

Content and language integrated learning and plurilingual education across educational levels

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UNIVERSITY OF COPENHAGEN



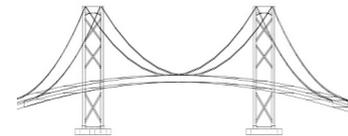
Our digital series of talks on plurilingualism and interculturality

1. Fred Dervin, *Critical and reflexive languaging in the construction of interculturality as an object of research and practice*
2. Mike Byram, *Education for Intercultural and Democratic Citizenship*
3. Adrian Holliday, *Rethinking a third-place methodology for making sense of the intercultural*
4. Darla Deardorff, *Developing Intercultural Competences through a UNESCO Story Circles methodology*
5. Karen Risager, *Language textbooks and popular geopolitics: transnational and decolonial dimensions*
6. Troy McConachy & Natalia Morollón Marti, *Linking L2 pragmatics and intercultural understanding in the foreign language classroom*
7. Claire Kramsch, *The poetic function of language in intercultural education*
8. Ofelia García, *Decolonizing bilingualism: Translanguaging in education*
9. Ulrike Schmid-Jessner, *Multilingual awareness in multilingual learning and teaching: A DMM perspective*
10. (Britta Hufeisen, *Plurilingual whole school policy revisited*)
11. Danièle Moore, *Merging Plurilingual and STE(A)M education to develop interculturality: Teachers' theories and practices in context*

