Looking back to move forward:
CLIL for the 21st Century

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Outline of talk

1. Background: CLIL coming of age

Looking back

2. What makes CLIL sustainable?
    One (national) story …

Looking and back and moving forward

3. What is the USP of CLIL?
    One old and one new (international, bigger) story …

Moving forward into (uncharted) territory

4. What has this got to do with education in the 21st Century?
    A question with more questions and some answers

1. Coming of Age

Growing up is hard …

1. CLIL Coming of Age

After 30 years, CLIL is no longer an innovation, but has

a) become mainstream, including partly obligatory CLIL

b) been abandoned

c) been put 'under review' with a view to either adopting / adapting CLIL or abandoning it

d) emigrated to Asia and South America, and integrated into local educational needs, potentials and constraints there

1. CLIL Coming of Age

As CLIL researchers and practitioners, we need to ask ourselves:

1. What makes CLIL sustainable?

2. What is the Unique Selling Point of CLIL – what can it do that others can't?

3. How does CLIL fit into the demands on (school) education of the 21st Century?

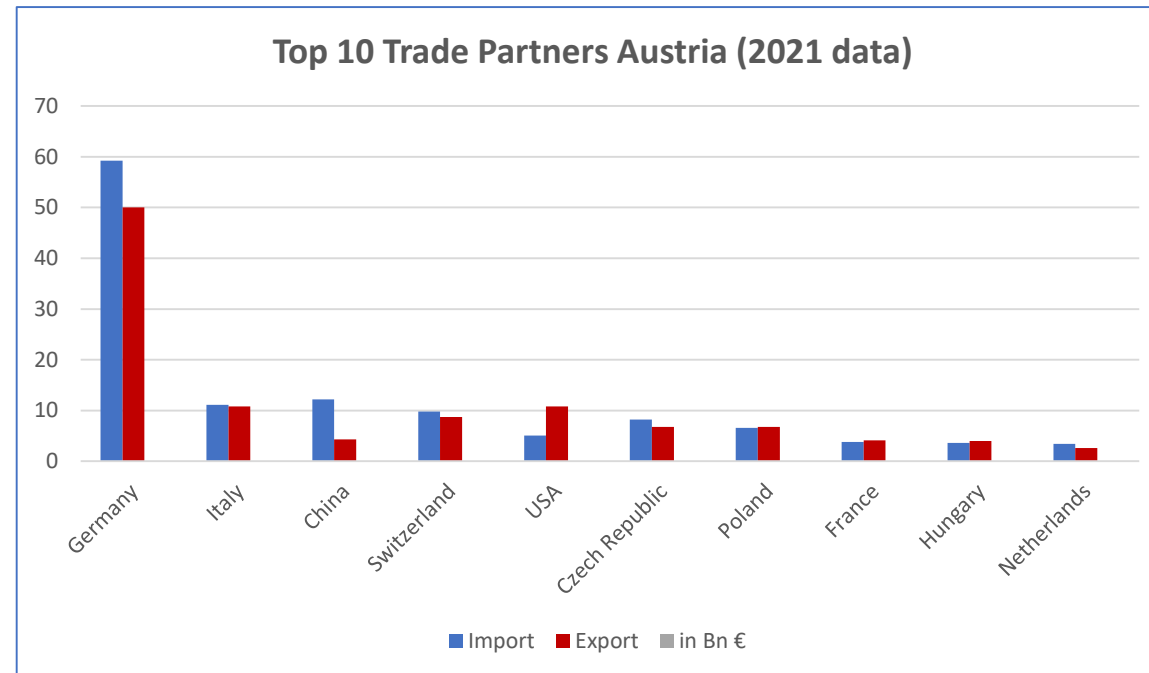# 2. Looking back: What makes CLIL sustainable?

One story

2. Context: Austria

Austria GDP (2022)
446,9 Mrd. Euro

https://commons.wikimedia.org/wiki/File:Au-map.png

Top 10 Trade Partners Austria (2021 data)

(bar chart showing Import and Export in Bn € for: Germany, Italy, China, Switzerland, USA, Czech Republic, Poland, France, Hungary, Netherlands)

