

Elke taal- en vakdocent een CLIL-docent?

Integratie van inhoud en taal in theorie en praktijk

Rick de Graaff

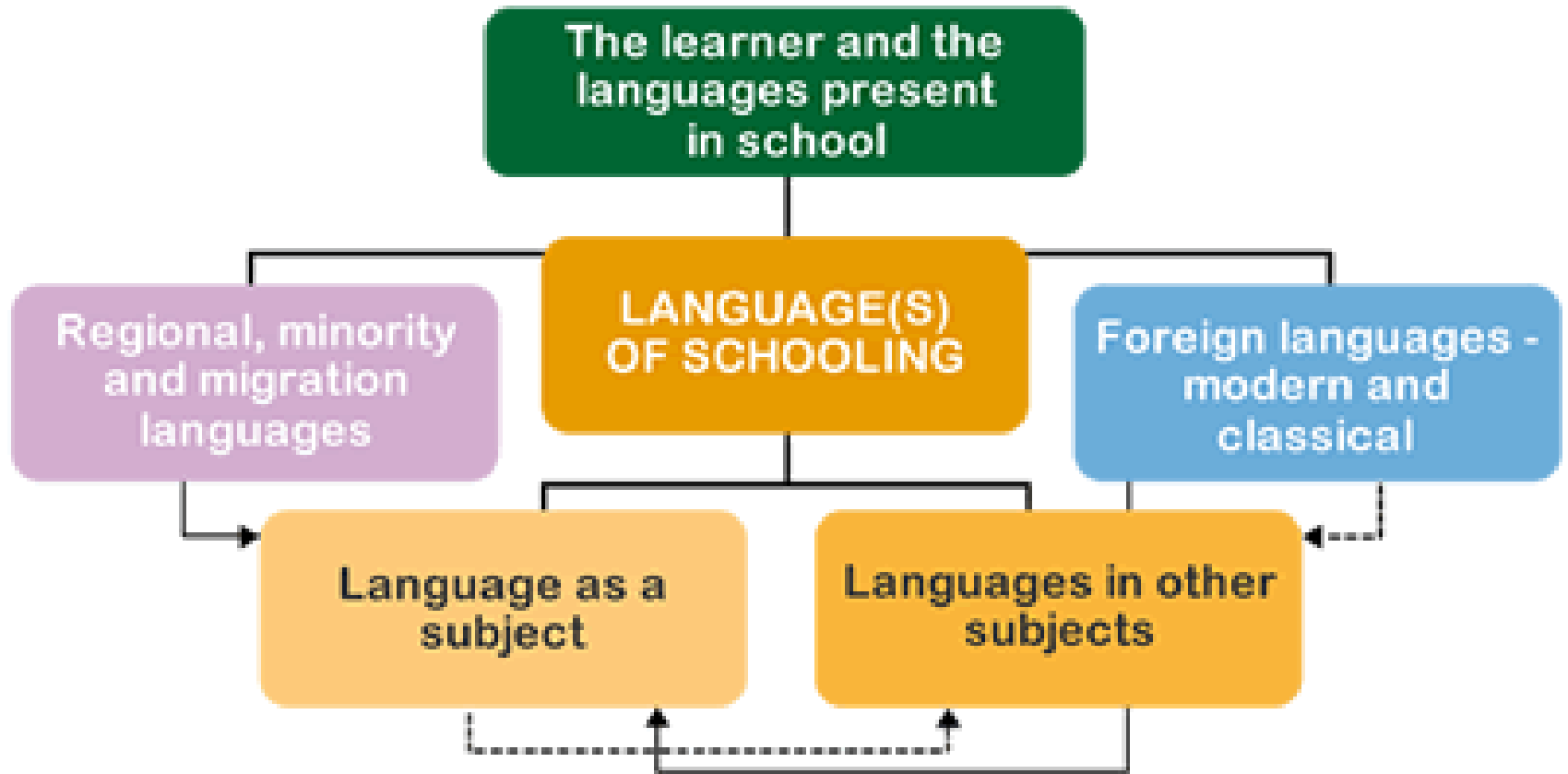
Hoogleraar Taaldidactiek en Meertaligheid
Universiteit Utrecht
Hogeschool Utrecht



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Talen in het onderwijs



Source: European Centre for Modern Languages
www.ecml.at



Content and Language Integrated Learning (definitie)

“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, Hood & Marsh, 2010)



CLIL en tweetalig onderwijs

Mearns & de Graaff (2018):

CLIL = pedagogical approach

Bilingual education = curricular framework

TTO in Nederland =

CLIL + internationale + interculturele oriëntatie

Maar:

- Hoe CLIL is tweetalig onderwijs?
- Kan niet-tweetalig onderwijs ook CLIL zijn?
- Kan taalonderwijs ook CLIL zijn?

CBI, CLIL & EMI: Differing Approaches and Goals



Focus on Language



Focus on Content

CBI – Content-based Instruction (of language)

- Content acts as a vehicle for language learning
- Intended outcomes are language / performance oriented
- Students are assessed on language learning outcomes
- Content learning outcomes are peripheral or at a general knowledge level
- CBI approach often used in language classes by language teachers
- Also known as Content-based Language Teaching (CBLT)

CLIL – Content and Language Integrated Learning

← Soft CLIL Hard CLIL →

- Classes have a dual focus, on both content and language learning
- Intended outcomes are language / performance and content oriented
- Students are assessed on language and content learning outcomes
- CLIL courses often taught by language teachers (Britain, Japan, South America) or content-specialist teachers (Europe)
- Also known as Integrating Content and Language in Higher Education (ICLHE) or Integrating Content and Language (ICL)

EMI – English-medium Instruction (of content)

- English acts as a vehicle for content learning
- Intended outcomes are content oriented
- Language learning aims are implicit or incidental
- Students are assessed on content learning outcomes
- Language proficiency outcomes are peripheral
- EMI courses often taught in content classes by subject content specialists

Complications

- Blurred edges between categories
- Classroom activities often not that different, especially as more EMI programs adopt active / participatory learning
- Both CLIL and EMI often used as umbrella terms for anything on the continuum
- Terms used differently in ESL / EFL contexts, regional variations
- Shifting definitions over time, lack of wide consensus on definitions
- Lack of explicit training in each of the approaches



Howard Brown
The University of
Niigata Prefecture



Annette Bradford
Meiji University



Perspectieven in CLIL onderzoek en onderwijs

“CLIL is a dual-focused educational approach in which an **additional language** is used for the learning and teaching of both **content and language**.”

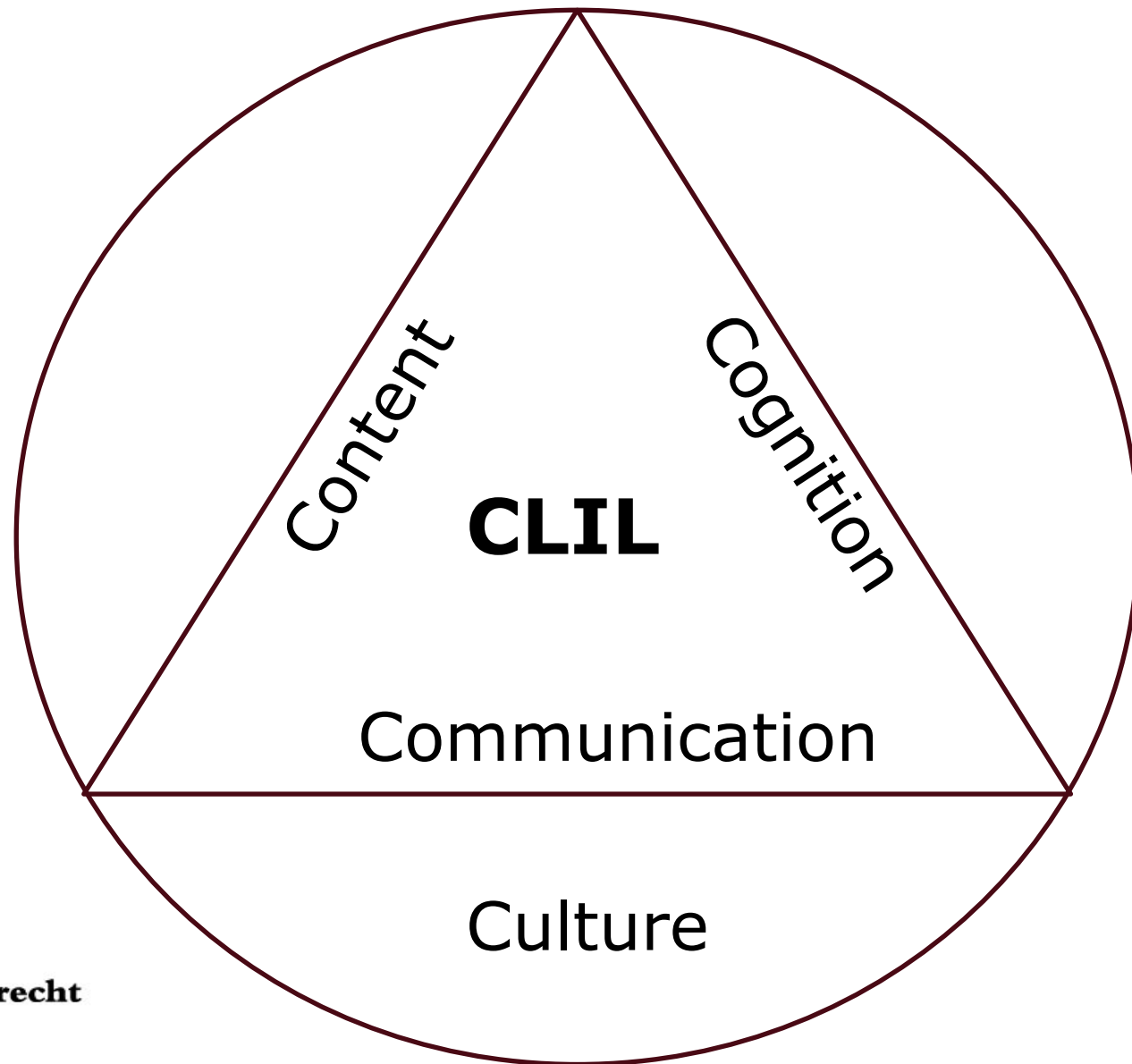
Content perspective:

“CLIL is a dual-focused educational approach with an **additional focus on language** for the learning and teaching of **content** which may also support **language** learning.”