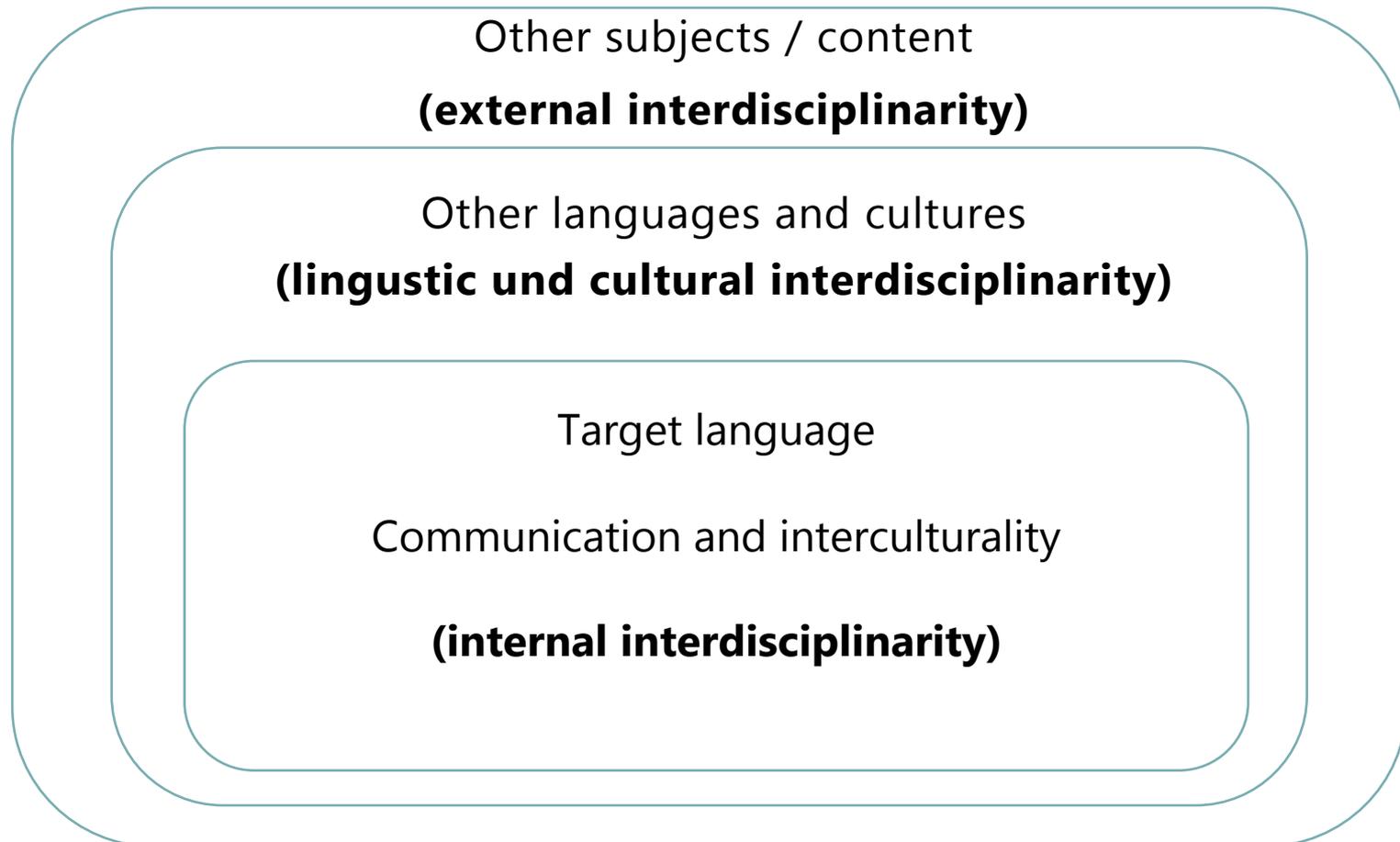


My talk

- Plurilingual education – language awareness in language subjects
- Content and Language Integrated Learning (CLIL) in the language classroom and in other subjects
- Link between CLIL and plurilingual (and intercultural) education
- Across educational levels (primary, secondary, tertiary education)



Foreign language education: three forms of interdisciplinarity (further development of Daryai-Hansen & Fernandez, 2019: 36)



Agenda

- Two projects and the concept of 'across educational levels' – a short introduction
- Some initial results: *Plurilingual Education – Minority and Majority Students' Language Awareness across Educational Levels*
- Some initial results: *CLIL in languages other than English – Successful transitions across educational stages*
 - link between CLIL and plurilingual (and intercultural) education

Project 1: *Plurilingual Education – Minority and Majority Students’ Language Awareness across Educational Levels (2020-2023)*

Plurilingual Education – Minority and Majority Students’ Language Awareness across Educational Levels

In recent years, plurilingual education has been subject to growing interest within educational research. The so-called pluralistic approach is based on students’ language resources and seeks to build bridges between languages (Danish, foreign languages, first languages, other languages) in order to enhance all learners’ communicative competence and language awareness (LA). From our perspective, all foreign language learners are plurilingual, and minority students are defined as having, in addition, other first languages than the majority language.

Despite the extensive use of the LA concept since 1984, a systematic empirical research on minority and majority learners' development of LA through plurilingual education across educational levels is still lacking in order to further theoretically develop the field of study. Based on curriculum analysis (macro level) and focused linguistic ethnography (nano level), the project investigates how minority and majority students develop LA in the context of plurilingual education in primary and lower secondary language education and in the course Almen Sprogforståelse in upper secondary education.

The project starts in October 2020 and lasts three years.

Funding



Funding: Independent Research Fund Denmark, DFF-Research Project 2

Period: 2020-2023

PI: [Petra Daryai-Hansen](#)

Digital series of talks on plurilingualism and interculturality, spring and autumn 2021



[See the talks.](#)

Project 1: *Plurilingual Education – Minority and Majority Students’ Language Awareness across Educational Levels (2020-2023)*

PLURILINGUAL EDUCATION (2020-2023)

PROJECT GROUP, NAB- AND IAB-MEMBERS



Project group

- Petra Daryai-Hansen (PI)
- Natascha Drachmann (PhD)
- Line Krogager Andersen (Postdoc)

National Advisory Board

- Line Møller Daugaard
- Tom Steffensen
- Anne Holmen

International Advisory Board

- Nathalie Auger
- Åsta Haukås
- Britta Hufeisen
- Ulrike Jessner-Schmid
- Beate Lindemann
- Christine Erna Elisabeth Möller-Omrani
- Danièle Moore
- Anne Pitkänen-Huhta
- Heike Speitz

Project 2: *CLIL in languages other than English – Successful transitions across educational stages* (2020-2023, supported by the ECML and the Danish National Centre for Foreign Languages)



[HOME](#) > [PROGRAMME](#) > [PROGRAMME 2020-2023](#) > [CLIL IN LANGUAGES OTHER THAN ENGLISH](#)

CLIL in languages other than English – Successful transitions across educational stages



The project will develop recommendations for implementing CLIL in languages other than English across educational stages (primary, secondary, tertiary), both in the language classroom and in other subjects. The recommendations will be illustrated through examples of practice from various contexts. The project sees CLIL as part of intercultural education and as a vehicle for promoting pluralistic approaches to language learning.