■ Import ■ Export ■ in Bn €

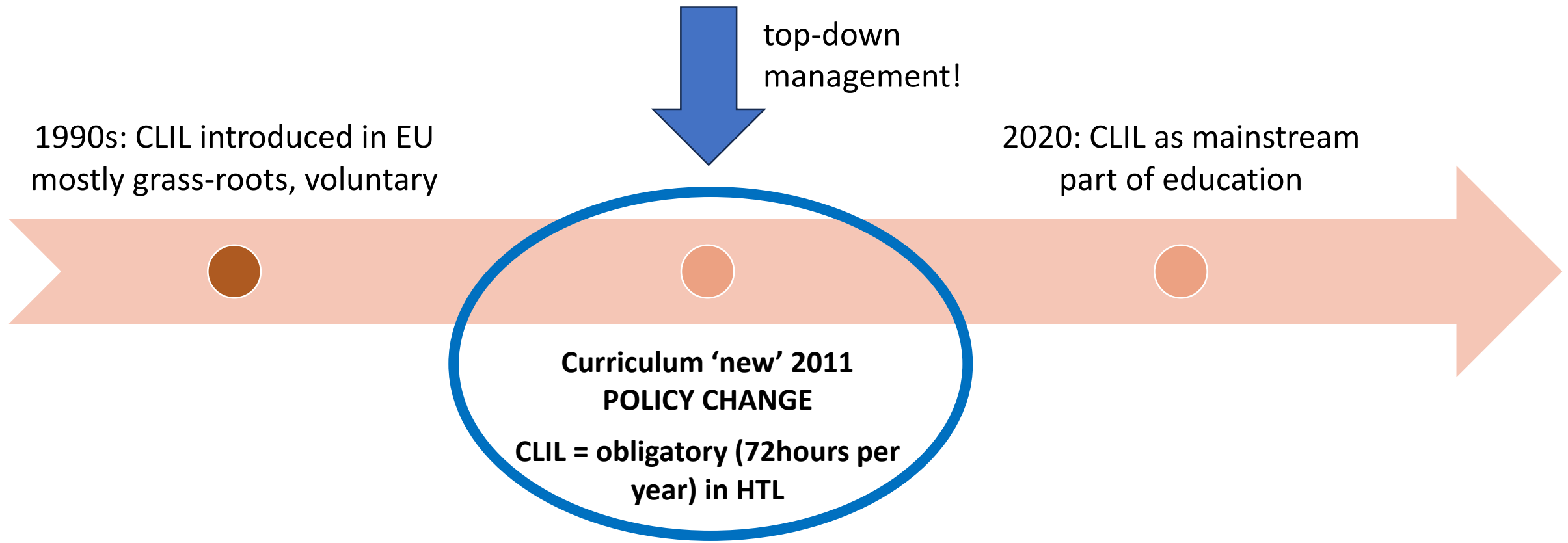"a small, open national economy"
Statistik Austria 2023

Export Ratio: 55.9% of total goods and services

2. Context: School Type

- upper secondary professional colleges

- 5 years, grades 9-13; full university entrance qualification or direct entry to job market

- Diverse specialisations:

  - **Technology ("HTL")** e.g., mechanical engineering, construction, mining, textile product engineering, IT, electronics, materials engineering etc.

  - Economy, Business, Art/Design, Agriculture ("HUM")

- subjects (36-39 contact hours/week): combination of general academic, technical theoretical, technical practical

2. Sustainability: legal framework

top-down management!

1990s: CLIL introduced in EU mostly grass-roots, voluntary

2020: CLIL as mainstream part of education

Curriculum 'new' 2011 POLICY CHANGE

CLIL = obligatory (72hours per year) in HTL

2. Sustainability: Supporting beliefs

English = the professional lingua franca

- participants accept Globalised Bilingualism

    - Internationalisation of (envisaged) future workplace

    - German as prime language plus English as additional language

*for us engineers [...] **English is our second mother tongue our professional language**. and this [...] has to be lived experience so not something extra, not an exception* (Teacher)
*that you can really in English, well experience how this is and you **see what surely is going to be important later in professional life*** (Student)

Rationale for English and CLIL **ALIGNS** with generally accepted educational value of preparing learners for 'the future profession' in a professional college

2. Sustainability: Supporting practices

(Obligatory) CLIL = adapted to suit the abilities and needs of participants – teachers as agents!

Top-down regulations adapted locally – often "toned down".

Awareness of increased cognitive demands on students when using English

- more intensive cognitive engagement
- more learner-centred pedagogy
  *everything **was explained in a better way basically** and that yeah also more **slowly** and **in more detail** ; the teacher really tried to get it across in simple terms* (Student)

- balance provided between challenge and support (local decisions by teachers!)
  - choose less difficult topics for CLIL
  - use of German to reduce cognitive load
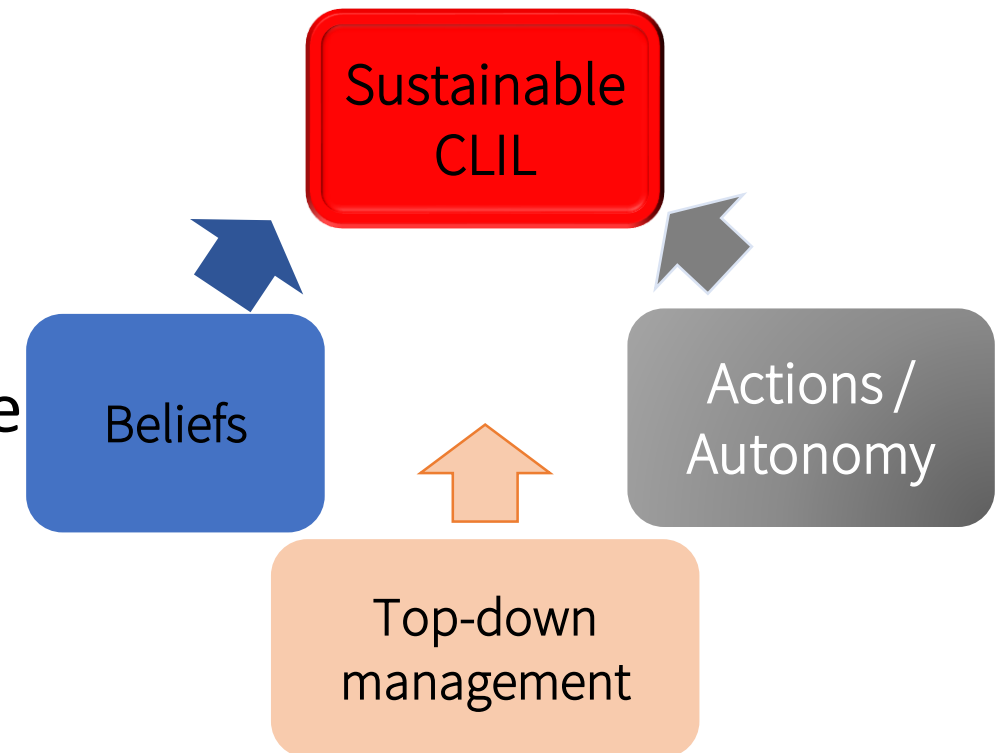
2. Sustainable Success: One story, not a blueprint