Language perspective:

“CLIL is a dual-focused educational approach with an **additional focus on content** for the learning and teaching of **language** which may also support **content** learning.”

4 C Framework (Coyle, 2007)



Wat is het meest karakteristiek voor dit lesfragment?

1. Focus on content?
2. Focus on communication?
3. Focus on cognition?
4. Focus on culture?
5. Integrated approach?



Language and Learning

- Language ***of*** learning
- Language ***for*** learning
- Language ***through*** learning





1. *Language **of** learning:*

A teacher having his students formulating arguments for a historical event

2. *Language **for** learning:*

Students attempting to formulate their thoughts

3. *Language **through** learning:*

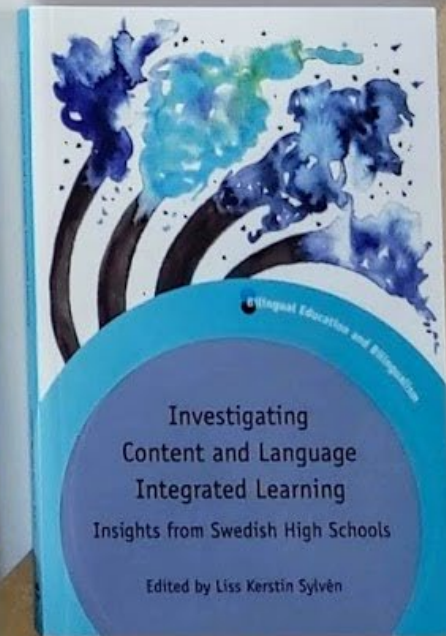
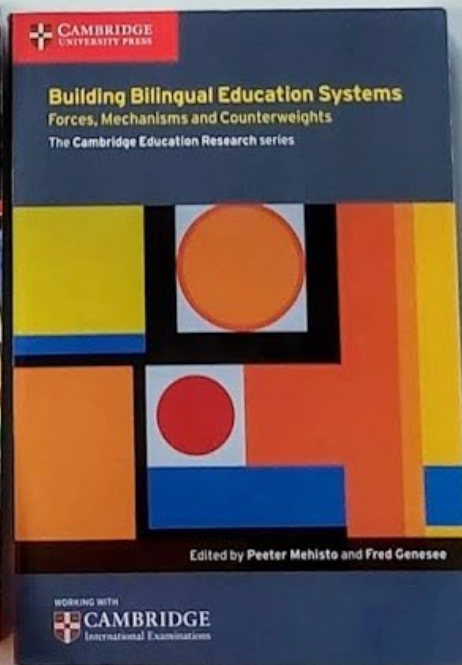
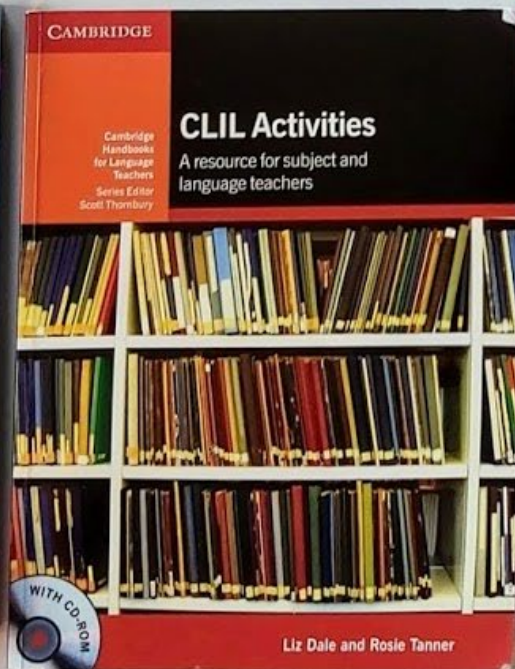
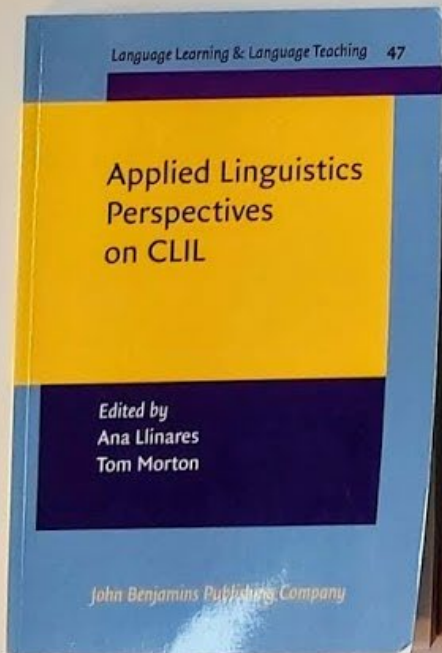
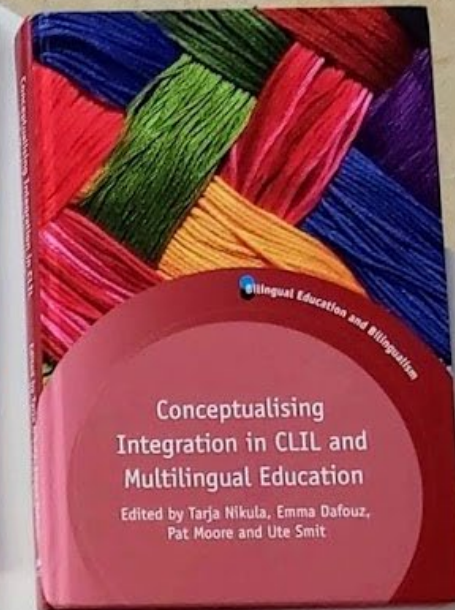
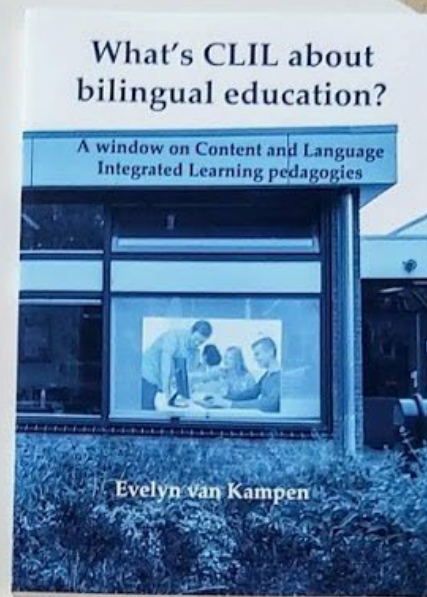
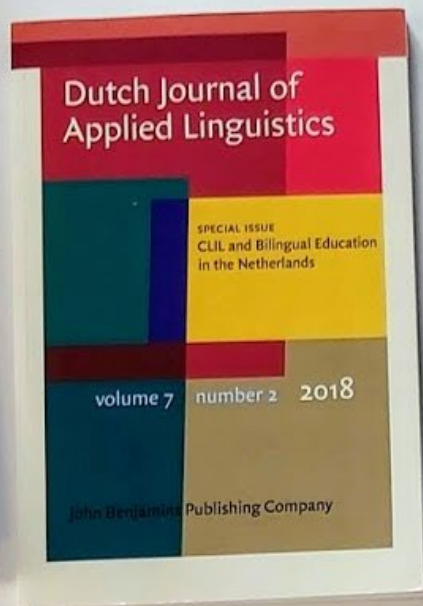
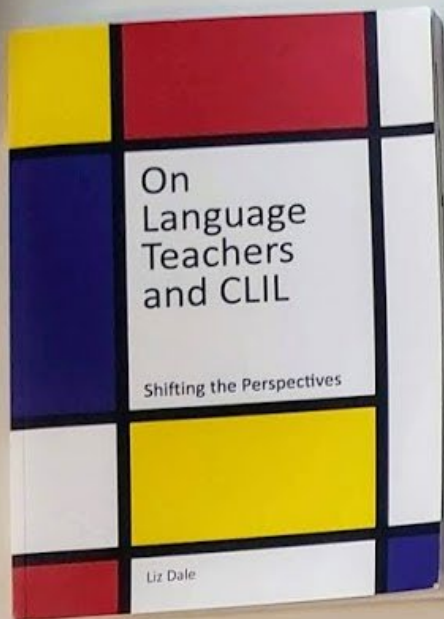
A teacher reformulating students' answers using historical concepts and terms



Issues in CLIL research

- Umbrella term?
(Cenoz et al. 2014; Dalton-Puffer et al. 2014)
- Content learning evidence?
(Oattes (2018); Gablasova 2014; de Goede 2015)
- Teacher competence?
(Moate 2011; Rutgers 2013; van Kampen 2016; Oattes et al. 2017, 2020)
- Preselection?
(Bruton 2011; Lorenzo et al. 2011; Denman et al. 2018)
- Motivation?
(Mearns et al. 2015, 2017)
- Cognitive challenge?
(Dalton-Puffer)







