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Teaching and Learning English
through Bilingual Education

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FOREWORD

DAVID MARSH

The CCN 2010-2020 Foresight Think Tank on Languages in Education explored the dynamics of languages in education in relation to a set of value drivers. These included the neurological, cognitive, motivational and social bases of learning; dynamics of lifelong learning and the potential of E-Learning 2.0/3.0; informal learning; human technologies that support learning; and technology-based working and operating environments (CCN 2010).

These value drivers were considered with respect to foresight indicators on social and economic change, in Europe and elsewhere. These included socio-demographic shift; science and technological innovation; re-shaped work and organisational cultures; and new knowledge and competence demands.

Some of the Think Tank outcomes relate directly to issues being discussed in this publication, *Teaching and Learning English through Bilingual Education*, namely teacher capacity-building, trans-linguaging/code-switching; assessment of and for learning; integrated technologies, and the emerging mindsets of the digital generation. The main threads which link these are cognition and diversity.

Cognition has been a major developmental feature in Content and Language Integrated Learning (CLIL) for some years (see, for example, Coyle, Hood & Marsh 2010). This has been in terms of thinking and learning skills, and in accommodating diverse types of student, with often diverse levels of competence in the vehicular language.

Diversity can make teaching contexts more complex. It is a reality in schools across the world, and increasingly so in European Union countries (Eurydice 2009). Diversity in schools is not only related to the impact of migration. It is also linked to the inclusion into mainstream classes of young people with special or specific needs, which is commonplace across the European Union (Marsh 2005), and can also be linked to early childhood lifestyle differences of children with respect to use of technologies (OECD 2007). Diversity is often considered a challenge, but it can be exploited for advantage if an individualised learning paths

approach is adopted which reflects teaching competences and skills as outlined in the 2010 European Framework for CLIL Teacher Education (ECML 2010).

Interest in accommodating diversity and developing student's thinking skills (McGuinness 1999) in educational contexts where a group of students may not be at the same linguistic or cognitive level, has presented a challenge for practitioners and researchers. This is a particular area of interest for those scholars who are exploring inter-disciplinary collaboration in seeking to determine evidence-based linkage between thinking, brain and learning processes (see, for instance, Fischer et al. 2007; OECD 2007; Hinton, Miyamoto & della Chiesa 2008).

Through focus on integration, Content and Language Integrated Learning involves teaching and learning practices which accommodate diversity. In so doing emphasis has been made on the issue of cognition, and how individuals learn. The correlation between individualized learning approaches and educational outcomes is being increasingly examined as a success factor in educational practice (see, for instance, Sahlberg, 2011).

In order for teachers to respond to this trend towards individualized learning and the challenges posed by diversity, it is necessary to link back to the notion of multiple intelligences (Gardner 1999), cognitive process taxonomies (see, for instance, Anderson & Krathwohl, 2001; Marzano, 2000 and learning skills (van Lier 1996).

This is now happening in an age of rapid change in age where 'the dialogue in Knowledge Age organizations is not principally concerned with narrative, exposition, argument, and persuasion (the stand-bys of traditional rhetoric) but with solving problems and developing new ideas' (Bereiter and Scardamalia, 2005:749-750). This is an age of social, technological and educational convergence which invites educators to examine how to implement integration within both systems and classrooms. Content and Language Integrated Learning (CLIL) provides an opportunity for convergence, and the improved learning of content and language. But such an opportunity cannot be realized without expert input on research and solutions as found in this publication.

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PREFACE

2001 was declared the *European Year of Languages* and 2008 the *European Year of Intercultural Dialogue* by the European Union and the Council of Europe. The European Union is mainly founded on "unity in diversity": diversity of languages and cultures. In this sense, the EU language education policy aims to preserve Europe's linguistic and cultural heritage by promoting multilingualism and multiculturalism through language and culture awareness as a means to support mutual understanding as well as intercultural dialogue. Accordingly, the promotion of language learning and linguistic diversity has become one of the major issues in education.

