This talk is based on a joint publication with **Ana Llinares** and **Julia Hüttner**.

The multiple faces of CLIL

Research pathways in retrospect

Looking ahead: Challenges and opportunities

The multiple faces of CLIL

Ecologies & conceptualisations

'Mother-tongue plus 2' (European Parliament, 2021)

- equality among all national/regional languages within the EU
- CLIL as a pathway towards such varied multilingualism

CLIL "opens doors on languages for a **broader range of learners**, nurturing **self confidence** in [...] those who have not responded well to **formal language instruction** in general education"

European Commission White Paper, 2003, p.19

'Educational innovation'

- parent & teacher grassroots movements
- desire for educational advantage in a rapidly changing world

Complex and varying ecologies

Internationalisation

FL proficiency of population

Educational levels & school types

Teacher qualifications

Language Ideologies

Mono/multilingual community

Voluntary vs. obligatory
Hard vs. Soft CLIL

Governance & accountability

Prototypical features

- positioned as **catalyst for change**

  - in contexts with lower general proficiency in the CLIL target language
    => main emphasis on language teaching ("**soft CLIL**")

  - in contexts with higher general proficiency in the CLIL target language
    => main emphasis on general preparation for internationalised work/study >
    CLIL in content subjects ("**hard CLIL**")

- integrated content and language **approach**

- target language is a **foreign language**, outside the Angloshpere typically English

Expectations

- Higher overall language competence

- Native-like FL competence

- Intercultural competence

- Motivation

- Self confidence

- Learner autonomy

- Multi-perspectivity

- Cognitive advantages

- Innovative pedagogy

- Cross-curricular integration

(cf. e.g. Mehisto, Marsh, Frigols 2008)

Conceptualisations

- Higher overall language competence
- Native-like FL competence
- Intercultural competence
- Motivation
- Self confidence

CONTEXT
for language acquisition

- Learner autonomy
- Multi-perspectivity
- Cognitive advantages
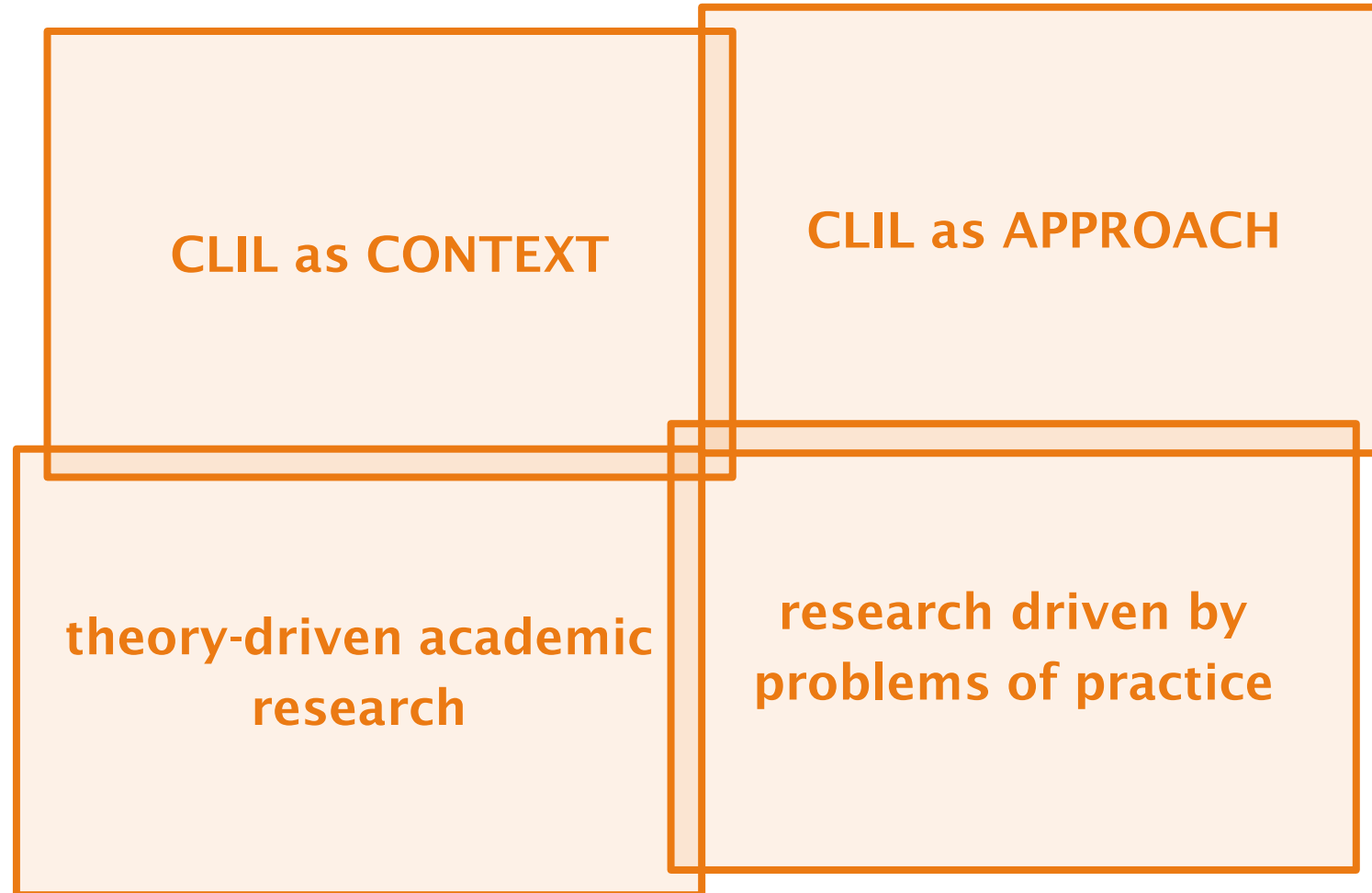- Innovative pedagogy
- Cross-curricular integration
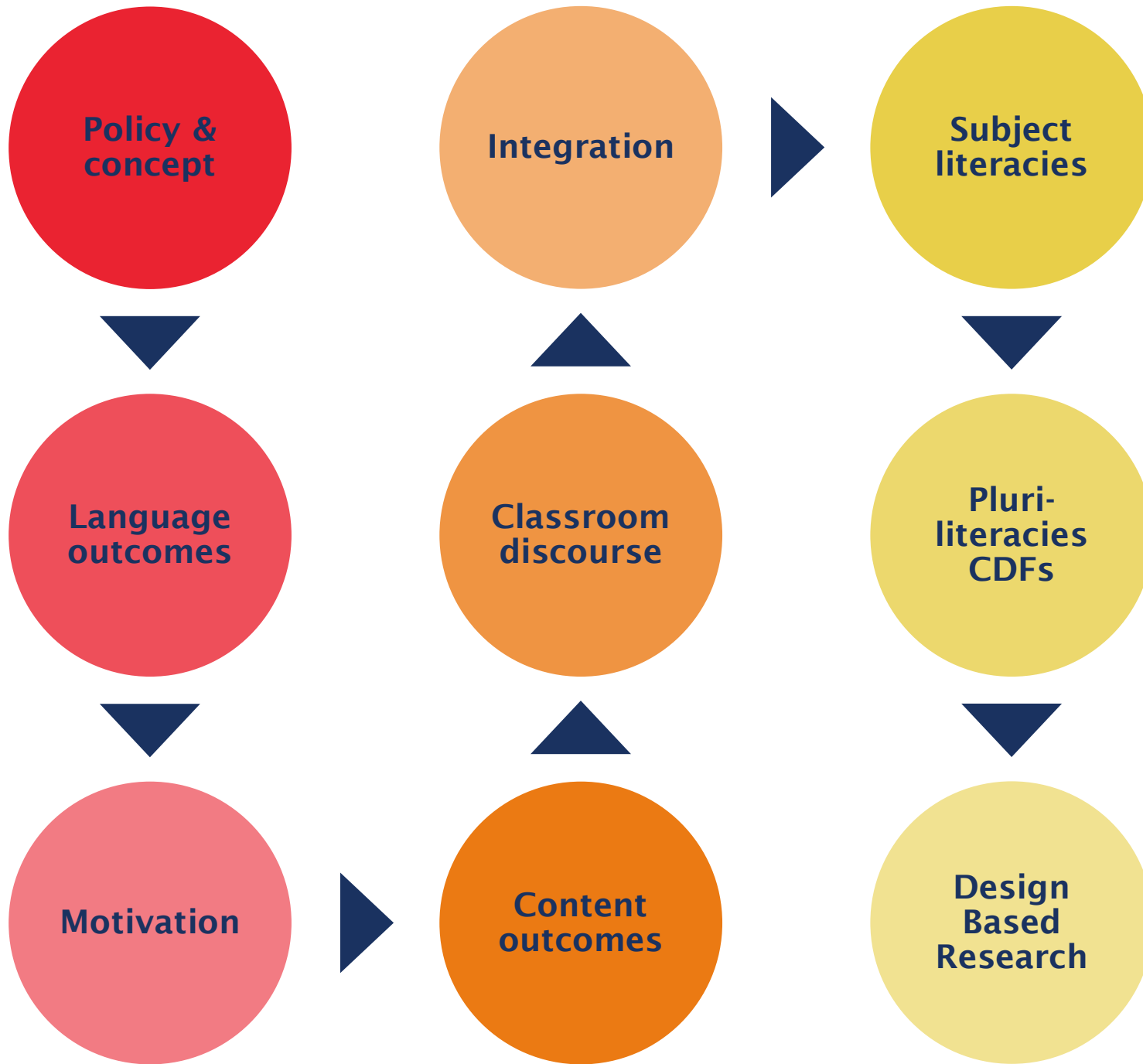
APPROACH
integrating content & language