Tto in Nederland

2020 **130**

115 vwo

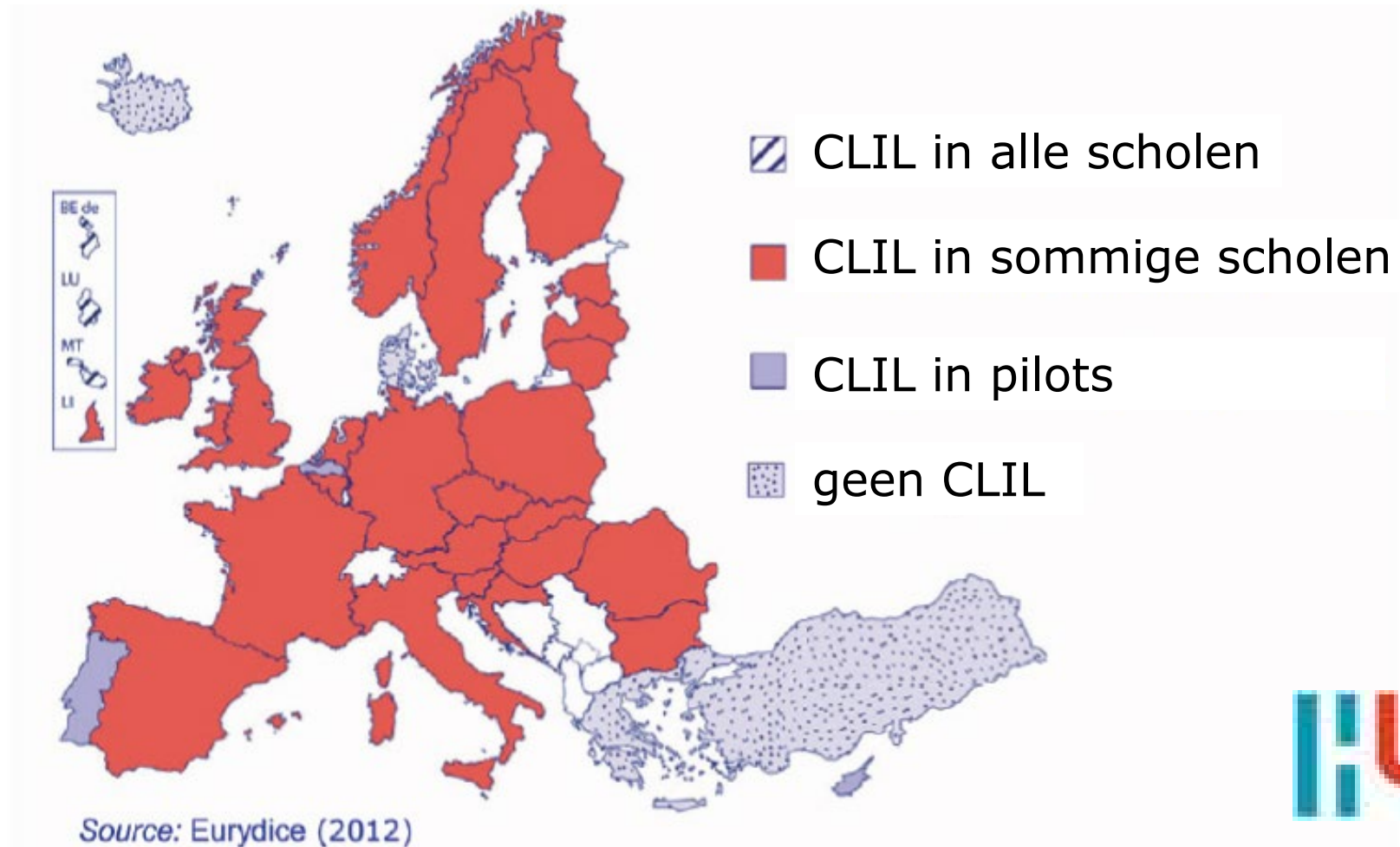
45 havo

22 vmbo



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CLIL in Europa



TTO Standaard

- Programma
- Leeruitkomsten
- Taalvaardigheid
- CLIL didactiek
- Internationale oriëntatie
- Wereldburgerschap

- <http://www.ikkiestto.nl/is-er-een-tto-school-bij-mij-in-de-buurt/>



Universiteit Utrecht



eupees platform
internationaliseren in onderwijs



landelijk netwerk voor
tweetalig onderwijs

The effects of English bilingual education in the Netherlands

Verspoor, M., de Bot, K., & Xu, X. (2015). The effects of English bilingual education in the Netherlands. *Journal of Immersion and Content-Based Language Education*, 3(1), 4-27.

Marjolijn Verspoor, Kees de Bot and Xiaoyan Xu

University of Groningen and Free State University / University of Groningen
and Free State University / Hanze University

This paper reports on the effectiveness of bilingual education in the Netherlands. After a brief history of the rise of bilingual education in the Netherlands, the study traces the development of English proficiency of two cohorts at Dutch high schools during one year: a group of Year 1 students (average age 12) and a group of Year 3 students (average age 14) were tested three times during one academic year. The results suggest a dynamic interplay as proficiency increases between condition and other factors such as initial proficiency, scholastic aptitude, out of school contact, and motivation/attitude factors. In Year 1, scholastic aptitude and initial proficiency were strong predictors for all students. In Year 3, scholastic aptitude no longer played a role, but initial proficiency and motivation/attitude did. The students who received bilingual education outperformed the students from the other two groups (regulars and controls).



Year 1

I going to school with the bus. The school is very big. I am much new friends. The teachers are friendly. My English teachers is De Vries. My mentrix is miss Janssen. She gives history. I am very much homework. I train very much words. My friends lives in different places. My friends are 12 and 13 years old. My twinsister have too very much vriends. The lessons are not easy. I have not time for my hobbies. Three of my old friends have time to play. I not. Som of the homework is very easy. Som of my homework is not easy. I learn somtimes to nine o'clock. Sometimes tot seven o'clock. My father help my with my homework. Not of my old friends is on this school. They are in Amsterdam on school. There is not tto.

Verspoor e.a., 2010



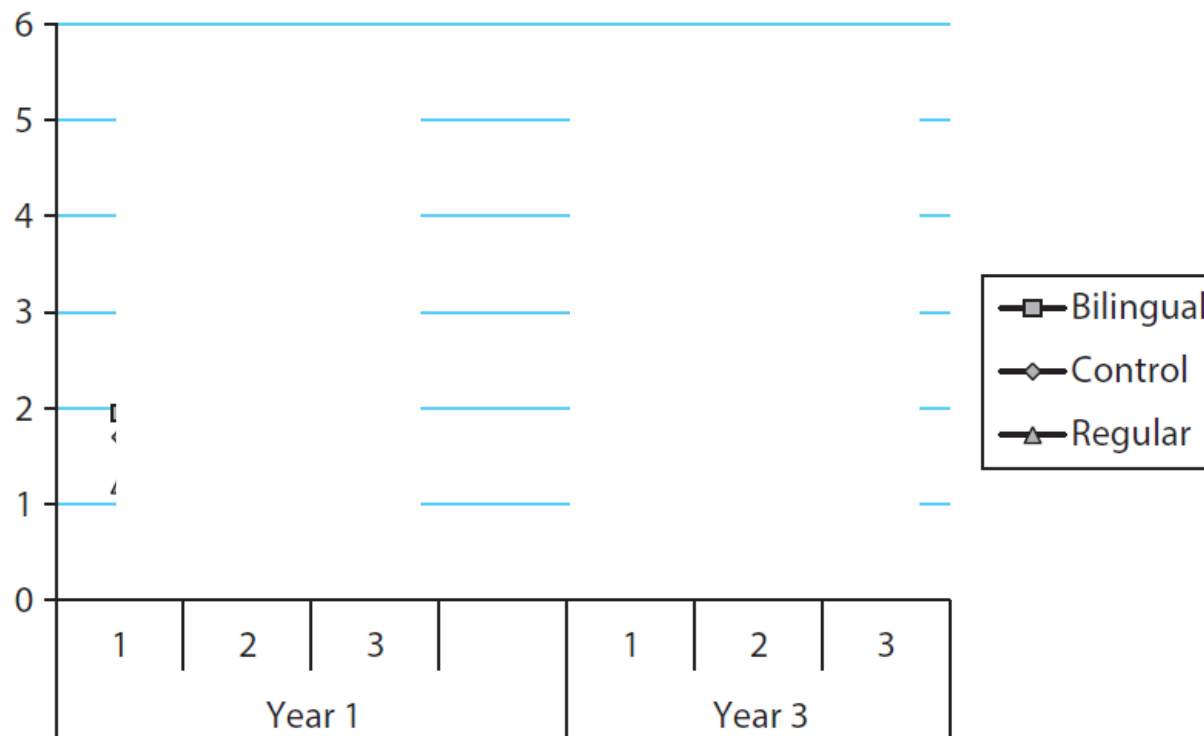
Year 3

The worst thing that has happened to me during the summer vacation, was me cutting my left buttock over a rock, in a river. At the start of the day we decided that we were going to go to the beach. So after having breakfast, and reading a little, we got in the car, and began driving to the nearest beach. It was quite a long drive, but the landscape was beautiful so none of us cared. After about four hours we arrived at the beach. It was a very pretty sight, it could have been a painting. The beach looked like an island, with the sea at one side, and a river surrounding it. The river was streaming very fast, and we discovered that when you lay in it on your back, the stream would guide you towards the sea, at quite a fast speed. And so, we got into the river and tried this. We started off slowly, but we went faster and faster. Just when I was starting to enjoy it, I scraped over a rock with my bottom. It hurt awfully, and when I got out of the water I saw that I'd gotten a deep cut.