Project 2: *CLIL in languages other than English – Successful transitions across educational stages (2020-2023)*

Project team



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Finland



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Norway



Evangéla Moussouri
Greece

Associate partners



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Sílvia Melo-Pfeifer
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Joana Duarte
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Marina Mattheoudakis
Greece



Anssi Roiha
Finland

CLIL LOTE network,
organized in
working groups:
+60 participants,
28 countries

Focus on progression/transitions – national strategy for the strengthening of foreign languages in the education system in Denmark (2017)

“[...] **there are many barriers:** Views of language differ from one level to the next as do also views of grammar, knowledge of foreign language pedagogy, the type of vocabulary worked with, etc.; and finally, there is very little transversal knowledge: teachers from one level know very little of the aims, content, expectations, and general conditions of the next – or previous – level, leading to unsaid and often unmet expectations of both students and the other levels. [...] **This situation needs to be improved as it reduces student motivation, and one NCFF initiative in this area is to focus on transitions and alignment of expectations among other things through supporting projects that aim to enhance the quality of transitions.**

(Kjærgaard & Skovgaard Andersen 2019: 16)



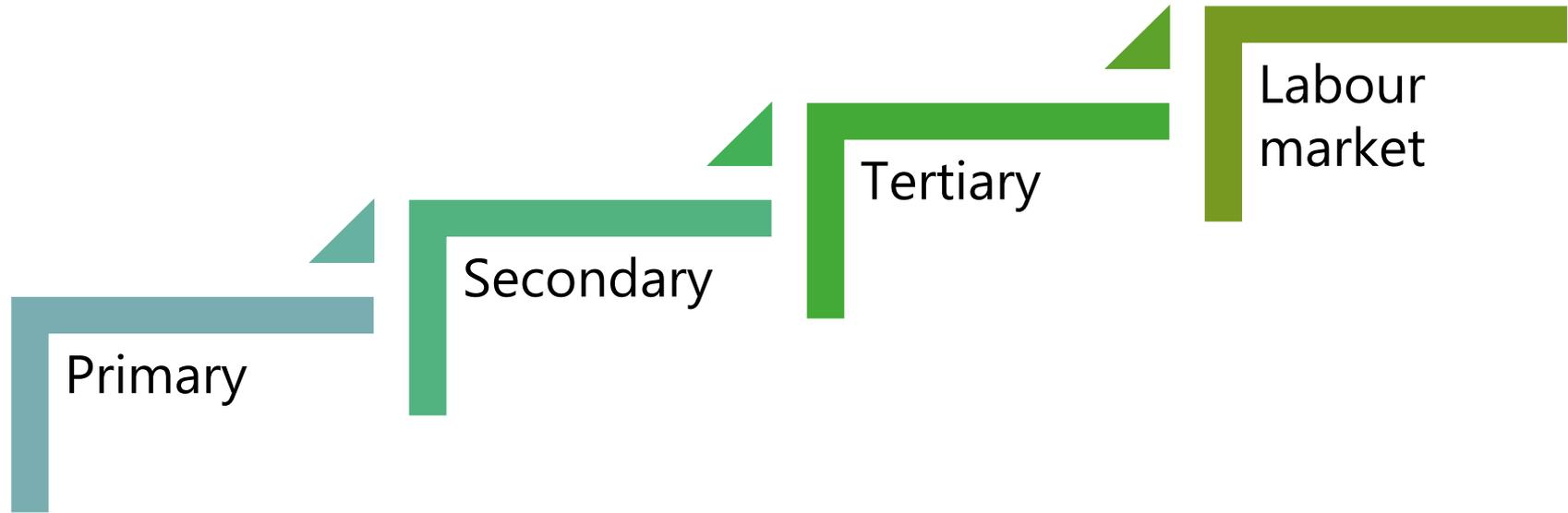
Transitions: continuity and discontinuity

“All learners experience different transitions on their educational path. [...] In all forms of transitions, the question of continuity or discontinuity arises at the interfaces.”

(Kolb 2016: 192, our translation

– see glossary in CLIL LOTE transitions project)

CLIL in languages other than English – Successful transitions across educational stages **(vertical transitions)**



- a systematic approach instead of isolated activities (one teacher, one private school..)
- taking into account, e.g., the curriculum, teacher education, teaching materials
- being aware of institutional, socio-cultural/educational and cognitive transitions

Horizontal transitions (based on Kolb 2016), in the CLIL LOTE transitions project

- Between language and content (integrated)
- Between languages (plurilingual education/pluralistic approaches to languages)
- Between institutions and out-of-institutions contexts (labour market)
- Between different learners representing different levels of competences (internal differentiation of learner groups)

Plurilingual education, pluralistic approaches: definition based on *A framework of reference for pluralistic approaches to languages and cultures* (FREPA), ECML

“The term ‘pluralistic approaches to languages and cultures’ refers to didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of languages or cultures. This is to be contrasted with approaches which could be called “singular” in which the didactic approach takes account of only one language or a particular culture, considered in isolation.”