(cf. e.g. Mehisto, Marsh, Frigols 2008)
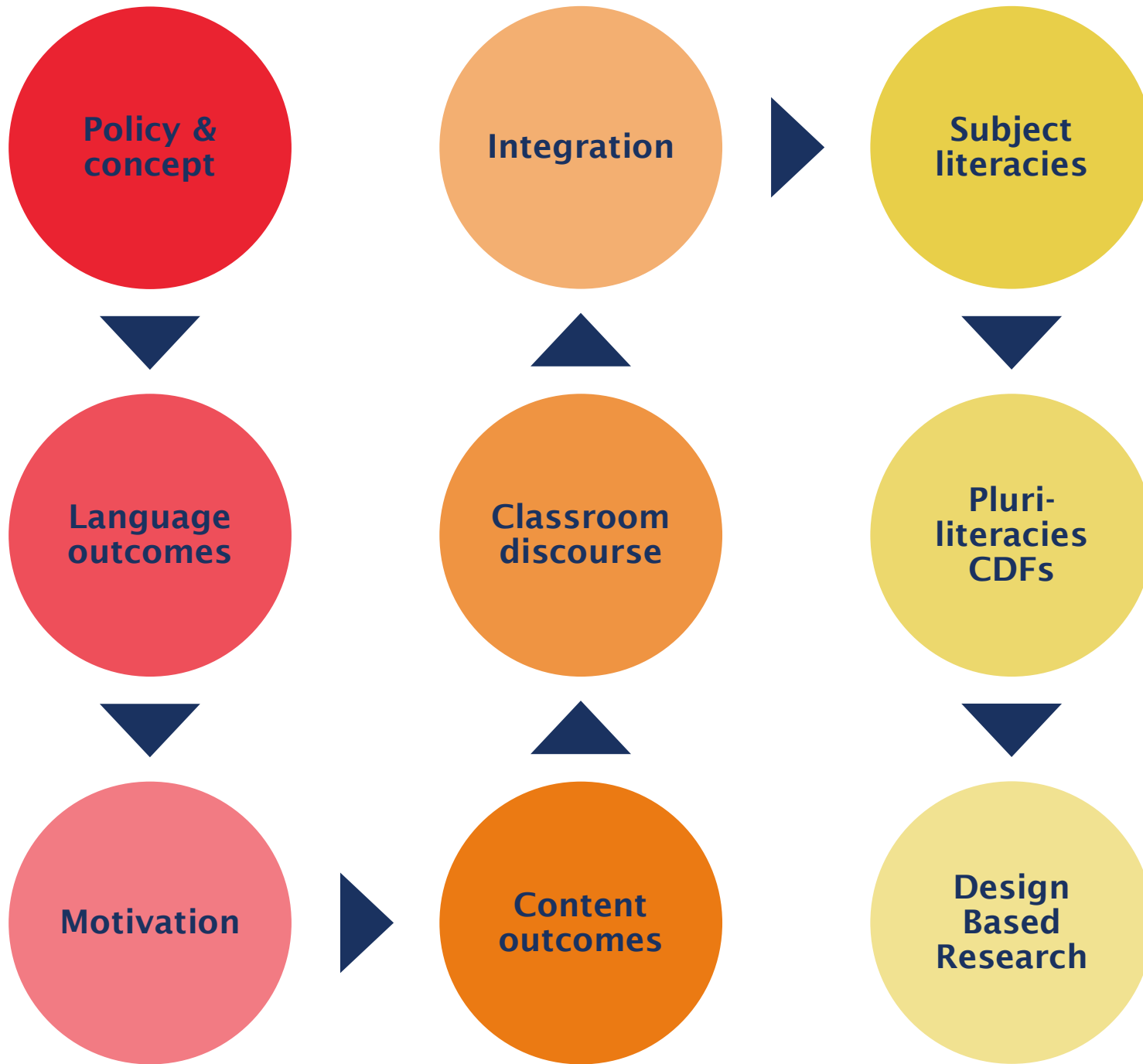
Research pathways

CLIL as context : CLIL as approach

The Dialectic of CLIL Research Pathways

CLIL as CONTEXT

CLIL as APPROACH

theory-driven academic research

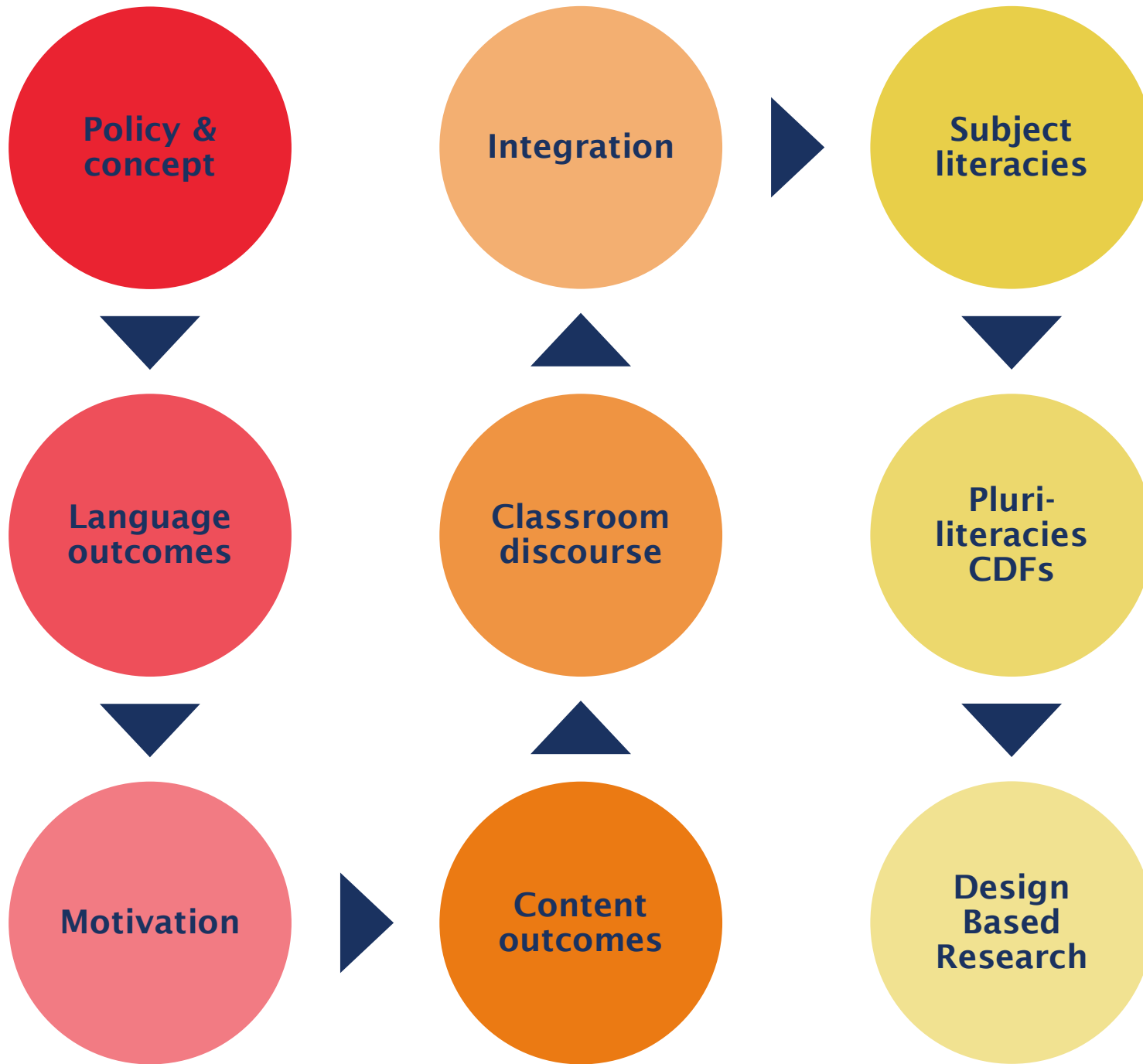research driven by problems of practice

- **4Cs Model**: Communication – Content – Culture – Cognition

- **ECML**: CLIL Matrix

- **Comenius projects**: teacher education modules

- **Eurydice**: country reports

(Coyle 2007, ECML, Eurydice)