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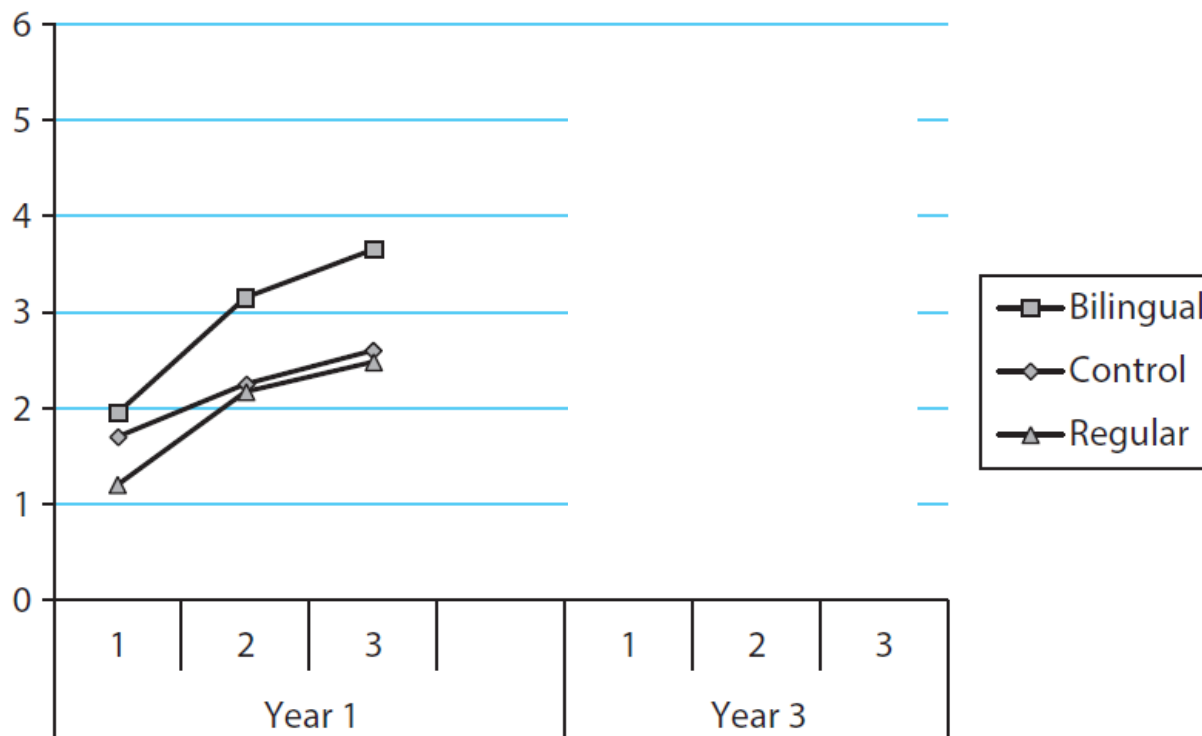


Writing scores for first and third year in three conditions

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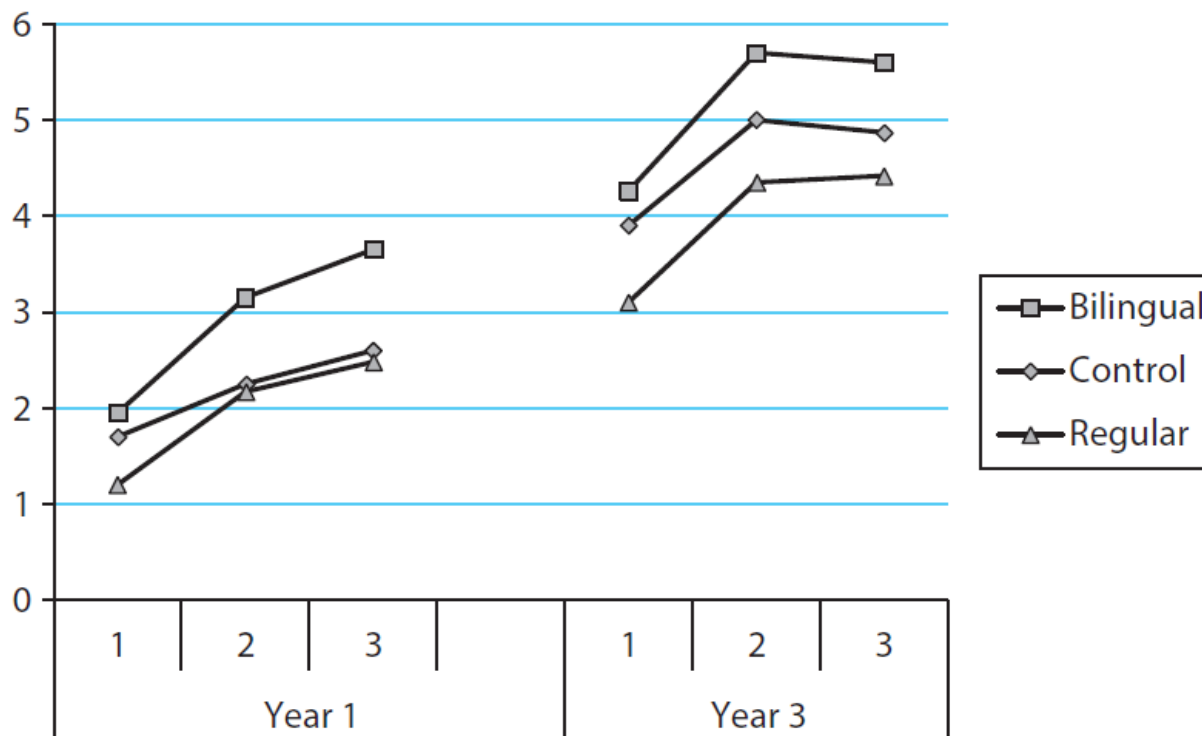


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Writing scores for first and third year in three conditions

Waarom kiezen leerlingen tweetalig onderwijs?

Tessa Mearns, Rick de Graaff & Do Coyle (2017): Motivation *for* or *from* bilingual education? A comparative study of learner views in the Netherlands.

Table 5. Main effects for Education Type, including effect size (η_p^2), from 2-way ANOVA.

| Factor | F (df = 1) | p | η_p^2 |
|---------------------------------|--------------|---------|------------|
| Attitude to English | 39.731 | <.001** | .065 |
| Attitude to Foreign Languages | 24.495 | <.001** | .041 |
| Attitude to L2 English speakers | 38.617 | <.001** | .064 |
| Instrumental motivation | 49.821 | <.001** | .081 |
| Vision of Future Self | 39.951 | <.001** | .066 |
| Family Attitude to English | .021 | .884 | .000 |
| English Lessons | 16.766 | <.001** | .029 |
| Extramural English | 39.527 | <.001** | .065 |

** = significant at $p < .001$.

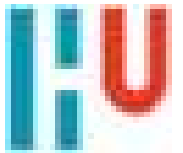
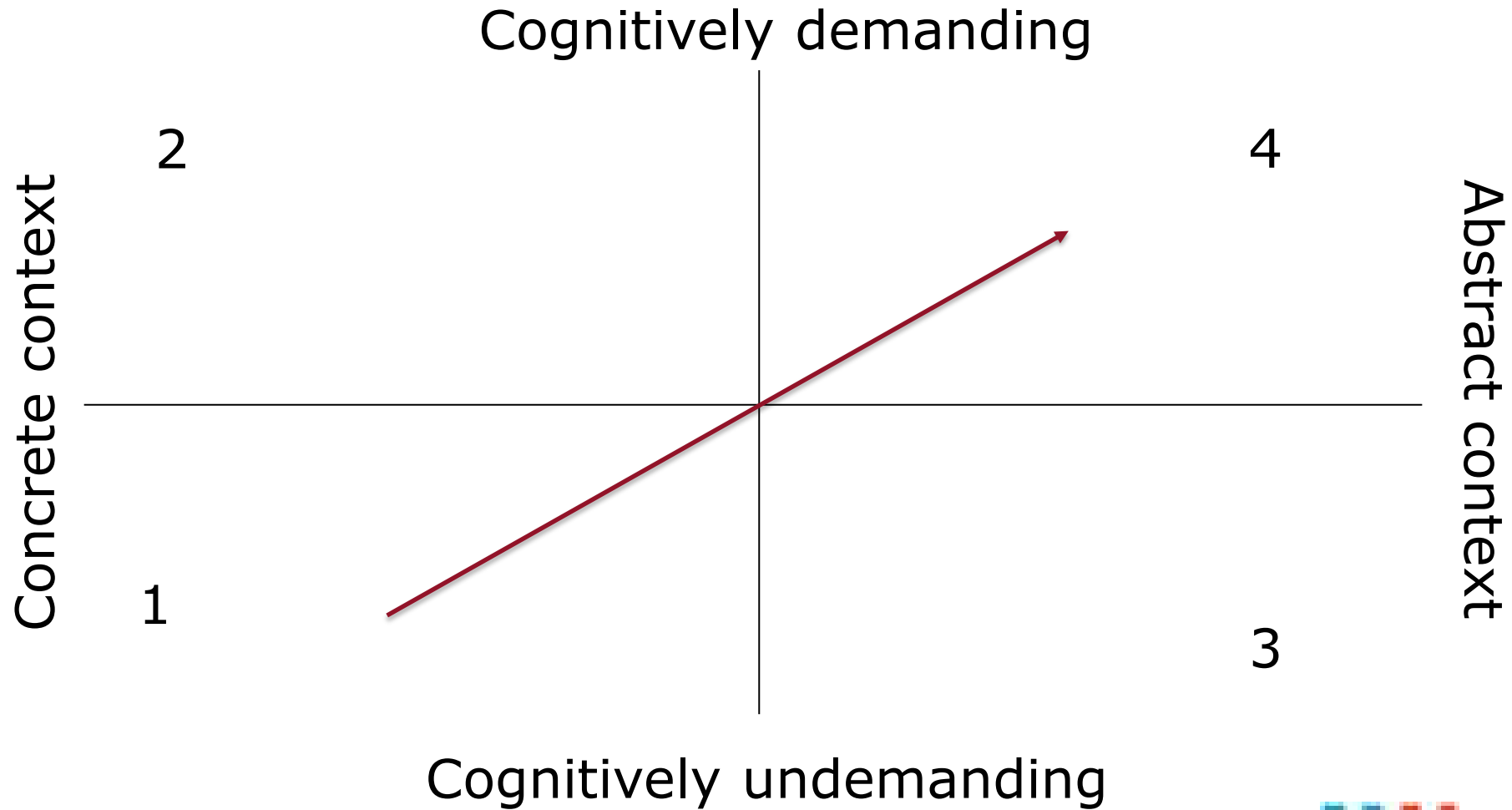
Motivation for/from bilingual education?

