISATION THROUGH CLIL – QUESTIONS TO ANSWER AT INSTITUTIONAL, DEPARTMENTAL AND INDIVIDUAL LEVEL



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CHALLENGE 1 OF CLIL: IMPACT ON TEACHERS AND TEACHING

- ❏ New language of instruction (possibly)
 - ❏ Increase of heterogeneous groups
 - ❏ New pedagogical skills and focuses
 - ❏ Intercultural communication competence
 - ❏ (In the case of English) World Englishes and English as a lingua franca
 - ❏ New kind of collaboration for programme coherence
- => **New teacher profiles** (for both subject teachers and language teachers)



CHALLENGE 2 OF CLIL: IMPACT ON STUDENTS AND LEARNING

- ▣ New language for learning
- ▣ New academic skills and competences (including ICT, and independent learning skills)
- ▣ New academic practices
- ▣ New tolerance of uncertainty
- ▣ New intercultural communication skills
- ▣ New requirements in research writing



CHALLENGE 3 OF CLIL: IMPACT ON INSTITUTION

- ▣ New policies and guidelines needed
- ▣ New support structures needed
- ▣ New indicators for success and additional quality criteria
- ▣ New strategic decisions on what affects the institutional image
- ▣ More explicit information counselling services
- ▣ New language(s)



PROMISE OF CLIL:

Multilingual competence areas identified for CLIL programme Learning Outcomes (LANQUA SP3 on CLIL)

1. Information management and problem-solving for building expertise (i.e. competence in the field/profession)
2. Identity of the profession and its international and multicultural dimension
3. Professional networking and teaming
4. Discipline-specific and social communication conventions
5. Life-long learning and self-direction

(LANGUAGE NETWORK FOR QUALITY ASSURANCE, www.lanqua.eu)



PROMISE OF CLIL:

Potential added value to graduates

- ❏ Multilingual mastery of the field-specific and professional domain and of its discourse conventions
- ❏ Awareness and understanding of the national, international, and multicultural dimension of the professions in the field
- ❏ Intercultural communication competence to participate in multilingual and multicultural professional teams, networks and communities

=>> a competitive edge for employability and success in the global labour market



PREREQUISITES FOR CLIL SUCCESS

according to research

- ❏ Clarified, specified, and mutually accepted aims at both institutional and individual level
- ❏ Role of language and target language development acknowledged as an integral part of instructional design and content delivery
- ❏ Programme overtly promoted by institutional policies, including infrastructure, incentives, and systematic staff development in both educational communication and pedagogical skills
- ❏ Interactive and learner-centred pedagogical approach, with authentic, relevant and culturally balanced learning tasks and cross-curricular and cross-disciplinary co-operation
- ❏ Rich language input and practice in appropriate language use, as well as multiple opportunities to process information and construct knowledge
- ❏ Multiple forms of assessment and support
- ❏ Systematic monitoring and documentation to improve transparency and quality and to facilitate vertical mobility in line with the Bologna process



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- <http://kielikeskus.jyu.fi> (laatukäsikirja - quality handbook)





THANK YOU FOR YOUR ATTENTION!

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