Policy & concept

Integration

Subject literacies

Language outcomes

Classroom discourse

Pluri-literacies CDFs

Motivation

Content outcomes

Design Based Research

- Accountability

- CLIL as contextual variable for SLA "more & diferent"
  (cp. EFL, study abroad, extracurricular E)

- Earliest studies: positive effects (4 Skills, 2 Systems)

- Criticism: - methodological weaknesses
  - selectivity of CLIL

- Later studies address criticisms

- Outcomes still positive but seem to vary with geographical context
  high EFL contexts (weak effect) vs low EFL contexts (strong effect)

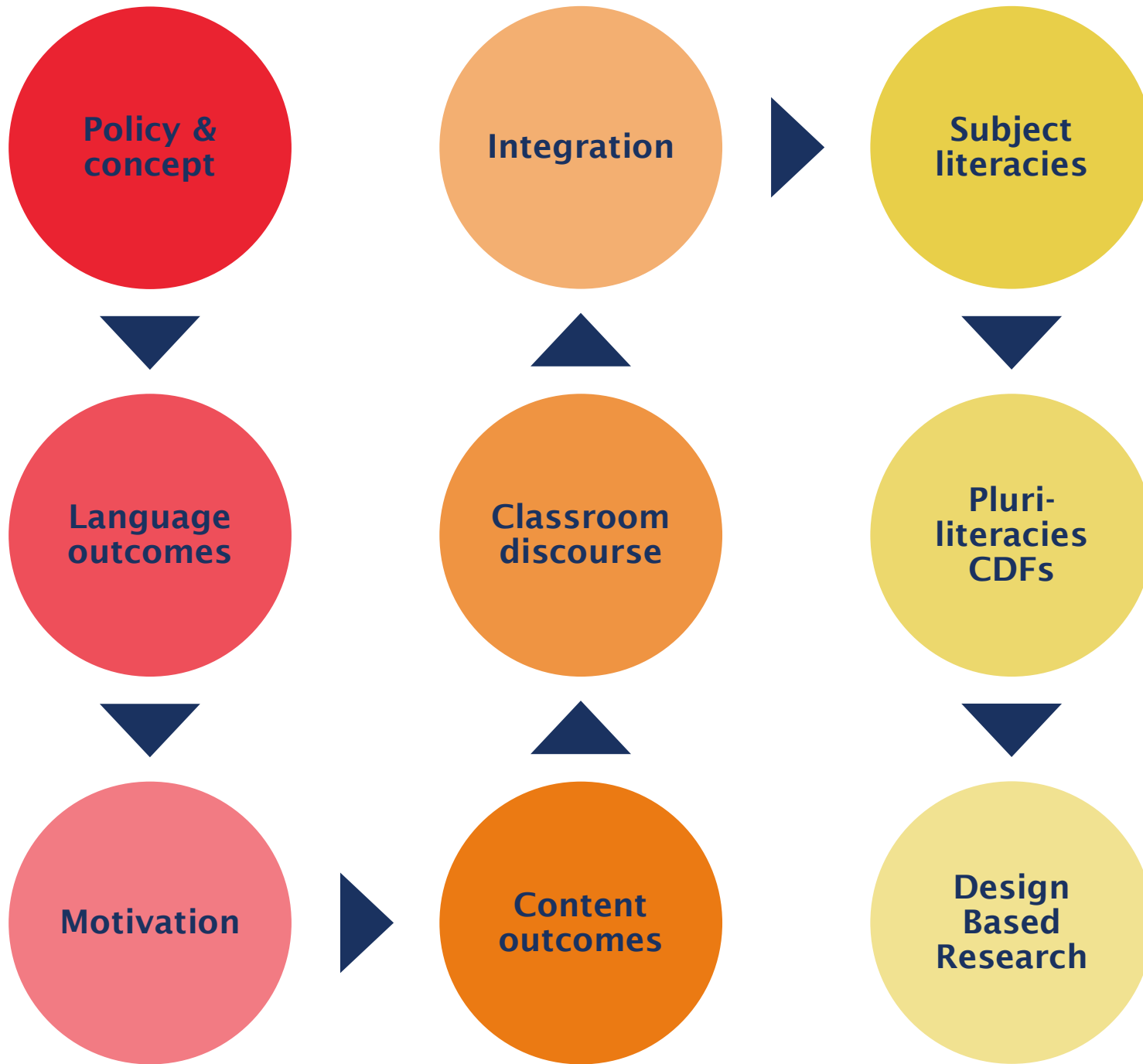- Problems persist @ test constructs
  @ lack of longitudinal studies

Language outcomes

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┌─────────────┐        ┌─────────────┐    ┌─────────────┐
│  Policy &   │        │ Integration │ ▶  │  Subject    │
│  concept    │        │             │    │  literacies │
└─────────────┘        └─────────────┘    └─────────────┘
       │                      ▲                  │
       ▼                      │                  ▼
┌─────────────┐        ┌─────────────┐    ┌─────────────┐
│  Language   │        │  Classroom  │    │   Pluri-    │
│  outcomes   │        │  discourse  │    │  literacies │
│             │        │             │    │    CDFs     │
└─────────────┘        └─────────────┘    └─────────────┘
       │                      ▲                  │
       ▼                      │                  ▼
┌─────────────┐        ┌─────────────┐    ┌─────────────┐
│ Motivation  │ ▶      │  Content    │    │   Design    │
│             │        │  outcomes   │    │   Based     │
│             │        │             │    │  Research   │
└─────────────┘        └─────────────┘    └─────────────┘
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Motivation