NB: No interaction effects for Year 1-3



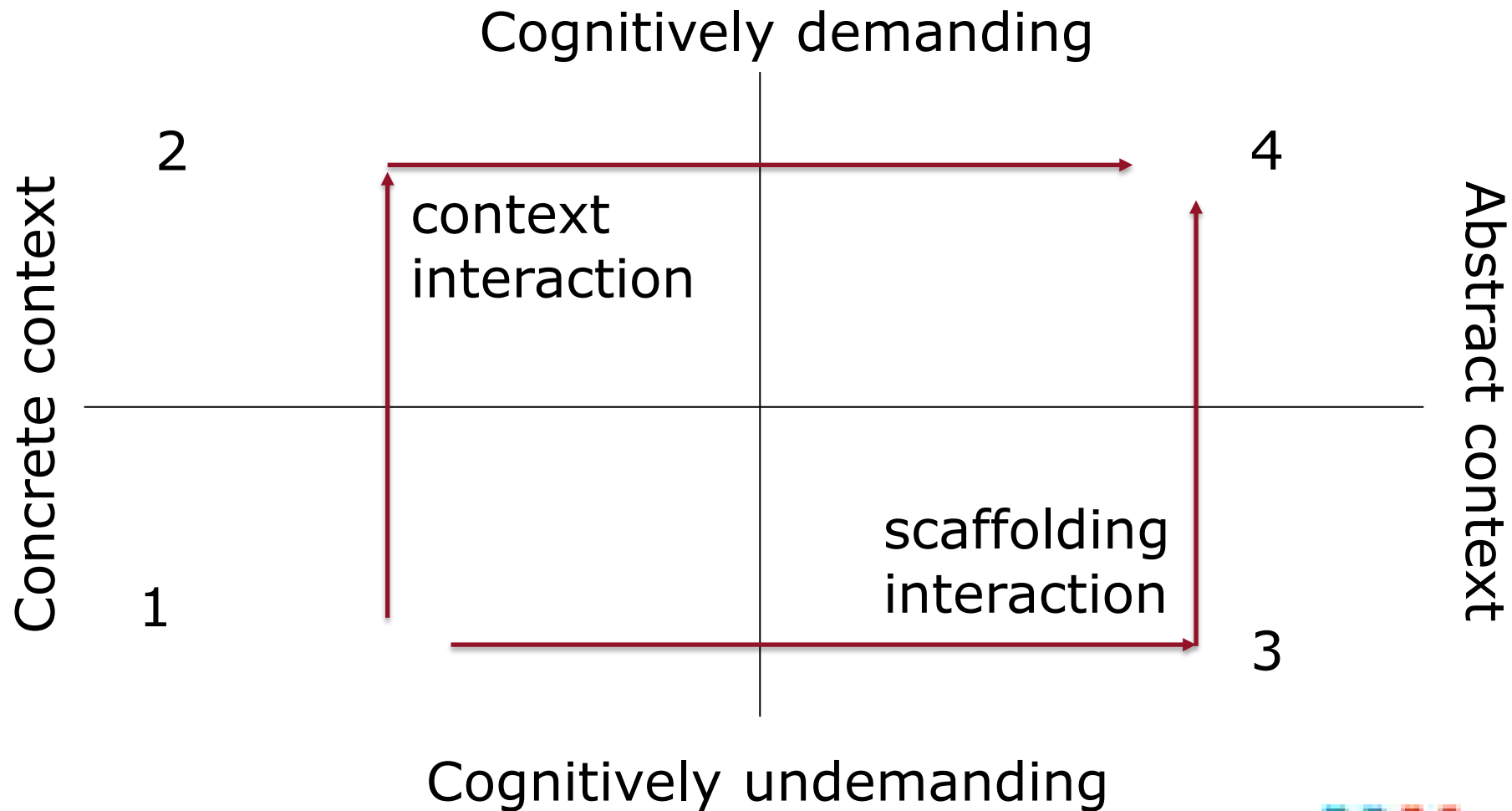
Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)

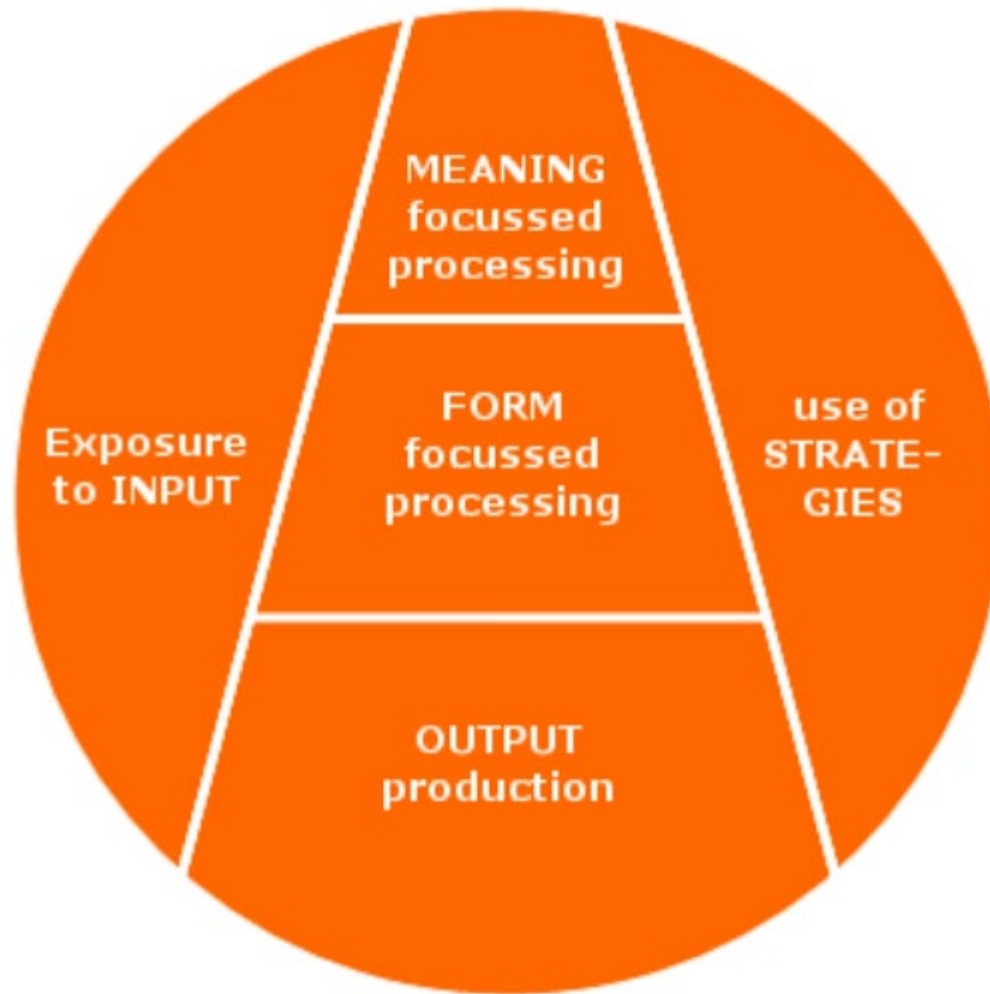


Task complexity in CLIL

(Cummins, 2008; Gibbons, 2009)



Integrated language focus in CLIL



Leraarsperspectieven op CLIL

Van Kampen, Admiraal & Berry (2016)

- survey among 218 CLIL teachers and 78 regular teachers (content and language)
- 28 questions
- focus on Literacies, Language, Scaffolding, Input



Reported focus in CLIL

Van Kampen, Admiraal & Berry (2018)

| | English | Mathematics and sciences | Social sciences |
|-------------------------|---------------|--------------------------|-----------------|
| | <i>M</i> (SD) | <i>M</i> (SD) | <i>M</i> (SD) |
| CLIL teachers | <i>N</i> = 59 | <i>N</i> = 62 | <i>N</i> = 52 |
| Literacies | 3.69 (0.8) | 2.72 (0.81) | 2.89 (0.8) |
| Language | 3.94 (0.54) | 2.77 (0.56) | 2.83 (0.57) |
| Scaffolding | 3.59 (0.64) | 3.82 (0.59) | 3.74 (0.5) |
| Input | 4.15 (0.6) | 3.42 (0.71) | 4.02 (0.51) |
| Regular teachers | <i>N</i> = 15 | <i>N</i> = 15 | <i>N</i> = 21 |
| Literacies | 3.40 (0.77) | 2.73 (0.68) | 3.24 (0.88) |
| Language | 3.50 (0.87) | 2.19 (0.58) | 2.13 (0.92) |
| Scaffolding | 3.29 (0.76) | 3.14 (0.67) | 3.53 (0.65) |
| Input | 3.51 (0.75) | 3.28 (0.83) | 3.89 (0.76) |



Case study: geschiedenisleraren en CLIL

The challenge of balancing content and language: Perceptions of Dutch bilingual education history teachers



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^b University of Amsterdam, Research Institute of Child Development and Education, Nieuwe Achtergracht, 127, 1018 WS, Amsterdam, The Netherlands

^c University of Utrecht, Faculty of Humanities, Languages, Literature and Communication, Trans 10, 3512 JK, Utrecht, The Netherlands

H I G H L I G H T S

- Bilingual education history teaching perceived as both challenging and rewarding.
- Translanguaging used spontaneously by Bilingual Education History Teachers despite English-only policy.
- The importance of interpersonal language in bilingual education seems underestimated.
- Reappraisal of the learning goals set for bilingual subject learning is advisable.