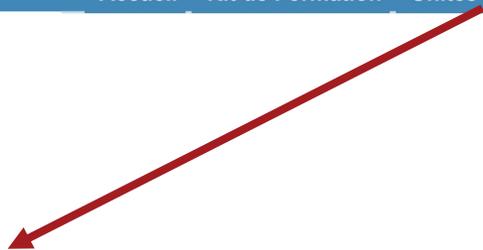
(Candelier et al. 2010: 8)

Example: CONBAT+project Worksheet 1, "Addictively tasty"



CONBAT+
ENSEIGNEMENT D'UNE MATIÈRE PAR L'INTÉGRATION D'UNE LANGUE ÉTRANGÈRE +
CONSCIENCE PLURILINGUE ET PLURICULTURELLE

Accueil Kit de Formation Unités didactiques Ressources



| | | | | |
|--------------------------|--|---|---------|----|
| Addictively tasty | Sofie Jonckheere, Kristel Provost & Arzu Basoglu | history, geography, cooking, home economics | 10 - 16 | EN |
|--------------------------|--|---|---------|----|

1. A DELICIOUS INGREDIENT

Grouping: 

WORKSHEET 1

Which ingredient do you recognise below? _____

Which languages do you recognise? Write the language next to the word.

1. čokolada
2. czekolada
3. ciocolată
4. cioccolato
5. sjokolade
6. chocolate
7. schokolade
8. choklad
9. chocolade
10. chocolat



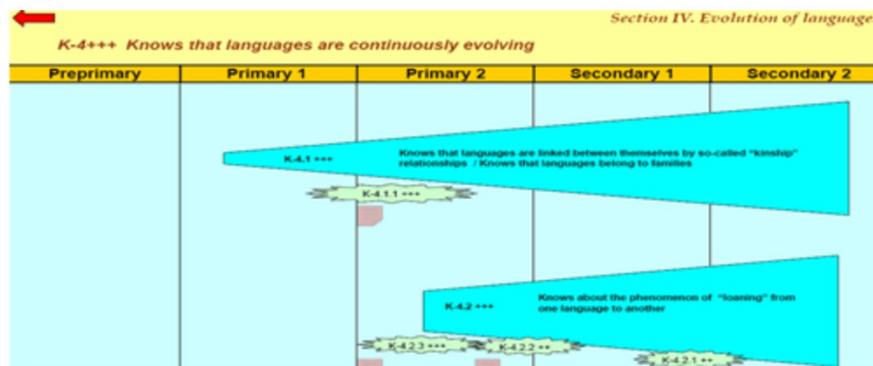
Progression in the FREPA



EUROPEAN CENTRE FOR MODERN LANGUAGES

Tables of descriptors across the curriculum

These tables reproduce the lists of resources included in the CARAP reference document (knowledge, skills and attitudes) with an (approximate) indication of their relevance at different phases of the curriculum.



2. Some initial results: *Plurilingual Education – Minority and Majority Students’ Language Awareness across Educational Levels*



Overall research question:
How can minority and majority students’ development of LA through plurilingual education be conceptualized across educational levels?



Across educational levels
(Primary and Secondary education)

Research questions

How can minority and majority students' development of LA through plurilingual education be conceptualized across educational levels?

RQ 1. How is LA, plurilingual education and a minority/majority perspective integrated in and across **the curriculum** for Danish, English, French, and German in primary and lower secondary education and the curriculum for a course in general language awareness (*"Almen Sprogforståelse"*) in upper secondary education in upper secondary education?