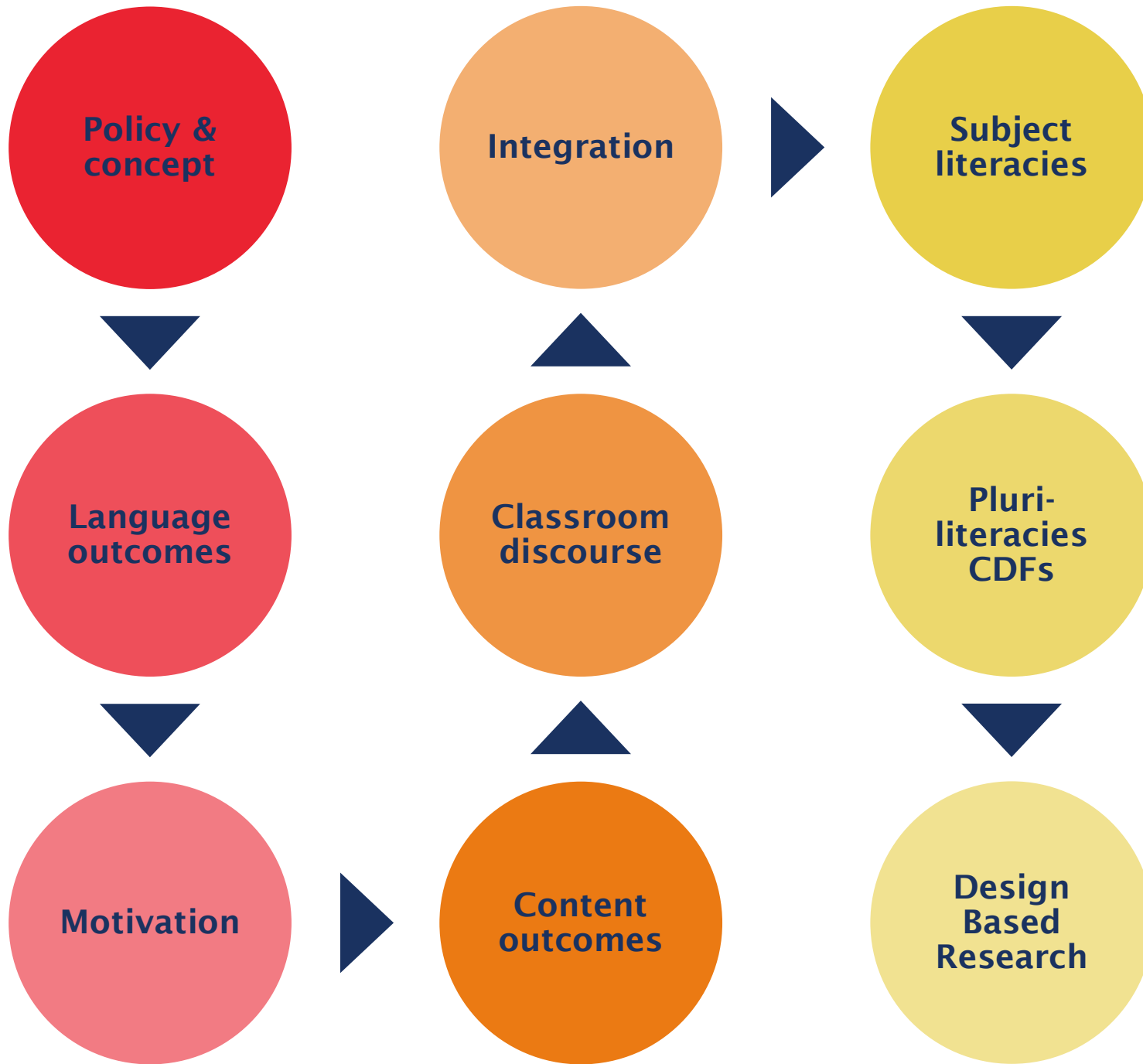- CLIL students have **higher FL motivation** than traditional EFL learners
- … already before the onset of CLIL …only in voluntary CLIL contexts
- EFL confidence and other **affective factors**
- Only one retrospective study so far

- Content-subject motivation: mixed effect

- International orientation, cultural awareness, scientific citizenship

(Lasagabaster, 2011; Doiz et al., 2014, Rumlich, 2016; Roiha & Sommier, 2018; Mearns et al., 2017; Otwinowska and Forys 2017; Goris et al., 2017; Garzón-Díaz, 2018; Lasagabaster & Doíz, 2017)
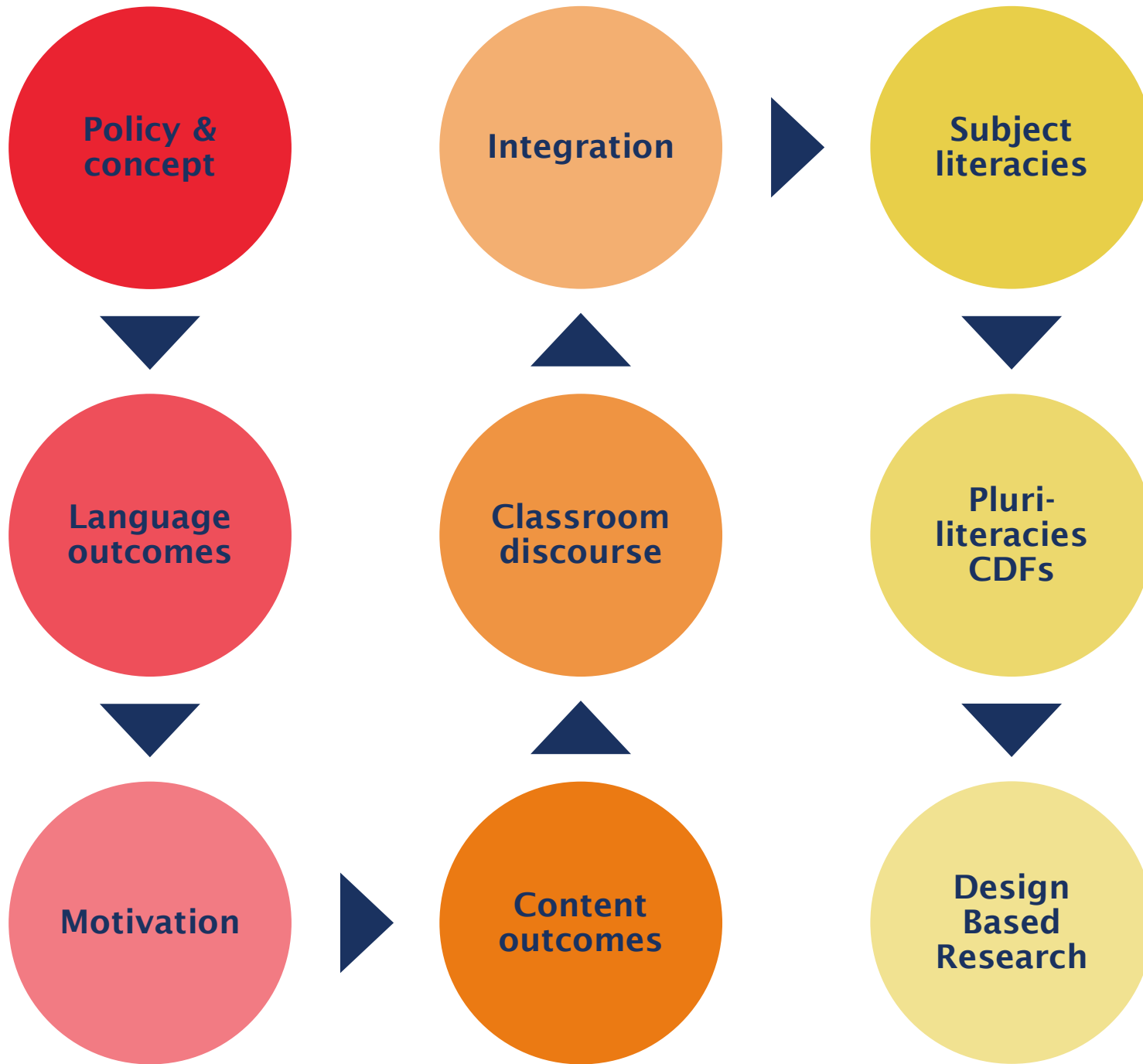
- Claims regarding „deeper processing of content in L2"
  vs.
  CLIL learners are level with their non-CLIL peers

- Constructs of content knowledge are very traditional (unlike many subject curricula)

- The only empirical studies dealing with assessment in CLIL

- **Formative assessment** seriously underexplored

(e.g., Admiraal et al., 2006; Badertscher & Bieri, 2009; Gablasova, 2014; Dallinger et al., 2016; Madrid & Barrios, 2018; Rascón & Bretones, 2018;Massler et al., 2014; Llinares et al., 2012, ch. 10; Pascual & Basse, 2017; deBoer & Leontjev, 2020)