A R T I C L E I N F O

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Keywords:

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History teaching

Content and language integrated learning

Teacher perception

Secondary education

Job satisfaction

A B S T R A C T

The role of subject teachers in content and language integrated learning (CLIL) has received little attention, since most research focuses on language learning results of students. This exploratory study aims to gain insight into the perceptions of Dutch bilingual education history teachers by comparing teaching CLIL with regular history teaching. We used questionnaires and interviews to collect data. Results show that bilingual education history teachers perceived their dual task as language and subject teachers to be challenging. Teaching in English also enriched their teaching skills and eventually had a positive influence on their level of job satisfaction.

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CLIL in geschiedenisonderwijs: percepties

Vragenlijst onder CLIL geschiedenisleraren (N=86)

| Items (scale: 1= strongly disagree, 5= strongly agree) | Grade 7 | Grade 9 |
|--|-------------|--------------|
| 1. I set separate goals for language and subject content | 3.28 (1.37) | 1.76 (0.85)* |
| 2. Due to students' limited language skills my subject content needs simplifying | 2.84 (0.91) | 2.27 (0.77)* |
| 3. I make sure an equal amount of time is spent on language and subject content | 3.93 (0.79) | 3.40 (0.13)* |
| 4. I need to adjust my language level to that of the students to teach subject content | 3.22 (0.87) | 3.15 (0.88) |
| 5. Every lesson has a start-up activity to activate prior language and subject knowledge | 3.69 (1.01) | 3.52 (1.08)* |
| 6. I often use group work assignments to stimulate language activity | 4.27 (0.62) | 4.28 (0.69) |



CLIL in geschiedenisonderwijs: praktijk

Oattes, Wilschut, de Graaff, Fukkink & Oostdam

- focus on history content through language?
focus on language in history content?
- observation & analysis of 40 CLIL history lessons and 20 regular history lessons (gr. 7 and 9)
 - 8 teachers in parallel CLIL and regular lessons
 - 3 raters for content, 3 raters for language
- analysis
 - comparison between teacher-student interaction
 - comparison between teaching in L2 and L1
 - comparison on history content knowledge between CLIL and regular students



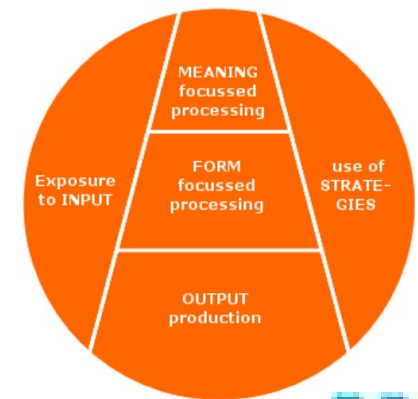
Geschiedenislessen: taalfocus

Focus on language-pedagogical core issues?

Do teachers facilitate:

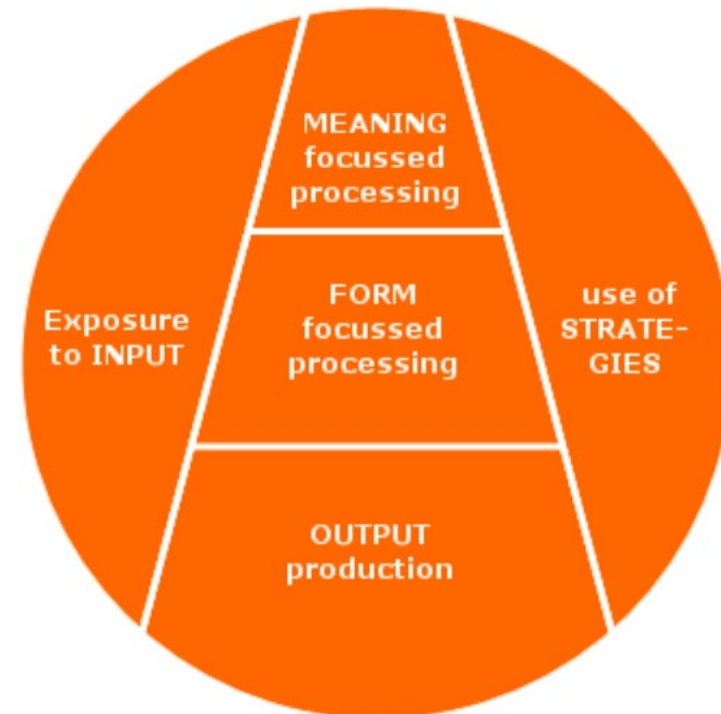
- exposure to input
- meaning-focused processing
- form-focused processing
- opportunities for output & interaction
- use & development of communication strategies

(de Graaff et al., 2007; based on Long's methodological principles for effective L2 teaching)



Geschiedenislessen: taalfocus

- exposure to input 3.58
- meaning-focused processing 3.35
- form-focused processing 0.74
- output & interaction 2.67
- communication strategies 0.26



Geschiedenislessen: inhoudsfocus

Focus on subject-pedagogical core issues:

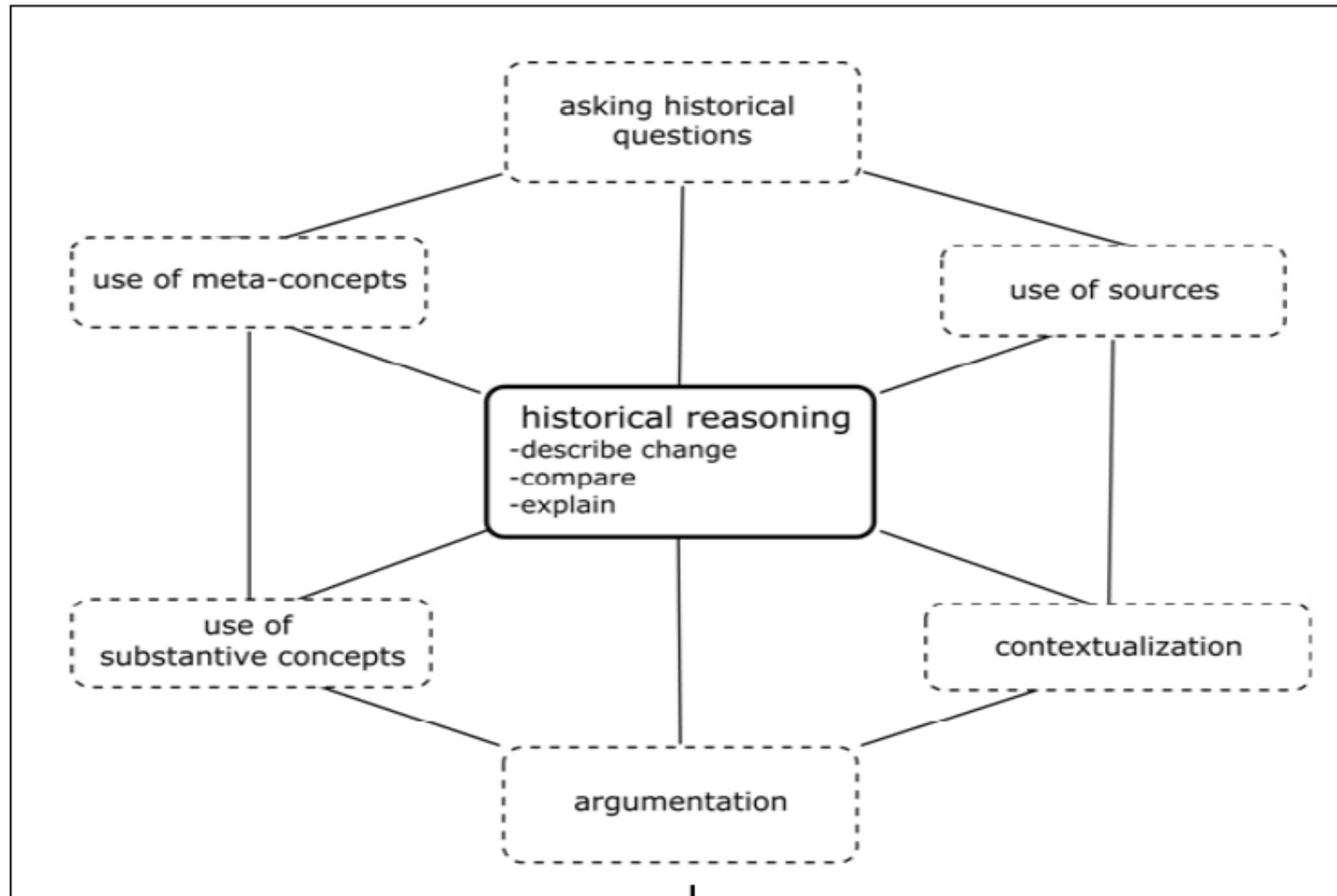
Teacher pays attention to:

- explicit content learning goals
- development of core concepts
- opinions, perspectives, evaluations
- chronology and context
- human acting
- historical reasoning

No main differences between teaching in L1 and L2



Example: genres in historical reasoning



Figuur 3.1 Uit: Drie, J. van; & Boxtel, C. van, (2008), Historical reasoning: towards a framework for analyzing students' reasoning about the past. Educational Psychology Review, 20, 87-110.