Every few years, new foreign language teaching methods and approaches arrive on the scene. In a multilingual and multicultural Europe, new initiatives in language teaching and learning have been recently encouraged. In order to improve the quality of language education, such initiatives aim to support learning through languages. These days, numerous studies document and advocate the potential effectiveness of bilingual education which is especially emphasized and viewed as a real priority in classrooms around the world. European bilingual education models are currently exemplified by CLIL - *Content and Language Integrated Learning* -, a new generic and/or umbrella term for bilingual education, which has been rapidly spreading throughout Europe since the mid-nineties. Generally, the basis of this educational approach is that certain content subjects are fundamentally taught and learnt in a second language which is mainly viewed as a vehicle of instruction. That is, CLIL generally involves learning and teaching one or more 'non-language' subjects not simply *in*, but also *with* and *through* a foreign language (Eurydice, 2006). Accordingly, the basic premise is that CLIL combines content learning with language development.

Over the last decade there has been an explosion of interest in CLIL pedagogy in Europe and beyond. One of the major documents describing the implementation of CLIL in the European countries was Eurydice's (2006) report *Content and Language Integrated Learning (CLIL) at School in Europe*. The fact is that CLIL should be further implemented as a mediating approach in language education because it involves a real revolution in second language pedagogy. However, CLIL also brings with

it complex challenges concerning its implementation and the professional development of teachers. In fact, CLIL teachers need to reflect on their own teaching practice - what actually works and what does not work for their students and why this is so- to engage in self-analysis and self-evaluation.

Purpose

The main goal of this publication is to examine essential aspects of bilingual education programmes, namely CLIL pedagogy, from classroom-based observational research. This book encourages reflection and the building of a critical perspective. It was written in response to an overwhelming demand from practising CLIL teachers who wish to provide a successful CLIL education. We believe that this collection of papers serves as a good indication that valuable research is being conducted throughout Europe and that CLIL research is establishing itself as an important area of applied linguistics. The authors have been working in education for many years.

An outline of the book

This book provides readers with a collection of original papers covering essential aspects of CLIL pedagogy. The chapters are sequenced in such a way that they give an overall coherence to the book. Examples and case studies are included throughout the book to illustrate the research ideas. A brief summary of the contents of each chapter is given below.

The opening chapter sets the scene for the discussion of how the Common European Framework of Reference for Languages (CEFR) influences Content and Language Integrated Learning (CLIL). Chapter 1, *Impact of the CEFR on CLIL: Integrating the task-based approach to CLIL teaching*, mainly focuses on the issue of how the task-oriented approach advocated by the CEFR can be applied to a CLIL context by specifically making reference to the situation of CLIL classes in France. The specific problems and paradoxes raised by CLIL teaching in France are particularly described. In addition, an example of a task-based activity applied to a CLIL context is provided. Throughout the chapter numerous questions are raised that will make readers reflect on important issues and that can also be used for group discussion.

Regarding the long-debated issue of L1 influence on L2 learning, Chapter 2, *One classroom, two languages in contact: Teaching and learning in two languages*, seeks to shed some light on the issue of L1 use

in CLIL classrooms. This paper mainly discusses the supportive and facilitating role and influence of L1 in CLIL education with an exploratory study of Spanish learners' attitudes and beliefs. Specifically, this paper examines whether or not L1 should be used in CLIL classrooms and how and for how long. The fact is that this paper does not aim to advocate an English-only approach nor a greater use of L1 but rather a more limited, moderate and judicious use of L1 in CLIL classrooms. Thus, a strategic and occasional use of L1 when necessary and helpful is suggested so as to achieve pedagogical aims.

