Defining the parameters of education in a second language

Mr. John Clegg
Freelance education consultant; England, UK

English-medium education (EME) takes various forms. They are related by the fact that subjects are taught through English as an additional language, but distinguished by several contextual factors. Some forms of EME are successful, while others are not and it is important to analyse which aspects of context co-determine success and failure. This presentation describes what differentiates these forms of education in the school sector and what they have in common. Contextual factors include learner language ability, learner L1 status and development, SES, teacher language ability and pedagogical skill, scope of curriculum, educational selection and the role of education authorities.

Content and Language Integrated Learning in the Netherlands: Practices in bilingual education and multilingual classrooms

Prof. Rick de Graaff
Utrecht University and Utrecht University of Applied Sciences; Netherlands

Content and Language Integrated Learning (CLIL) as a pedagogical approach is most prominent in bilingual secondary education programmes. In these programmes in Dutch schools, 50% of lesson time is taught in a second language, usually English. CLIL pedagogy strongly relates to pedagogies of sheltered instruction, most common in language-oriented subject teaching for pupils with home languages different from the language of schooling. In this talk, I will compare principles and practices of a focus on language in content teaching in both educational contexts, which aim at promoting school success by facilitating both language and subject learning in L2.

Eliciting and analyzing students’ written and oral classifications in CLIL science and history

Prof. Christiane Dalton-Puffer
University of Vienna; Austria

In this talk we operationalize CLIL students’ academic language competence in terms of the Cognitive Discourse Function of CLASSIFY which we regard as a key type of operation in knowledge construction. We develop a conceptual and analytical model of classifications in
school settings through an exploratory, data-driven analysis of a data corpus of primary and secondary students’ spoken and written production on science and history topics taught in the L2 (English) and L1 (Spanish) in bilingual schools in Madrid. The qualitative analysis has revealed that many students encounter difficulties, both conceptual and linguistic, when forming complete and appropriate classifications, although to a dissimilar degree and in different aspects.

Content and Language Integrated Learning (CLIL) – a panacea for young English language learners

Ass. Prof. Karmen Pizorn
University of Ljubljana; Slovenia

The talk will focus on an educational model known as Content and Language Integrated Learning (CLIL) from the perspective of its application in primary EFL learners’ lessons while utilizing a mixed methods research approach. You will be able to learn about a study which attempted to discover how CLIL may improve young EFL learners’ proficiency, what impact it might have on young EFL learners’ attitudes to English language instruction and English language learning, and finally EFL learners’ perceptions of the CLIL approach. The primary focus of concern was on identifying distinctive features of applying the CLIL teaching model during regular EFL instruction at primary school level. The results show that by applying a mixed methods research approach, the researchers were able to identify several key findings. Firstly, the results of the current study show that CLIL does not necessarily improve young foreign language students’ language proficiency across all the language skills to the same degree.

Mitigating the Effect of Language Proficiency in the Learning and Assessment of Science: A study of English language learners in Primary Classrooms.

Dr. Oksana Afitska
Lancaster University; England, UK

Children coming from homes where English is not the primary language of communication constitute a significant and increasing fraction of learners in primary and secondary education worldwide. Providing these English language learners (ELLs) with equitable opportunities to comprehend scientific instruction and demonstrate their ability through assessment is a challenge for educators. This presentation analyses the performance of 485 students, both English native speakers and ELLs, across 5 schools within the UK in the 7-11 year age group on standardized science assessment tasks. We identify specific traits/types of assessment tasks where ELLs are particularly disadvantaged compared with their native speaking peers and where they are more able to demonstrate their subject knowledge. Such insight may enable the design of teaching and assessment methods that mitigate the linguistic challenges that ELL students face.
What do CLIL teachers need to know about language?

Ms. Sally Zacharias
University of Glasgow; Scotland, UK

The primary goal of many CLIL programmes is to build disciplinary knowledge in and through the target language. This talk will unpack what CLIL teachers need to know both about the target language and learners’ home language to be able to achieve this goal. I will argue that a pedagogy based on usage-based (i.e. functional and cognitive) approaches to language offers teachers a model of language well-suited to the dynamics of a CLIL classroom. I will highlight some of the essential features of this model of language, and address some of the issues related to implementing such a model in teacher training programmes.

CLIL teachers in Finland: Identity, agency and emotions

Ms. Sotiria Pappa
University of Jyväskylä; Finland

Despite the decrease in schools providing Content and Language Integrated Learning (CLIL) in Finland over the years, the persistence of teachers in participating and maintaining CLIL programs indicates a willingness to assume responsibilities that go beyond their current roles as subject or class teachers. This presentation focuses on issues of professional identity negotiation, involving professional agency, the interaction of individual and collective circumstances at work, and the role of negatively and positively accented emotional experiences. The presentation is based on three qualitative studies conducted with thirteen primary school CLIL teachers and one kindergarten teacher, whose interviews were thematically analyzed.

Learning complex content through a foreign language: calling for instruction that has the brain in mind

Dr. Teresa Ting
University of Calabria; Italy

Workshop-style: Participants will “experience learning” by completing some CLIL/EMI instructional materials: this “experience” will be intercalated with pedagogic and didactic analyses of how complex text has been transformed through a “CLIL-mindset” into comprehensible tasks which help students understand not only content but also to assimilate disciplinary discourse: a corpus analysis of “input academic language” and “output academic discourse”.

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