Toetsen van geschiedeniskennis: rol van taal

History Knowledge Test = 40 identical MCQs (Part A and Part B)

| | Mainstream | | Bilingual Education | |
|---------|--------------|--------------|---------------------|--------------|
| Grade 7 | A - 20 Dutch | B - 20 Dutch | A - 20 English | B - 20 Dutch |
| Grade 9 | A - 20 Dutch | B - 20 Dutch | A - 20 English | B - 20 Dutch |



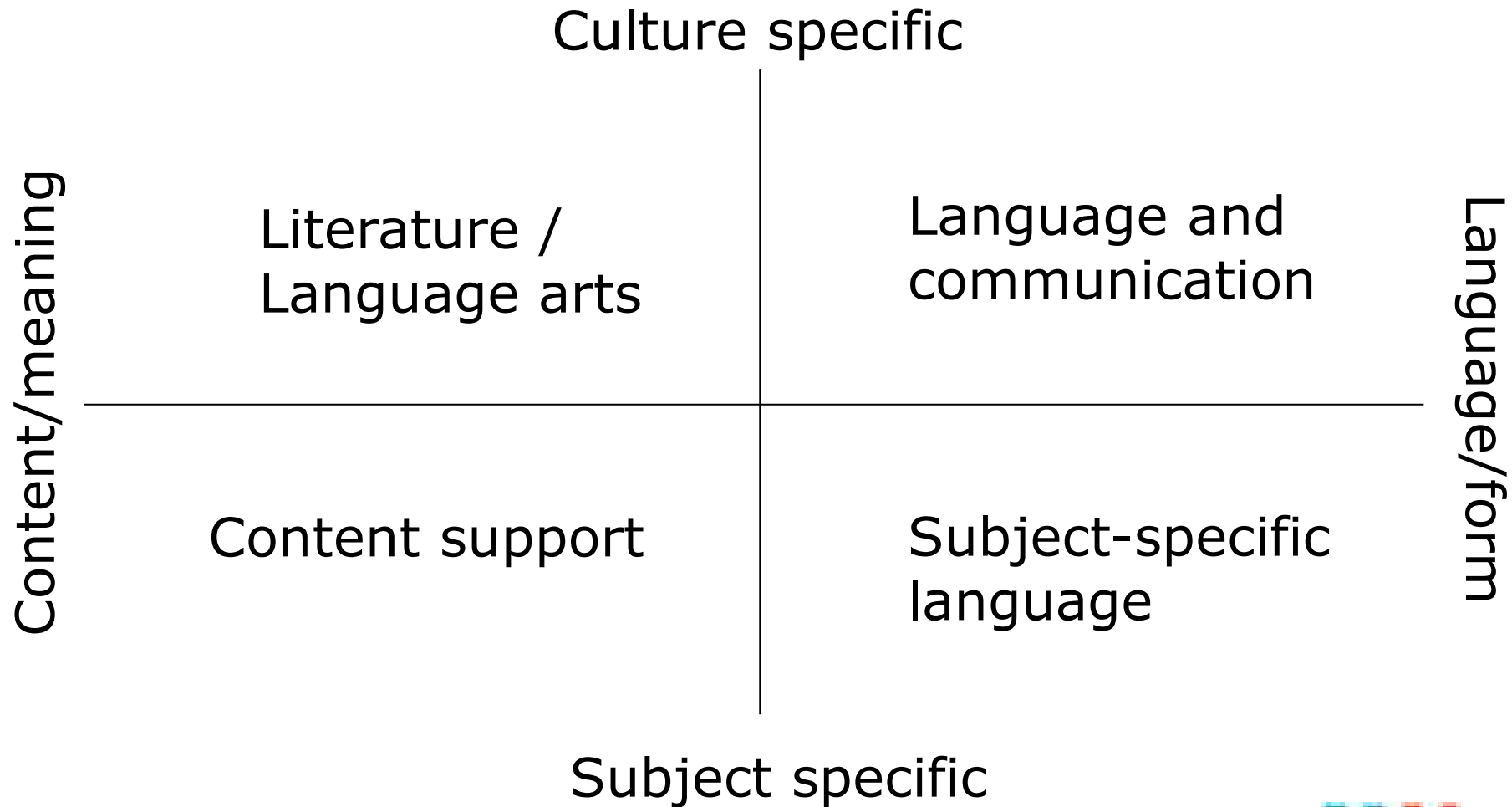
Toetsresultaten van geschiedeniskennis: rol van taal

| | Mainstream | | Bilingual Education | |
|----------------|------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Grade 7 | A 20 Dutch M 12.35 SD (2.40) | B 20 Dutch M 11.43 SD (3.18) | A 20 English M 10.74 SD. (2.38) | B 20 Dutch M 11.09 SD (2.71) |
| Grade 9 | A 20 Dutch M 11.35 SD (2.76) | B 20 Dutch M. 11.69 SD (2.88) | A 20 English M 11.75 SD (2.51) | B 20 Dutch M. 12.44 SD (2.72) |



Rol van de taaldocent in CLIL

(Dale et al, 2018)



Some statements

- “CLIL is an effective way to achieve improved language acquisition, as it increases meaningful interaction”
- “L2 learning gains are due to higher exposure to English and/or higher aptitude and motivation”
- “Bilingual education is an obstacle for subject teaching and teacher professionalism”
- “CLIL is effective language teaching through effective subject teaching, but benefits for subject learning are unclear”
- “Successful bilingual education has only been proven for more able students”



CLIL of gewoon goed onderwijzen?

Noodzakelijke elementen voor CLIL:

- Identify the concepts, processes and skills learners need to learn subject content.
- Identify the language requirements of the subject.
- Identify opportunities for developing cross-cultural understanding in the subject.
- Identify the thinking skills learners need to develop.
- Set relevant content and language goals.

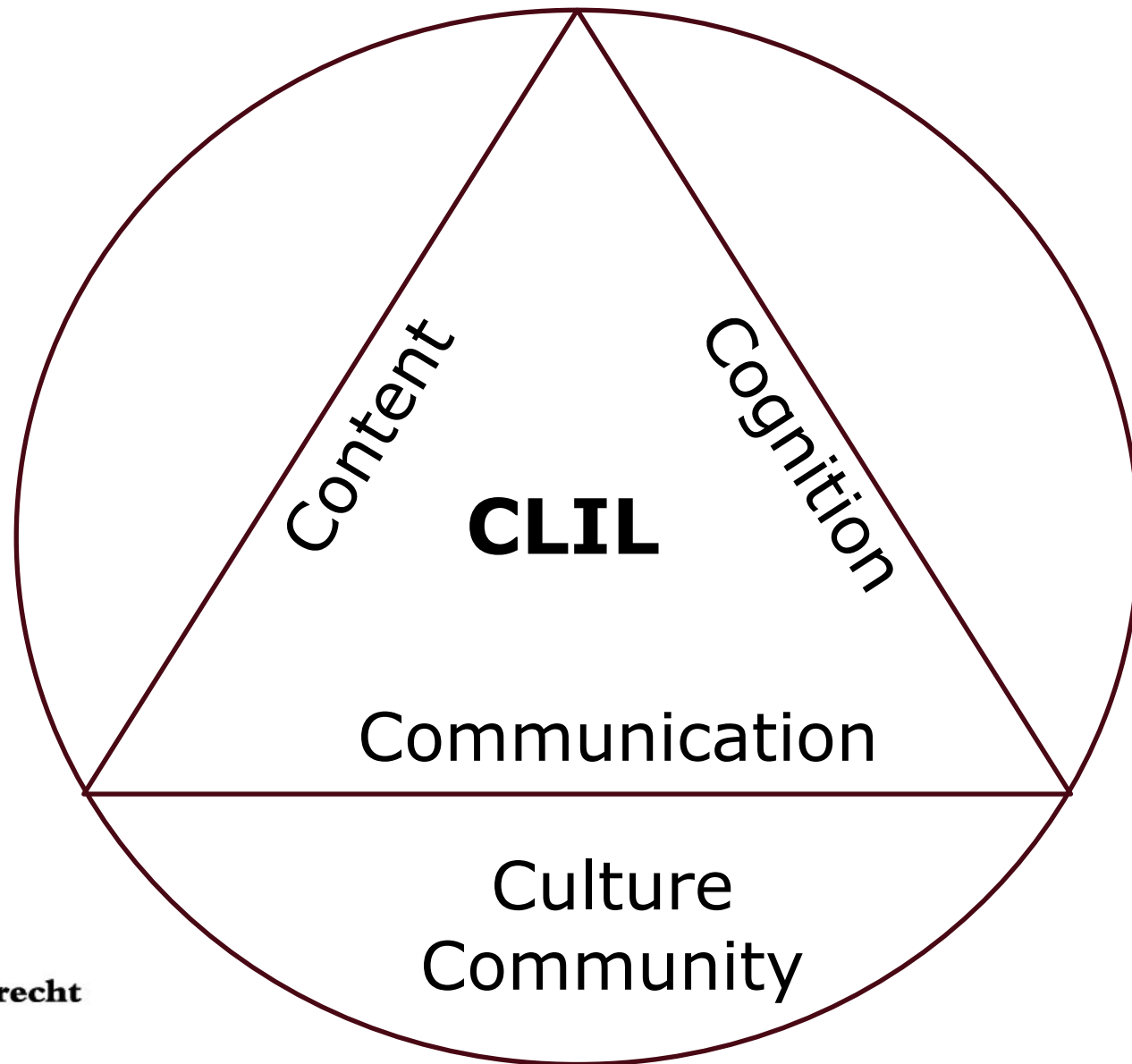


CLIL of gewoon *bewuster* onderwijzen?