Chapter 3, *Assessing transferable academic discourse competencies in CLIL*, mainly focuses on the findings of an evaluation project on long-term CLIL classrooms set at grammar schools in Berlin. The main emphasis is on the transferability of academic discourse competencies. That is, the question is whether there are transferable competencies which can, should or must be developed across the CLIL curriculum. By employing a contrastive design, this research study attempted to answer the question whether students in CLIL classrooms in Germany had developed a level of generalizable and transferable discourse competencies that can be considered equivalent to that attained by pupils in 'regular' classes taught in German.

Given the lack of attention paid to methodological issues, Chapter 4, *CLIL lesson planning*, offers a whole educational approach to give answers to some of the main questions arising in current bilingual classrooms by offering helpful suggestions regarding lesson planning and methodological strategies to be successfully implemented in bilingual classrooms. A wide variety of tried and tested planning tools as well as methodological strategies for CLIL lessons are offered. As the authors suggest, this paper aims to contribute to the establishment of certain methodological parameters that enhance resources for bilingual teaching in the future so as to facilitate bilingual teachers' work.

In order to achieve a successful implementation of the CLIL methodology, new quality teaching materials and resources are urgently needed. In Chapter 5, *Materials and resources for CLIL classrooms*, the author advocates the idea that in CLIL the role played by materials is of the utmost value and should be appreciated as such. Among the real challenges and difficulties that CLIL teachers will have to face is the lack of effective teaching materials and resources. CLIL teachers as materials evaluators would have to devote time and effort to design and adapt quality teaching materials appropriate to the students' real needs and interests. Additionally, the existing published teaching materials require an adequate pedagogical adaptation. In short, this paper mainly focuses on the

issue of how to design effective quality teaching materials for the CLIL classroom by offering helpful guidelines for materials design and adaptation.

Based on the idea that CLIL can greatly benefit from the use of technology, Chapter 6, *Technology in content and language integrated learning*, is mainly concerned with 'Computer Assisted' CLIL outside the classroom, particularly through Moodle pedagogy. In fact, it is explained how the Moodle platform resources and activities can be used as a support tool for CLIL, particularly for back up, reinforcement and preparatory work at home. Based on the authors' teaching experience at Bologna university with CLIL students' home-based study, a pedagogical approach and out-of-class activities based on Moodle are particularly described. Despite being a great help for CLIL, the Moodle platform's limitations and possible causes are also discussed.

Bearing in mind that teachers are decision-makers in managing classroom processes, Chapter 7, *CLIL teacher training*, describes the main types of CLIL teacher training initiatives and actions for a successful implementation of bilingual education programs at Primary and Secondary education in Spain, a country with a serious foreign language deficit. In response to the challenge of CLIL teaching, an original proposal of competencies development for CLIL teacher training programs is offered. As the authors suggest, the implementation of bilingual teacher training degrees and specialized CLIL Masters comprising practical training periods in bilingual schools would also contribute to pushing CLIL teacher training forward.

The last chapter of the book, *Bilingual teacher education students' struggle with interculturality*, attempts to examine how bilingual teacher education students express their beliefs about culture, and identify the social influences of such beliefs, as they consider the differences and similarities between cultures and create their own identities as bilingual/multicultural teachers. Through a qualitative case study which explores the development of teacher education students' dispositions about language, culture, and identity and their role in the bilingual classroom, the authors show how teacher education students' *interpretations* reflect their understanding of interculturality, and how they construct *judgments* and *actions*. In fact, the key is to make the students' cultures visible in the classroom and to begin considering how to integrate their learning in classrooms.

This publication provides the reader with practical suggestions and raises issues for further reflection. For readers who would like to have more detailed information about specific topics, a list of further readings is

included at the end of each chapter. Additionally, the Questions for reflection and discussion section will also be highly helpful for readers.

The book's audience

This book is mainly addressed to those in-service teachers who teach in bilingual classrooms anywhere in the world, under any circumstances, and who wish to know more about CLIL pedagogy. It can also be used as a helpful handbook for EFL student teachers. The book is also for teacher trainers running both pre-service and in-service courses. I hope that the issues addressed in the various chapters will be of value and interest to all of them.

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—The Editor