To make CLIL a sustainable success, it will differ from context to context → Success **CAN** (and maybe **MUST BE)** defined locally!

Shared aspect: Local responses to **global** status of English, especially in professional life

Sustainable CLIL

Beliefs

Actions / Autonomy

Top-down management

3. The Unique Selling Point of CLIL: (Bi-Multilingual) Disciplinary Disciplines

…. what CLIL can do (better than / rather than other teaching approaches)

3. The USP of CLIL

disciplinary literacies
Pluriliteracies
subject-specific literacies
language(s) of schooling
subject-specific language
academic language

- integration with 'real' content
- focus on professionally / academically oriented subject-specific language → literacies
- working in (at least) two languages of education

3. Moving beyond general foreign language competence

- 'doing' the subject rather than (just) receiving knowledge

- "[b]eing literate in a discipline means both deep knowledge of disciplinary content and keen understanding of disciplinary ways of making meaning" (Fang 2012: 20)

3. An example: Terminology in discourse

Does the L1 matter?

Paraphrase

S1 maybe there should be like a common law for like drinking or something

because in Austria and Germany (at) sixteen but in: the UK it's eighteen so it really like differs from each country what you: are allowed to do so

maybe we should do that more (.) commonly

S2: but on the other side it's also good that we have that (..) that <careful> subsidiarity </careful>
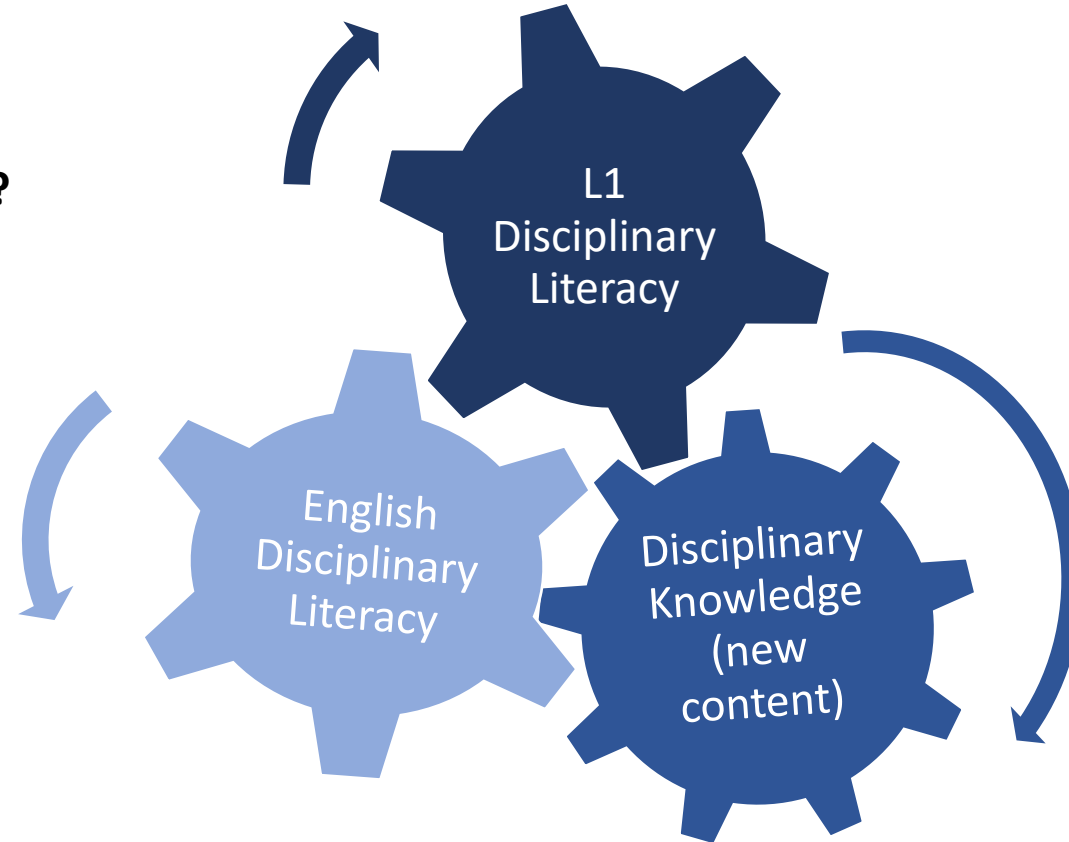
Subject-specific term

S1 subsidiarity

Learning in progress

S2 =and so that some law are regulated by the EU and some from the national governments

3 The role of the L1 in BMDL

L1 = Resource?

L1 = Educational Target?