Policy & concept

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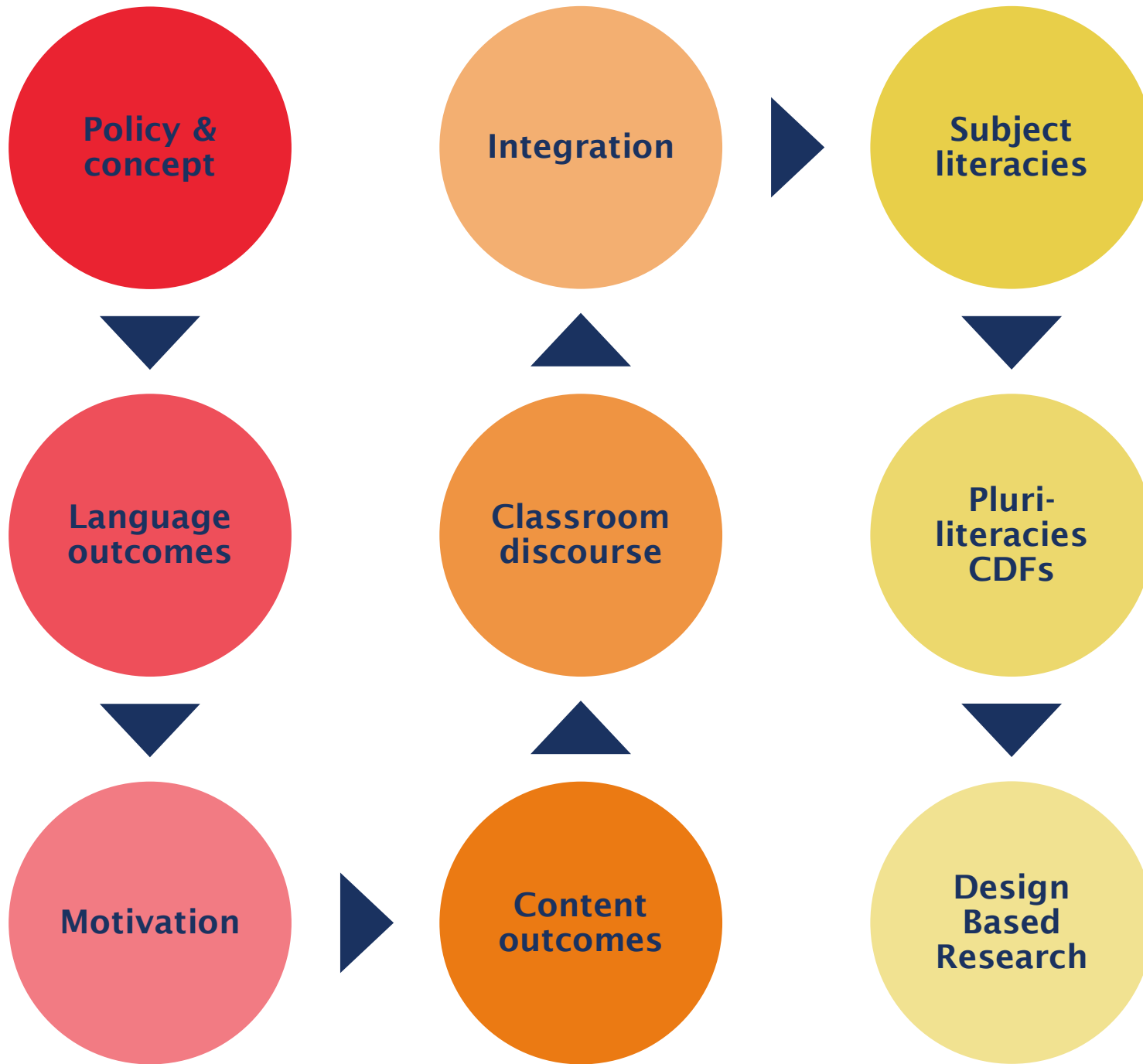Design Based Research

Classroom discourse

- **Linguistic & interactional features** of classroom interaction

- Describe CLIL as context for SLA

- Discourse analysis: requests, questions, explanations, feedback and repair

- Activity types, pedagogical design

- Different from MFL lessons?

(e.g., Nikula, 2005; Dalton-Puffer & Nikula, 2006; Dalton-Puffer, 2007; Nashaat-Sobhy, 2018a; Evnitskaya & Jakonen, 2017; Llinares & Pascual, 2015; activity types: Llinares & Dalton-Puffer, 2015; Badertscher & Bieri, 2009; Kääntä, 2014)

- Linkage of **classroom language** and **subject pedagogy**

- CONCLIL model of integration

  – classroom practices

  – curriculum & pedagogy

  – participant perspectives – esp. teacher perspectives on identity and pedagogical actions
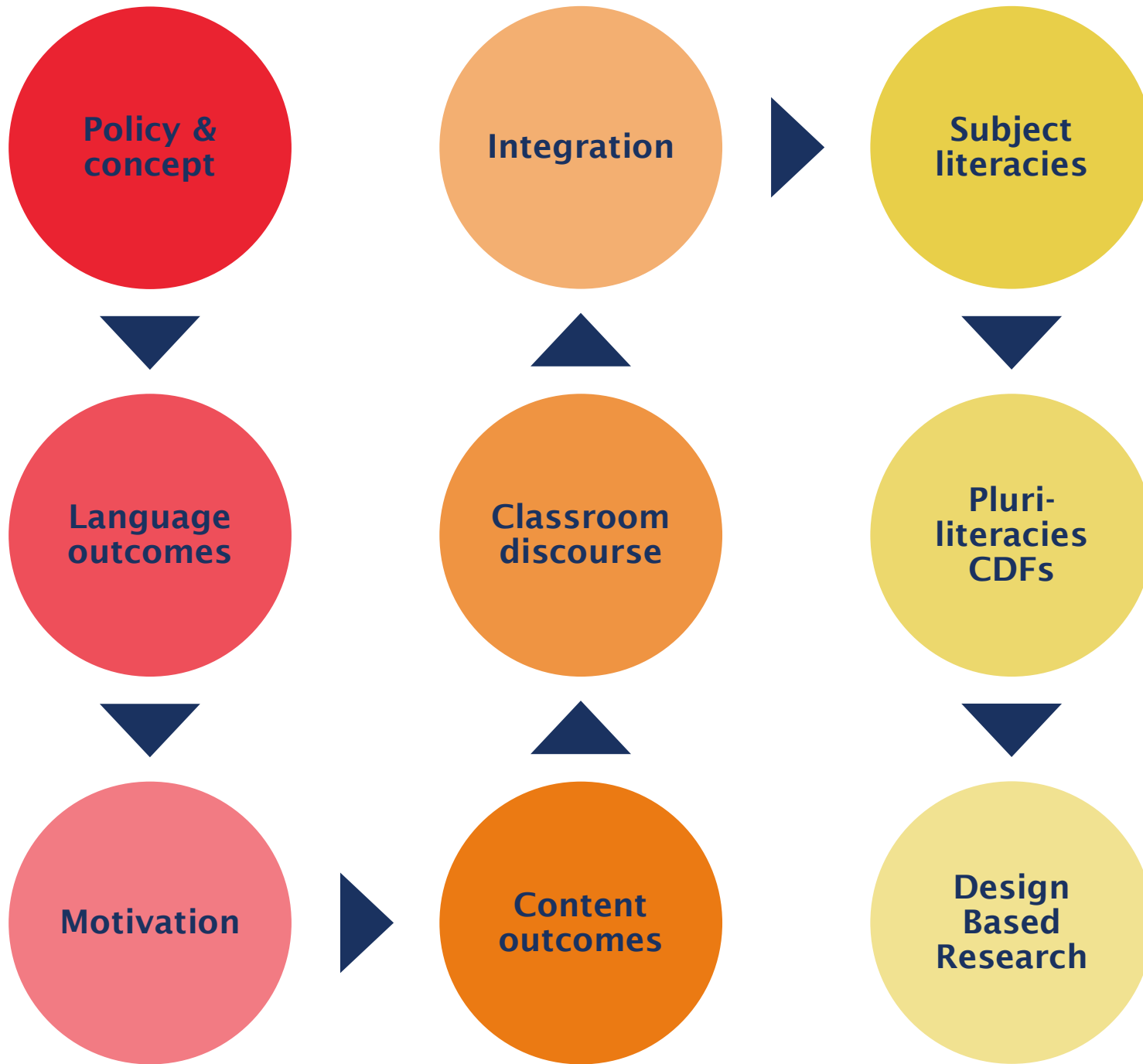
  (e.g., Nikula et al., 2016; Skinnari & Bovellan, 2016; Bonnet & Breidbach, 2017; Pappa et al., 2017; Oattes et al., 2018; Hüttner et al., 2013; Lo, 2017; van Kampen et al., 2018)

Policy & concept

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Subject literacies

- **Inspiration from ESL-research** embedded in Systemic Functional Linguistics
- Quantitative & qualitative **corpus studies** of student productions
- Written and spoken genres

- Historical literacy: from anecdotal to abstract over time
- Argumentation, science literacy

- Older learners are better also if they had less CLIL
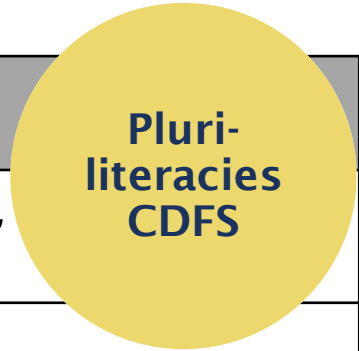- Cognitive development trumps choice of L1 or L2