- Select resources to support learning
- Adapt and sequence resources, teaching and learning activities
- Support & stimulate learners' understanding
- Support learners' active participation and production
- Support learners' progress
- Evaluate teaching and learning

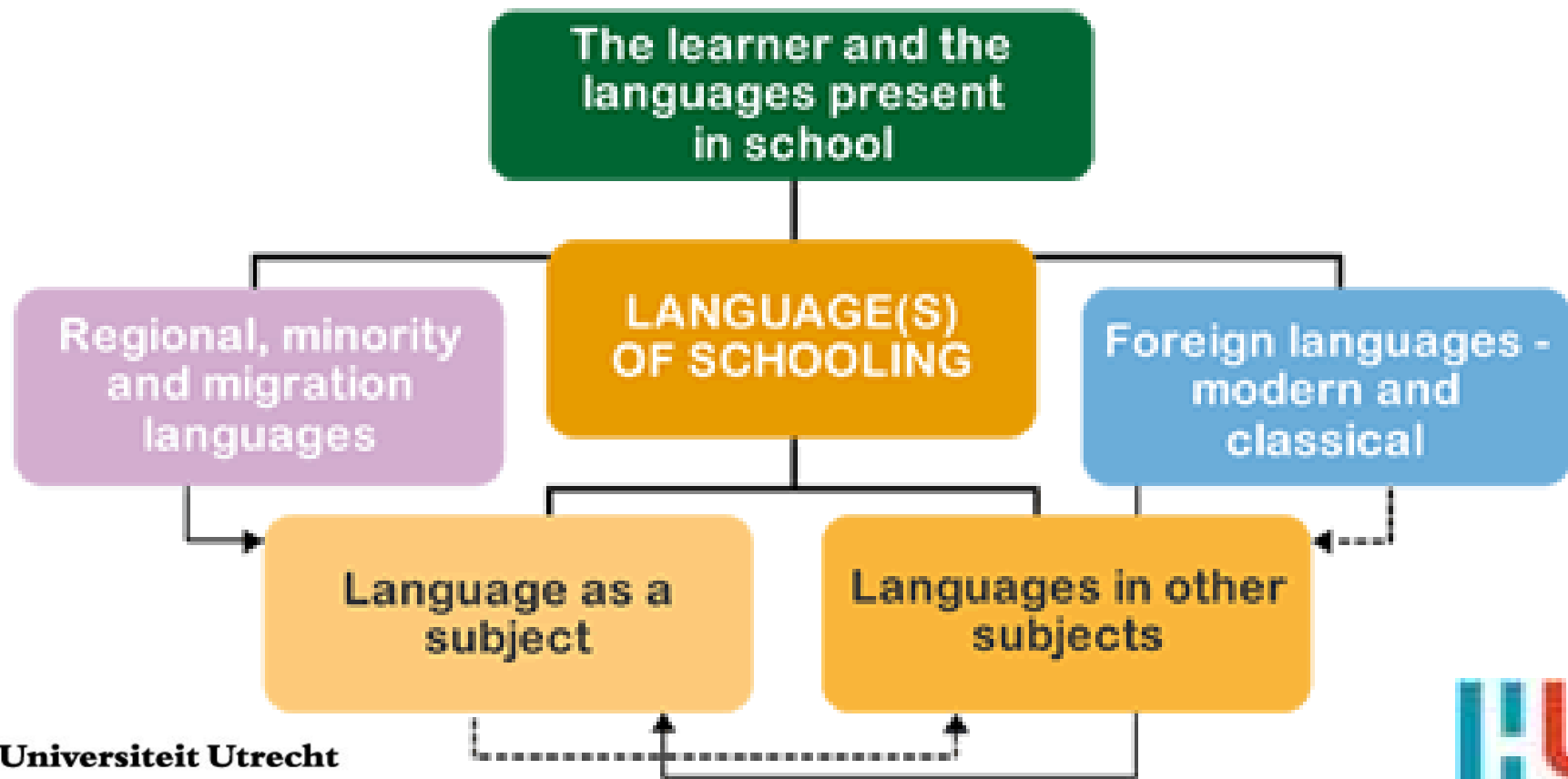


4 C Framework (Coyle, 2007)



Taal ontwikkelt door inhoud Inhoud ontwikkelt door taal

→ CLIL didactiek in iedere (taal)leercontext



CLIL in *iedere* (taal)leercontext

- CLIL gaat niet alleen over tweetalig onderwijs
- CLIL is taalbewust, interactief contextrijk onderwijs in meertalige en interculturele context

met focus op:

- Taal- en inhoudsdoelem
- Blootstelling, interactie en taalgebruik
- Betekenis en taalvorm
- Context, ondersteuning en feedback
- Cognitief uitdagend door uitdagende taken
- Erkennen en benutten van meertalige en pluriculturele identiteiten



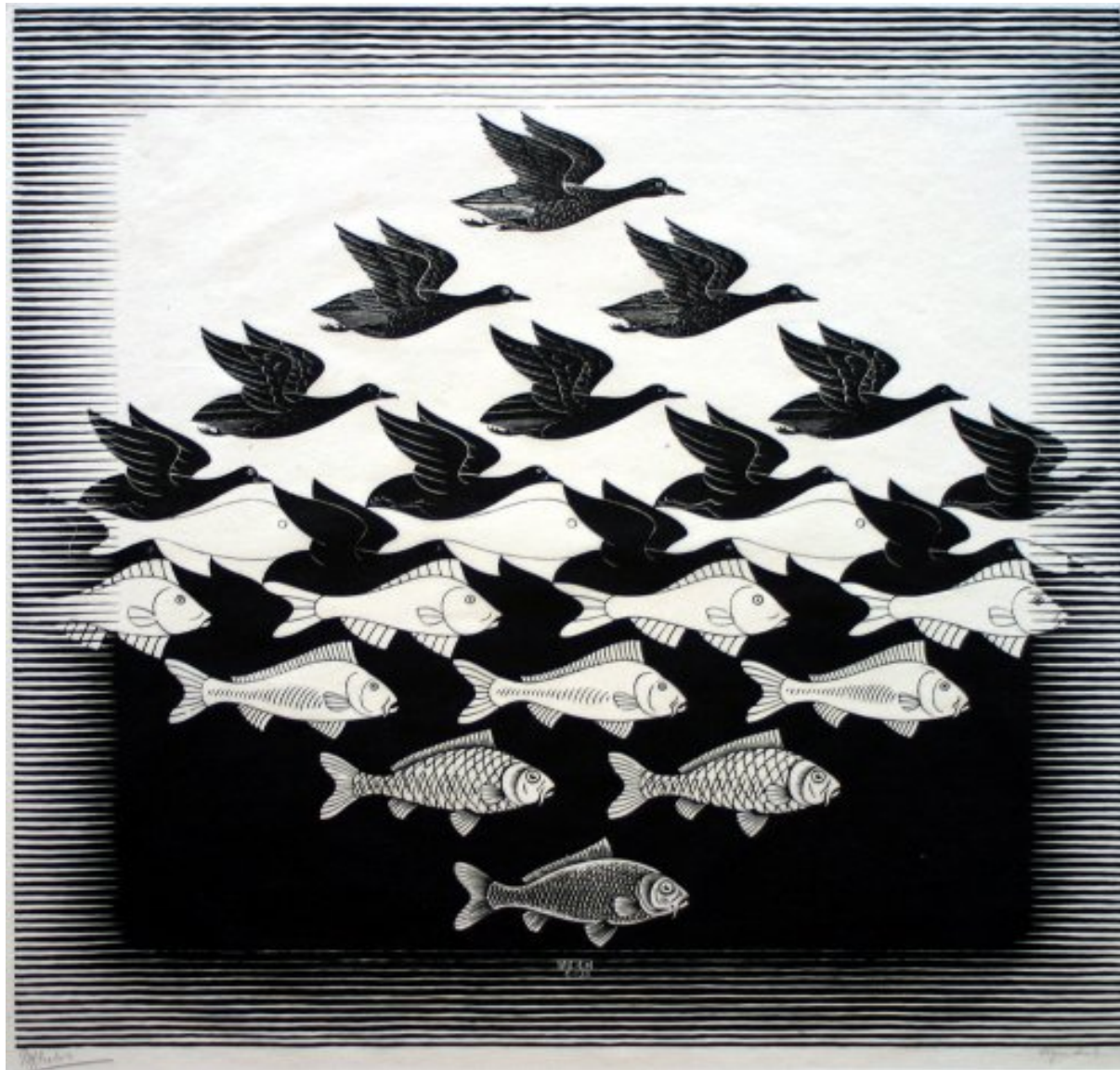
Conclusies

Gebruik van CLIL didactiek in elke taal van/om/door het leren bevordert vakleren en taalleren

Taalbewust vakleren en vakbewust taalleren slaat bruggen tussen:

- Vakken en talen
- Vakdocenten en taaldocenten
- Leerlingen met verschillende capaciteiten
- Culturele identiteiten





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Source: Escher



“If learning is about travelling through and discovering new territories, then language would be the means of transport we can use for this purpose. Let’s take a bicycle, for instance. We may be cycling through flat and windy subject landscapes, like the Dutch countryside, through the hills or mountains, or in the middle of busy downtown traffic. Weather may be sunny or rainy, it may be snowing or storming.

Riding a bike is a skill that has to be developed, but once you can do it, you won’t unlearn it anymore. Children learn to ride the bike with the support of their father or mother. Practice makes perfect. Cyclists can train in the gym as well. But for a successful trip or a joyful discovery one needs to be prepared for and used to the specific environmental conditions.

Such a preparation is best realized through cycling in practice: learning by doing. But also by doing by learning: it is both the countryside as a context for bike riding, as well as bike riding as a tool for travel and discovery. And most importantly, perhaps: it is about the joy of cycling, whenever you are able and willing to appreciate the countryside and the weather (whatever its conditions).

You see more when you enjoy the ride.

You enjoy more when you are well prepared.”

De Graaff (2016) in *CLIL Magazine*.

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