3. Areas of BMDL

"subject-specificity […] **goes beyond lexical choices**. It also pertains to different ways of **constructing knowledge** across disciplines, displayed at different levels of language so that words, phrases, clauses and sentences are likely to form different constellations in different subjects" (Nikula 2017, p. 13)

Specific discourse patterns (and not 'just' terminology) form subject-specific language
- less awareness of these being part of 'language' in teachers/students/policy-makers
- strong research base that captures the disciplinary / professional discursive patterns and their distinctiveness

3. (A) definition with regard to CLIL

Bi- and multilingual disciplinary literacies (BMDL)

- the ability to **appropriately** participate in **English (plus** the main educational language) **in the communicative practices of a discipline or school-subject**

- the **verbal and multimodal practices** associated with **acquiring this ability**

- Two angles: **displaying** subject-specific knowledge/practices – **accessing** subject-specific knowledge/practices

Inherently **multilingual and multimodal**!

2. Existing Research in BMDL in CLIL

Models of literacies in CLIL

- Pluriliteracies Model (Coyle & Meyer 2015, 2021 … and yesterday)

- Academic Language - Genre Egg (Lin 2016)

- Cognitive Discourse Functions (Dalton-Puffer 2013, 2016)

Specific foci in literacies

- Written and spoken **genres**

- **Discourse Patterns (e.g., argumentation, LRE)**

- Focus on **lexis / terminology** (plus discursive embedding)

- Focus on **specific subjects**, e.g., historical literacy (from anecdotal to abstract over time); science literacy

(e.g., Linares Morton Whittaker, 2012; Lorenzo, 2019; Hüttner & Smit, 2018; Hüttner forthc, Llinares & McCabe, 2020; Evnitskaya & Dalton-Puffer, 2020; Lo & Lin, 2021)

3.1 Argumentation in Economics

An example of BMDL … an old story

(Hüttner & Smit 2016, forthc., Rieder-Bünemann, Hüttner & Smit 2021; 2022

3.1 Argumentation

Argumentation "refers to a [...] process in which claims are made, supported, and evaluated by reasons and evidence" (Nussbaum & Edwards 2011)

Distinct from 'everyday' disagreement (despite 'family resemblances'):
> Disciplinary notions of ACCEPTABLE claims and supporting evidence and of APPROPRIATE ways of presentation
>
> Links to critical thinking (Macagno 2016)

Distinct from ELT argumentations
> Arguments are not (always) provided in prompt ;)
>
> Stakes of arguments higher

3.1 Argumentation episode in education

Classroom Discourse => pedagogical frame

≥1 **counterclaim** **+** **support**

T challenges

claim **+** **support**

claim re-stated/ refined

rebuttal

T scaffolding **≥1**

T prompts
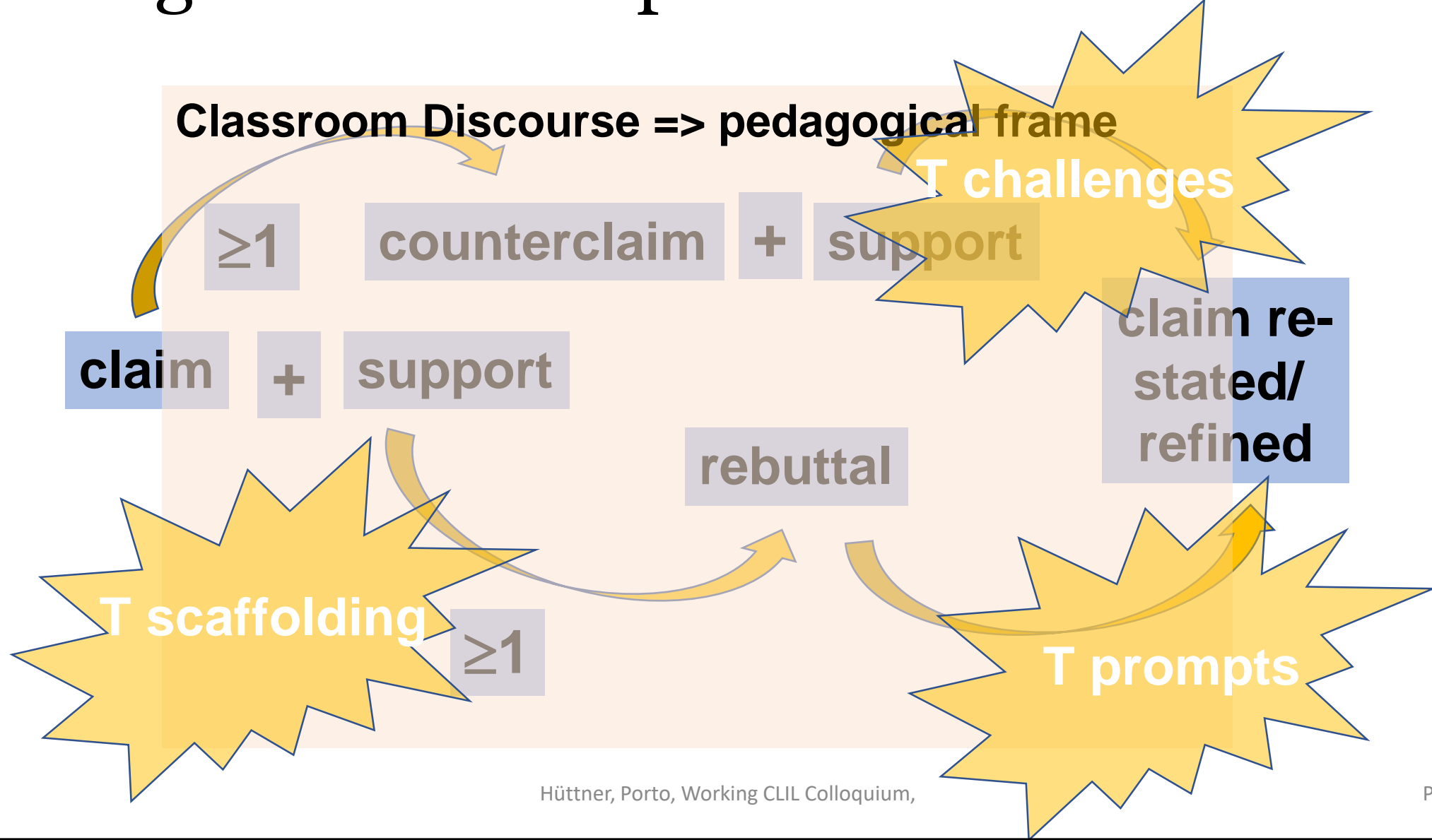
Argumentation episode in education