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

Mapping Pluriliteracies Development

Pluri-literacies CDFS

(Meyer et al., 2015, p. 49; Coyle & Meyer 2021)
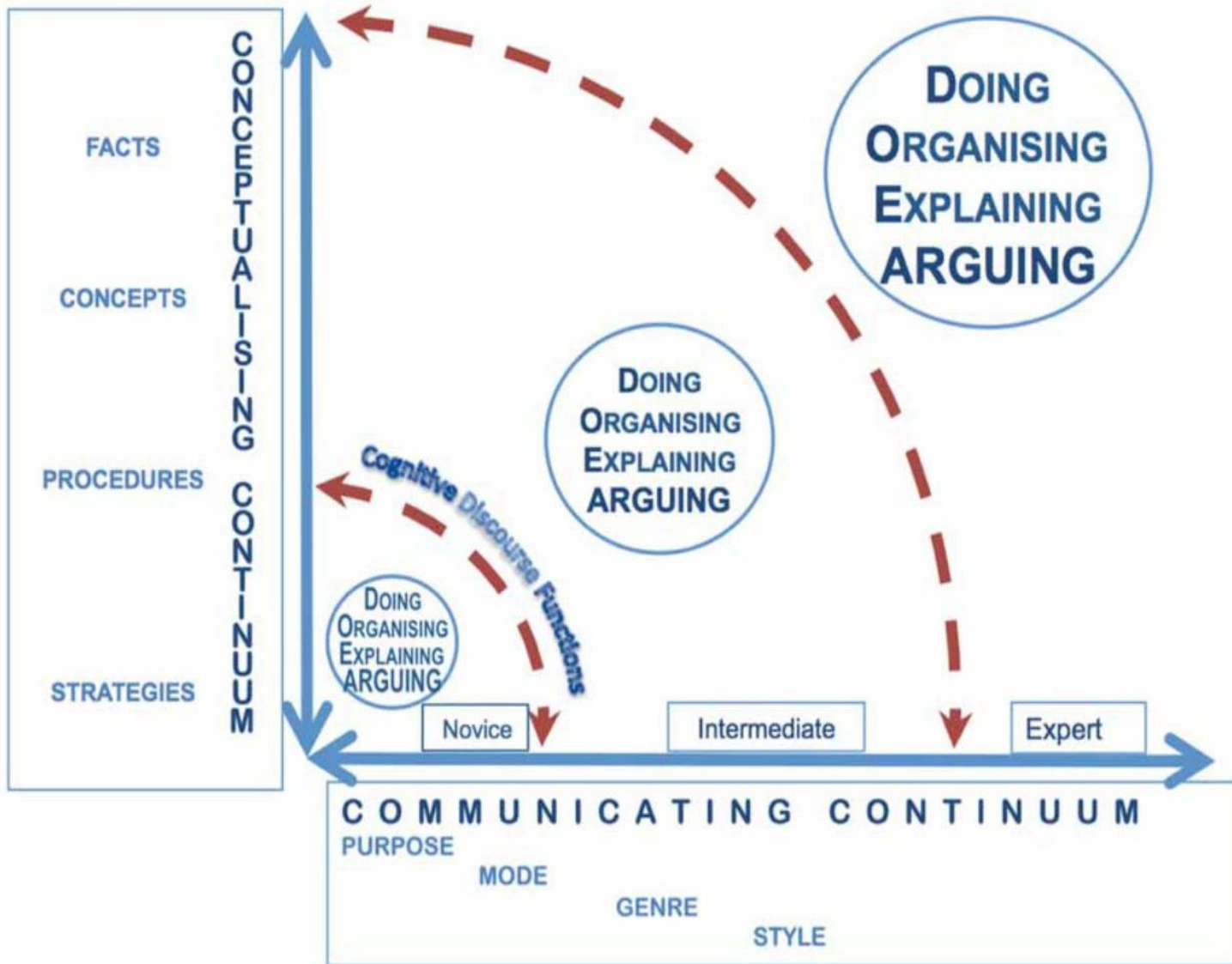
Cognitive Discourse Functions

Communicative Intention	Type	
I tell you how we can cut up the world according to certain ideas	**classify**	*Classify, compare, contrast, match, structure, categorize, subsume*
I tell you about the extension of this object of specialist knowledge	**define**	*Define, identify, characterize*
I tell you details of what I can see (also metaphorically)	**describe**	*Describe, label, identify, name, specify*
I tell you what my position is vis a vis X	**evaluate**	*Evaluate, judge, argue, justify, take a stance, critique, comment, reflect*
I tell you about the causes or motives of x	**explain**	*Explain, reason, express cause/effect, draw conclusions, deduce*
I tell you something that is potential (i.e. non-factual)	**explore**	*Explore, hypothesize, speculate, predict, guess, estimate, simulate*
I tell you sth. external to our immediate context on which I have a legitimate knowledge claim	**report**	*Report, inform, recount, narrate , present, summarize, relate*