L1, Main educational language and CLIL target language

cla

3.1 Examples of BMDL: Argumentation

T: so if you have a **weaker currency** of course uhm it is easier to export x **exports become cheaper**

CLAIM

S: yeah for example G**reat Britain** will buy something from Austria because we have a weaker currency but **we won't buy something from Great Britain**

SUPPORT

T: uh i-if you say we **won't buy anything from great britain** at all it's **not true**

REBUTTAL

S: yeah we we will buy but not not a lot

T: uh **not so** uh we would probably be able to **afford more** if the [UK] currency was weaker you have to maybe put it that way right

REFINED CLAIM

3.1 BMDL: Argumentation

S1: the only I possibility I can see here is that you try to sabotage the eu from the core.

CLAIM

So as an example two weeks ago we had marine le pen which is president of the uh front national and she said to a german uh newsletter that she'll try to get france out of the eurozone and out of the european union and at least she is the vice president of eaf so that can't be just her point of view

SUPPORT

S2: what so I first wanna say we don't want to sabotage the european union but what we try to do is uh . to form a trade union which consists out of different coun- different countries

COUNTER CLAIM

3.1 The role of the L1 in BMDL

Use of German (% of total words)

Classroom Event	Teacher and whole class	Group discussion (students)	Student Presentation	Assessed Role Play (Student Groups)
Use of German	16.38%	20.83%	1.33%	0.19%

3.1 The USP – could another approach offer this

- Argumentation **requires (subject-appropriate) knowledge** of
  - What is a valid claim?
  - What is appropriate evidence?
  - How can we evaluate claims and evidence in this subject
- The outcomes of arguments have (more) real consequences → **stakes are higher than in EFL classrooms**
- Pedagogic frame -> **diverse T roles**
  - sanctioning suitable claims/support (group-presentation) (**DISCIPLINARY LEARNING!)**
  - assessor (group-presentation, group-discussion)
- Link to critical thinking in students

3.2. Strengthening the USP: CLILNetLE

Research Network

COST Action: CLIL Network for Languages in Education (CA 21114)

3.2. CLILNetLE

- An international research network; 40 countries, 165+ researchers
- November 2022 – October 2026

Addressing fragmentation in thinking

Understanding patterns of use and development

Addressing variation in research knowledge and practice

Disseminating findings / Integrating stakeholders

3.2 CLILNetLE: Aims

1. shared conceptualisation and research agenda for the investigation of bi/multilingual disciplinary literacies in CLIL

2. accessible collection of standardised research instruments and research training

3. identify patterns of use, development and existing good practices at school, focusing on grades 5-13

4. disseminate information to educational stakeholders and within academia, but also to postsecondary and industry stakeholders and the general public

3.2 CLILNetLE: Structure and Working Groups (WGs)

WG1

Conceptual Basis: bi-/multilingual disciplinary literacies

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WG2 — FOCUS: KEY SUBJECTS

WG3 — FOCUS: ACROSS EDUCATION

WG4 — FOCUS: INFLUENCE DIGITAL/ OUT-OF-SCHOOL LEARNING

Evidence Gathering → Use and Development of bi-/multilingual disciplinary literacies

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WG5

Integrate Stakeholders

Collating existing research from across the network

Generating new data (surveys, case studies)

3.2 CLILNetLE: Work so far

Conceptualising …

Surveying CLIL practice(s)

Questionnaires on CLIL across countries, the use of digital content in CLIL, the effects of English outside of school on learning BMDL → launching in late 2023

Curriculum Checks on what is asked in terms of BMDL … in the L1, in the CLIL target language, in specific contexts

Nikula, Nashaat-Sobhy, Minardi, Tali Gülle, Yalçın and Duman (2023)

Looking at **teacher programmes and teacher needs**

3.2 CLILNetLE: WG4

Focus on Digital and Out-of-School Learning on BMDL

Young peoples' digital lifeworlds

- increasing part of daily communicative life
  - 3 hours 57 minutes/day (Austrian teenagers, Schwarz 2020)
- mostly happening in English (as a lingua franca)
  - 25.94 hours / week (Austrian teenagers); 36 hours / week (Swedish teenagers) (Schurz 2022) in English