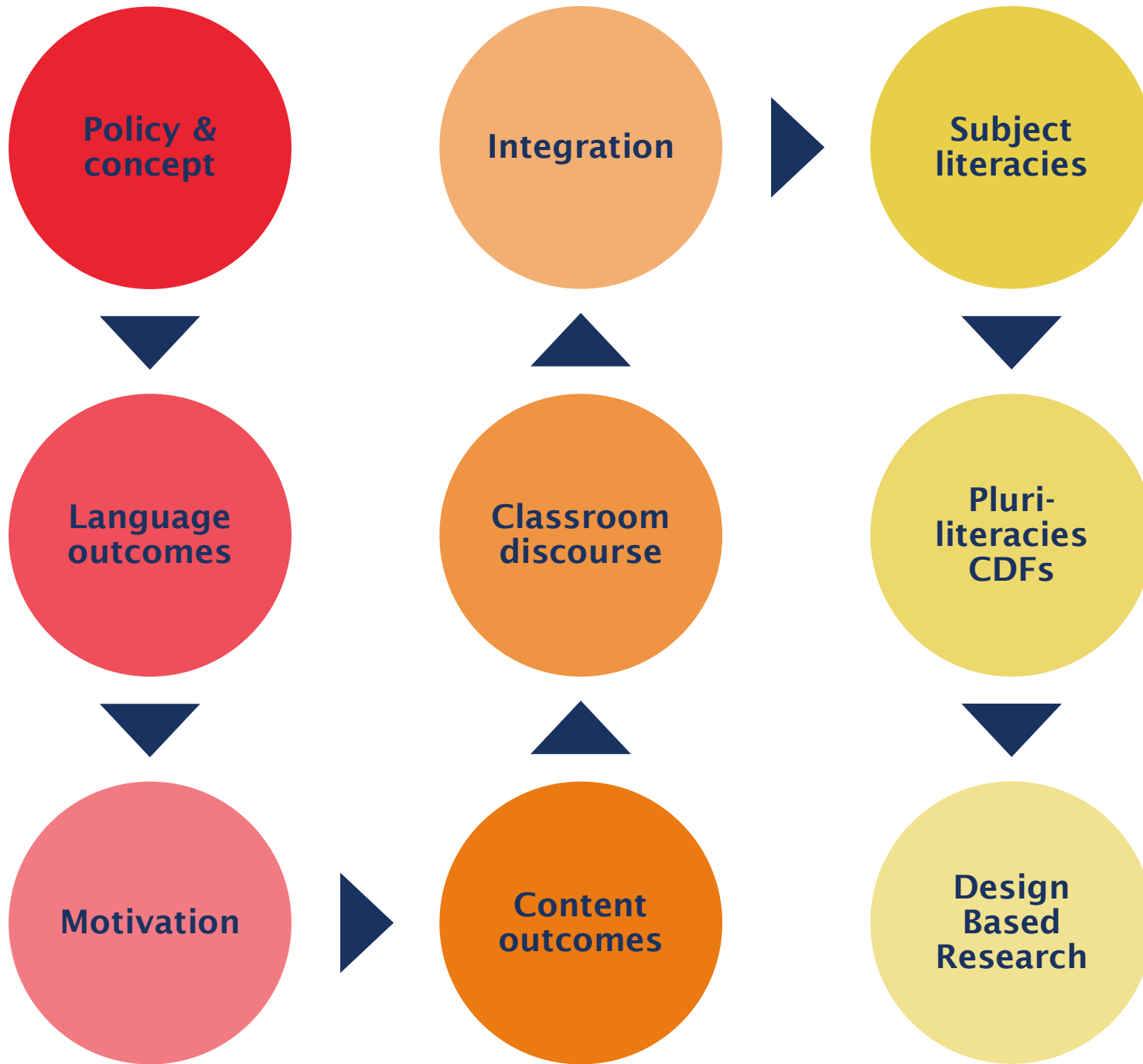**Pluri-literacies CDFS**

(Dalton-Puffer, 2013, 2016)
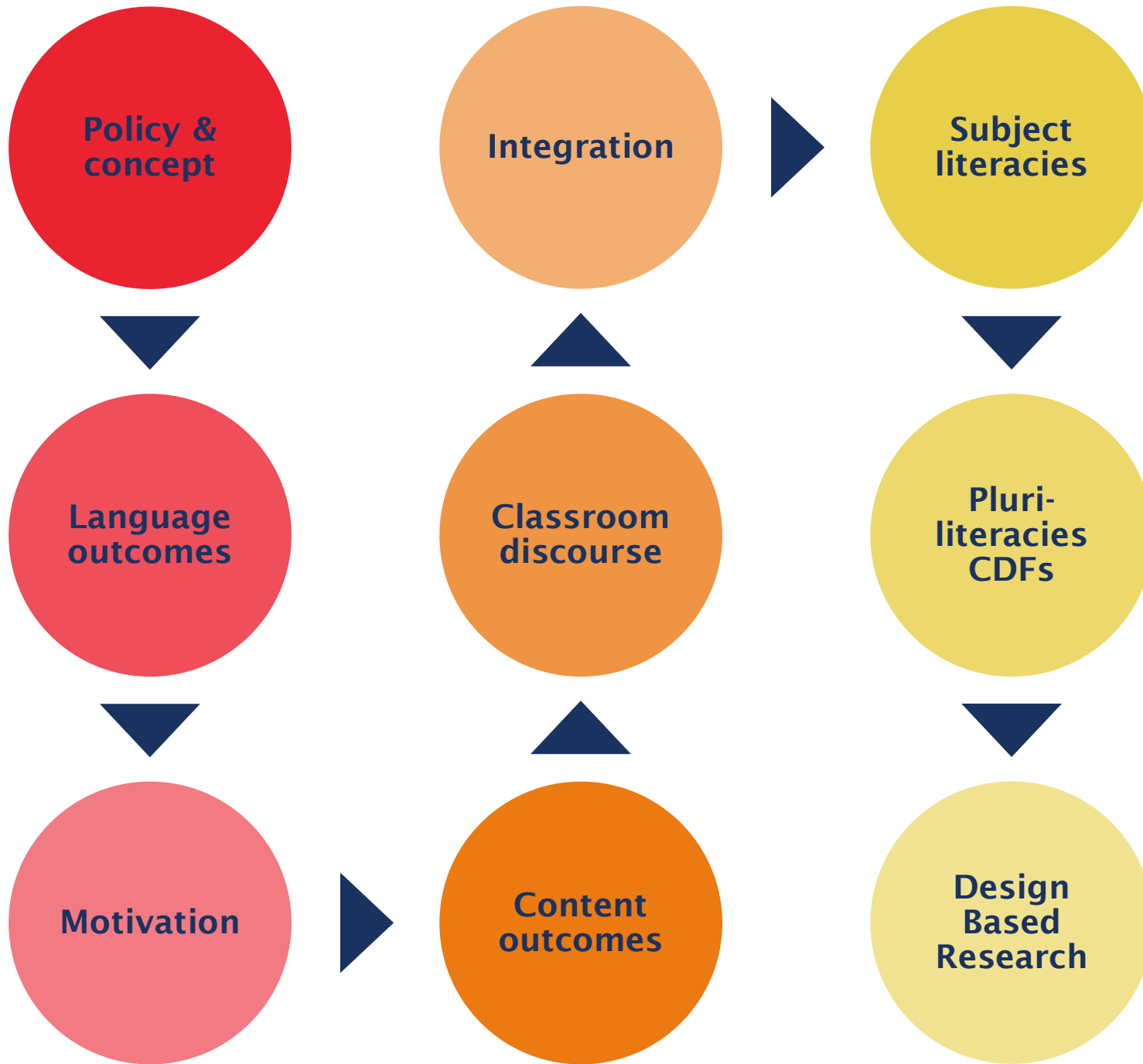
- **Bi-disciplinary researchers**: language x content
design & usability of innovative materials, activities

mathematics: Barwell 2016, Berger 2016,
history: Bauer-Marschallinger 2019, 2022; del Pozo in progress
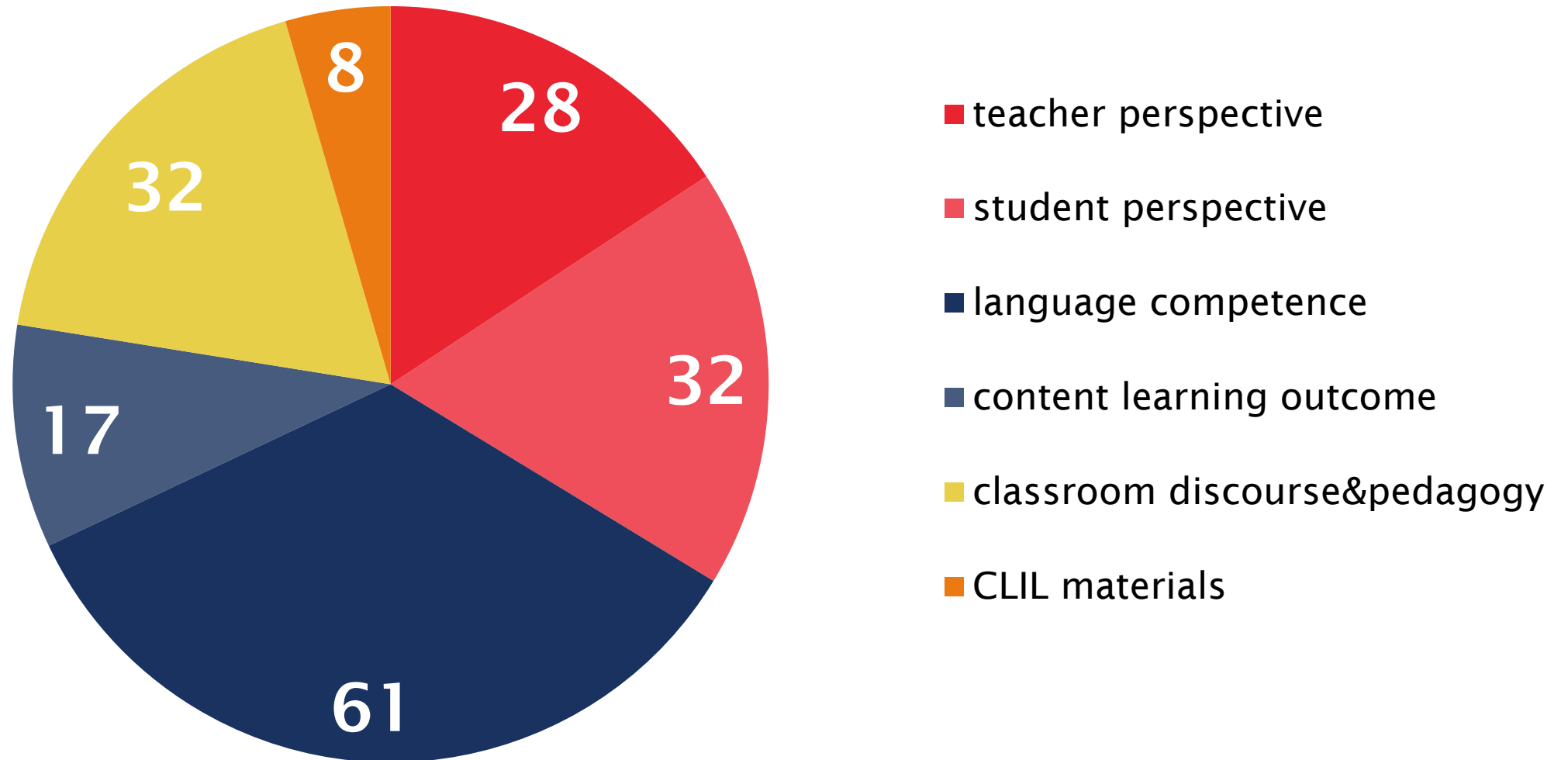science: Hasenberger in progress

- Design-Based Research (DBR)

Design Based Research
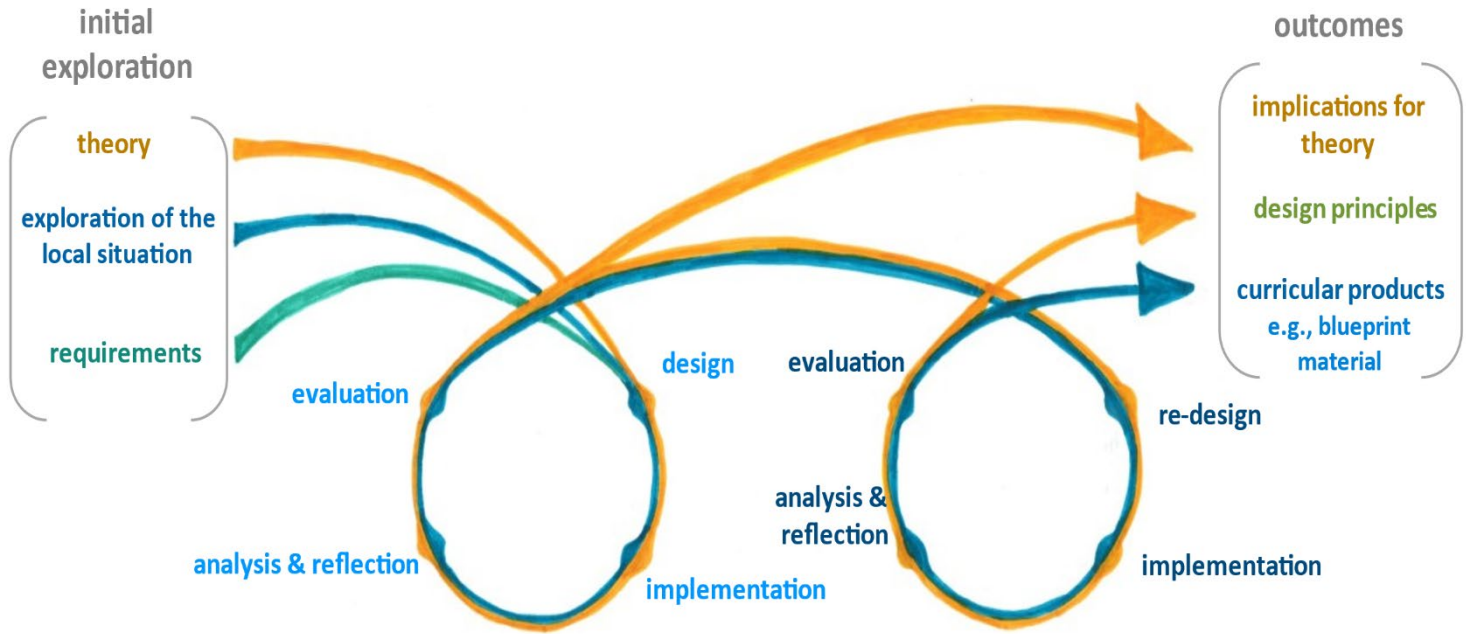
(e.g., Young, 2016; Bauer-Marschallinger, 2022, p.94.; Ballinger, 2021; del Pozo, in progress; Hasenberger, in progress)

A quantification of empirical CLIL studies
178 journal articles 2016-2020

- teacher perspective
- student perspective
- language competence
- content learning outcome
- classroom discourse&pedagogy
- CLIL materials

Looking ahead

Challenges and Opportunities for the Future

3.1 Interdisciplinary and collaborative research and pedagogy

3.2 UN Sustainable Development Goals & CLIL

Interdiscplinary and collaborative research & pedagogy

- CLIL research in the hands of **applied linguists**
- Trans-disciplinarity – calls to situate SLA in a broader scenario of neighbouring disciplines & to adopt a critical perspective

- Combining AL with frameworks from **other disciplines** (history, science)

- **Collaborative research** of applied linguists + subject education specialist + expert teachers
- Shared metalanguage and joint conceptualisations

(Ortega, 2013; Lorenzo, 2017; Llinares & Nashaat Sobhy, 2021; Dafouz & Breeze 2018, Bauer-Marschallinger, 2019; Hasenberger, 2018)
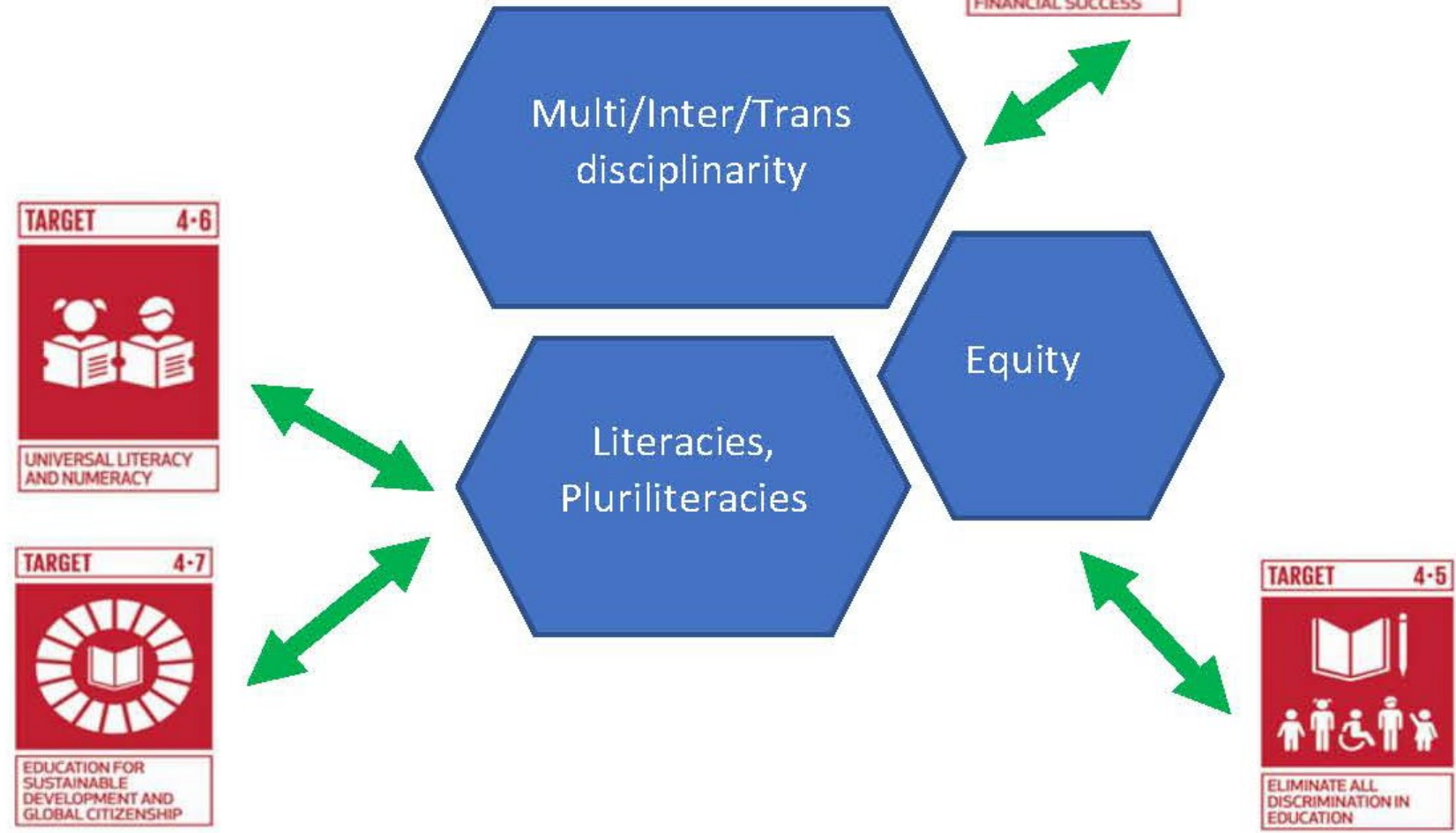
3.1 Interdisciplinary and collaborative research and pedagogy

3.2 UN Sustainable Development Goals & CLIL

3.2 UN Sustainable Development Goals & CLIL

SDG 4.5 Eliminate all discrimination in education	**Equity**
SDG 4.6 Universal Literacy and Numeracy **SDG 4.7** Education for sustainable development and global citizenship	**(Pluri)Literacies**
SDG 4.4 Enhancing the acquisition of relevant skills for financial success	**Multi/Inter/Trans-disciplinarity**

Thank you!

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21 March 2023

Dalton-Puffer, C., Hüttner, J. & Llinares, A. 2022. CLIL in the 21st century: Retrospective and prospective challenges and opportunities. *Journal of Immersion and Content-Bases Language Education* 10/2, 182-206.