Emerging Evidence of Influence on BMDL
- (receptive) academic vocabulary (slightly) higher (Warnby 2022)
  - No long-term effect (Olsson & Sylvén 2014)

Survey Data
Qualitative Case Studies

3.2 CLILNetLE: WG4

New(ish) trends:

Use of 'explain' videos (both planned and integrated by teacher and not) – in several languages

Use of online information (incl dictionaries)

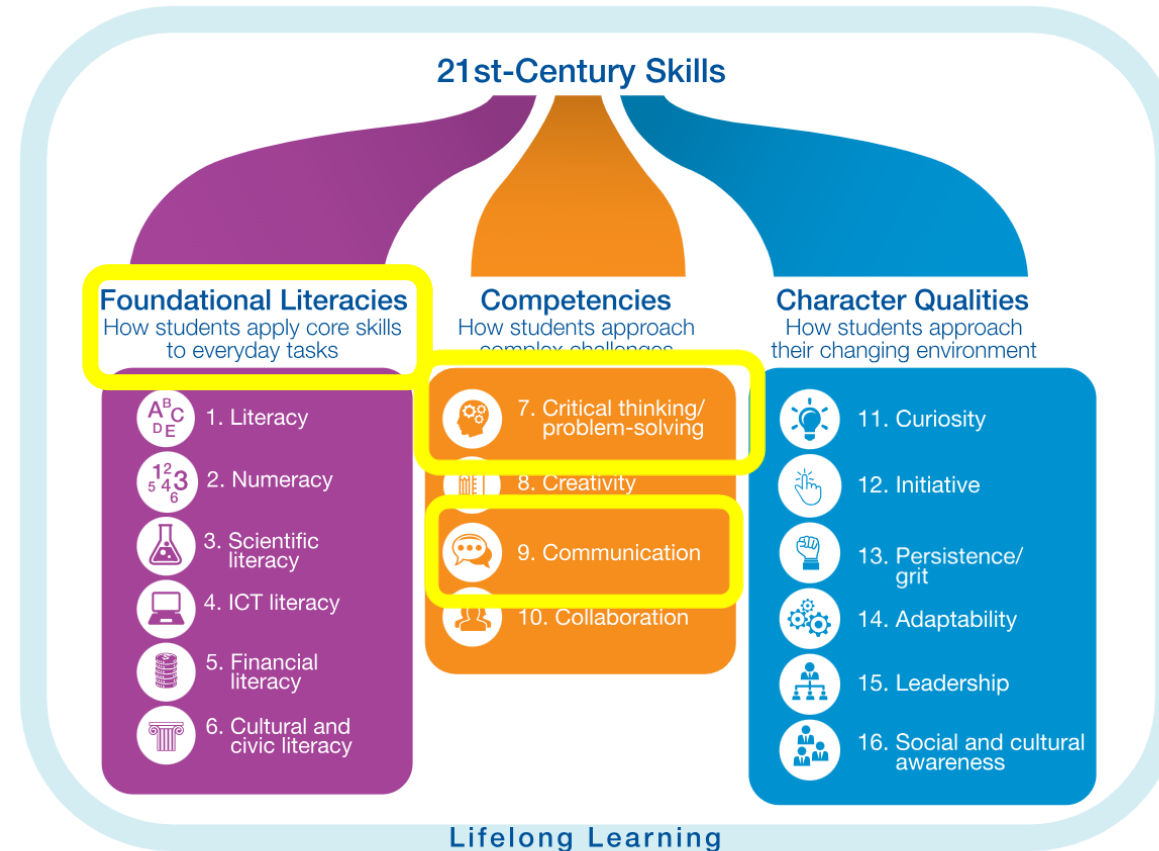**Use of translation software**

Use of Artificial Intelligence

Compare to the Argumentation task earlier – <u>Chat GPT on Romania joining the Eurozone</u>

And my (painfully hand-made) chart on <u>Austria's top 10 export/import partners</u>

4. Ready for the 21st Century?

.... Positioning CLIL in line with current demands
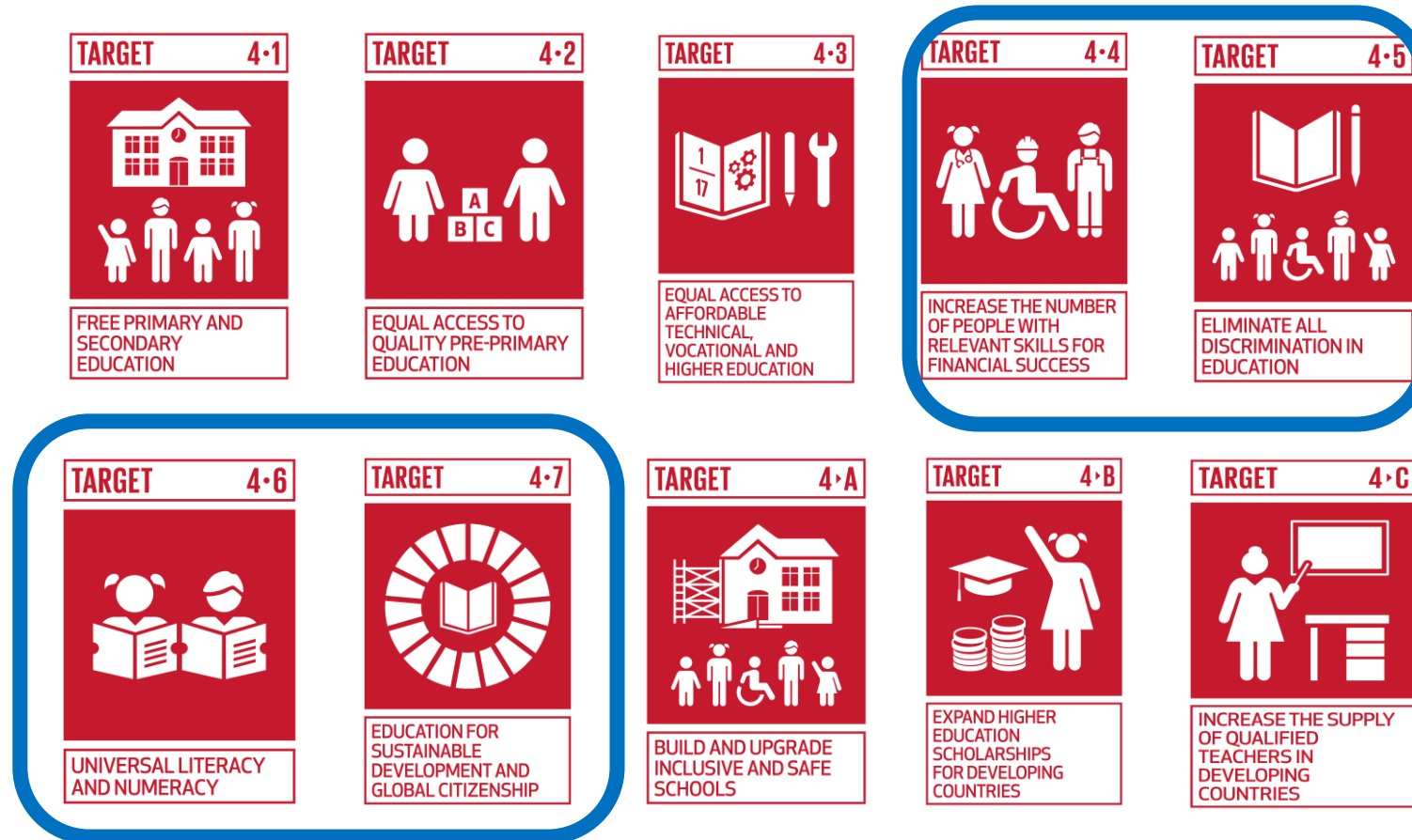
4. CLIL and 21st Century Skills

21st-Century Skills

Foundational Literacies
How students apply core skills to everyday tasks

- 1. Literacy
- 2. Numeracy
- 3. Scientific literacy
- 4. ICT literacy
- 5. Financial literacy
- 6. Cultural and civic literacy

Competencies
How students approach complex challenges

- 7. Critical thinking/ problem-solving
- 8. Creativity
- 9. Communication
- 10. Collaboration

Character Qualities
How students approach their changing environment

- 11. Curiosity
- 12. Initiative
- 13. Persistence/ grit
- 14. Adaptability
- 15. Leadership
- 16. Social and cultural awareness

Lifelong Learning

World Economic Forum;

4. CLIL and Sustainable Development Goals

4. Quality Education: Targets

TARGET 4·1 — FREE PRIMARY AND SECONDARY EDUCATION

TARGET 4·2 — EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

TARGET 4·3 — EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

TARGET 4·4 — INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

TARGET 4·5 — ELIMINATE ALL DISCRIMINATION IN EDUCATION

TARGET 4·6 — UNIVERSAL LITERACY AND NUMERACY

TARGET 4·7 — EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

TARGET 4·A — BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS

TARGET 4·B — EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES

TARGET 4·C — INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

4. CLIL and EU Demands/Policies

- EU multinational and –lingual
- Multilingual EU-citizens – Role of English??
- Professional (foreign) language use
- Equity
- Sustainability
- ASEAN+ change to economic region; multinational and English as working language

(Eurobarometer 54, 386; DigComp)

4. CLIL and 21st Century Skills

Digital Competence (DigComp, EU Science Hub)

- "...the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes." ([Council Recommendation on Key Competences for Life-long Learning](#), 2018).

4. CLIL and 21st Century Skills
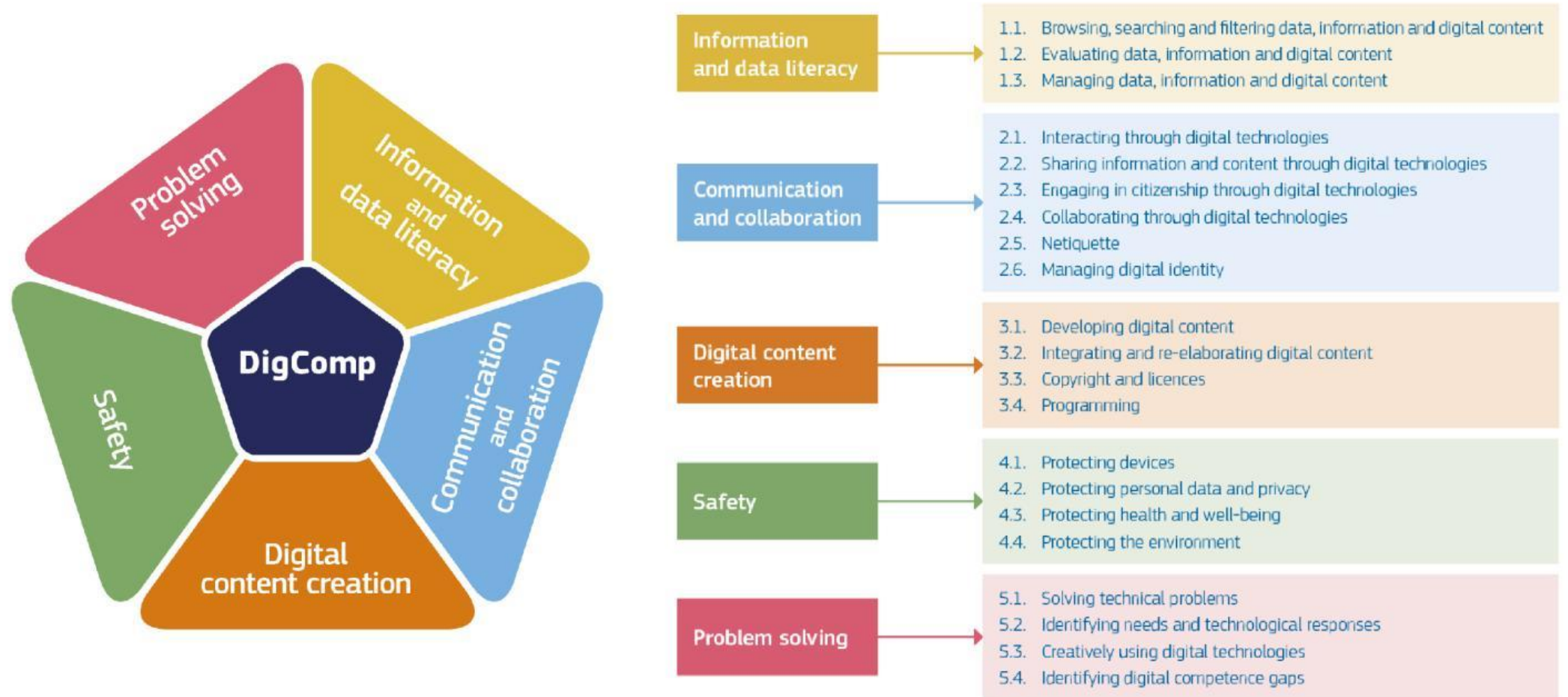
CLIL in the 21st Century

Potentials

1) Through enabling learners to become **competent in Disciplinary / Subject-Specific Literacies in a further language** CLIL offers something that regular EFL/MFL cannot offer

> … in line with 21st Century Skills

> … in line with UN SDGs

> …in line with demands by the EU for more professionally relevant foreign language skills

2) CLIL can be made **sustainable** and **accessible** to all, if local, ecologically valid responses are sought

CLIL in the 21ˢᵗ Century

Challenges

1) Increased commodification of language (esp. English) – challenge to more humanitarian educational aims

2) Hegemony of English – need to 'take English out of the equation' to allow for other languages to flourish in a bid for more multilingualism

3) Need to integrate Artificial Intelligence and to develop clear arguments for what (still) needs to be actively taught and learnt in a school context – address and integrate Digital Competences directly!

CLIL in the 21ˢᵗ Century

Needs

- **inter/trans-disciplinarity** and collaborative research and pedagogy to refine and develop knowledge of BMDL

- a shared metalanguage and joint conceptualisations are needed (**bi/multilingual disciplinary literacies of SUBJECT X**)

- research of applied linguistics *and* subject education specialists *and* expert teachers

- **Collaboration on many levels**
    1) between language and content teachers
    2) between teachers of diverse content subjects
    3) between researchers and teachers
    4) between researchers/teachers of different contexts

4. CLIL in the 21ˢᵗ Century

Teachers make CLIL a sustainable success

Above all: CLIL needs teachers ..

Teachers make CLIL manageable

Teachers model BMDL

Teachers provide content knowledge for claims/evidence/arguments

Teachers show how information can be evaluated

Teachers are good role models of professional English users (who might make language "mistakes")

Teachers link everyday experience to disciplinary / subject-specific literacies

Teachers use and let learners use multimodal and multilingual resources

Teachers integrate 'new' media, AI and the world outside the classroom

Thank you for your attention!

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Email for slides and / or references

Joining COST Action

- COST CA 21114 currently involves around 160 researchers from across Europe working in five Working Groups
- It is an open network, so researchers (incl. PhD and MA students) can join

- HOW?
- Read through the information on the Action provided on
- https://clilnetle.wordpress.com/
- https://www.cost.eu/actions/CA21114/
- Submit an application to join (a) specific Working Group(s) by followi
- the link on https://www.cost.eu/actions/CA21114/

Action Details

- 📄 MoU - 028/22
- ⚗ CSO Approval date - 27/05/2022
- 📅 Start date - 06/10/2022
- 📅 End date - 05/10/2026

How can I participate?

- Read the Project Description MoU
- Inform the Main Proposer/Chair of your interest (email)
- Apply to join your Working Groups of interest
- Please note, Management Committee nominations are carried out through the COST National Contact Points