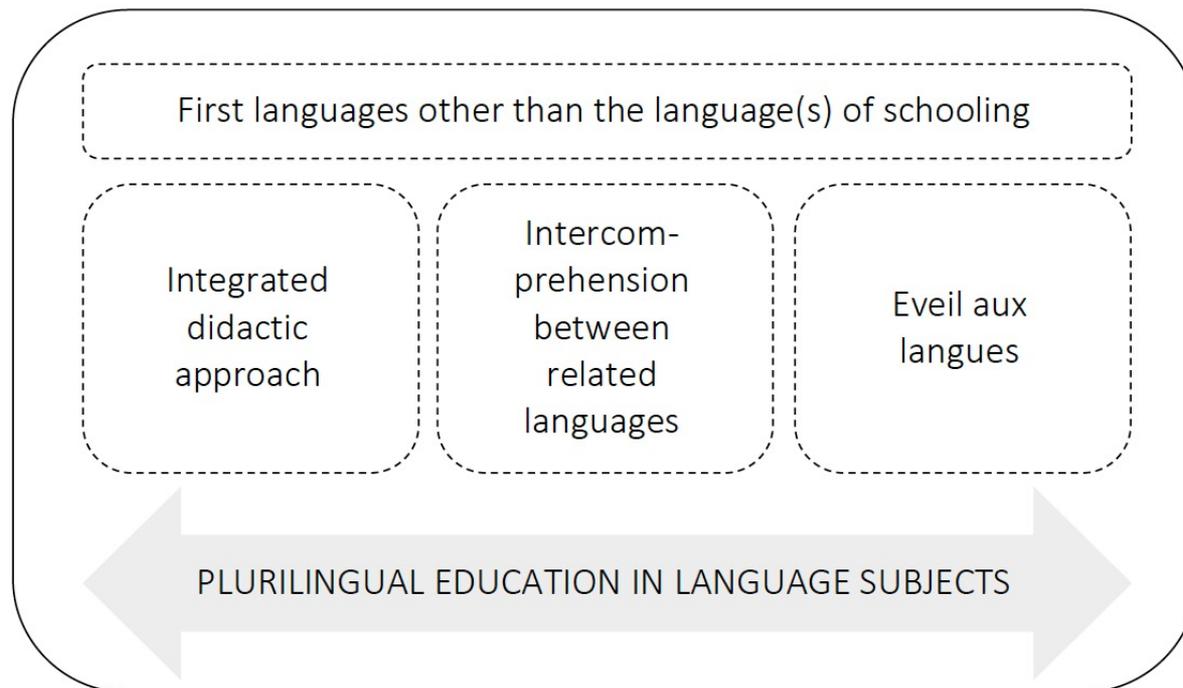
RQ 2. How does the LA of minority and majority students **manifest itself** in the context of plurilingual education in primary and lower secondary education and in *Almen Sprogforståelse* in upper secondary education?

RQ 3. How is LA **expressed and reflected in group interviews** with minority and majority students in primary and secondary education, whose teaching was based on plurilingual education?

A model operationalizing LA in the context of plurilingual education

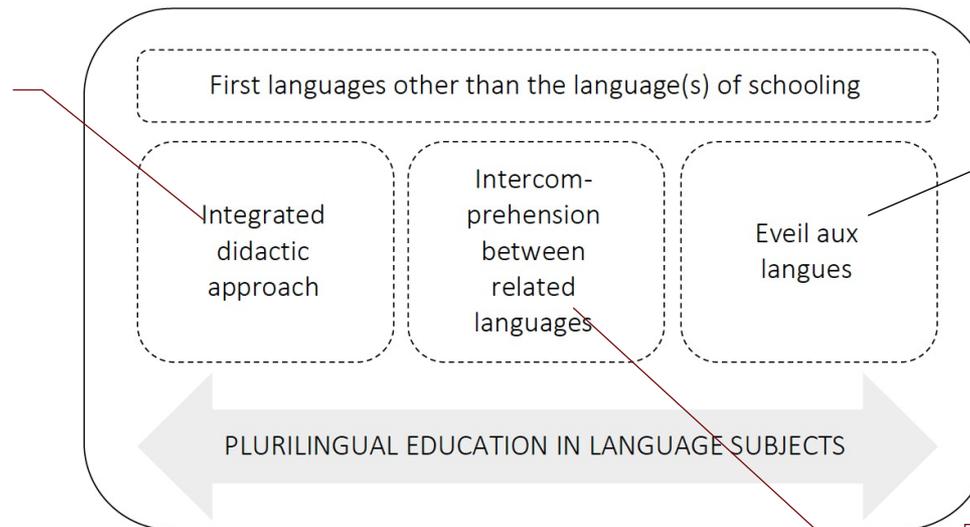
Part 1: Plurilingual education

– based on Candelier et al. (2007), *Framework of Reference for Pluralistic Approaches to Languages and Cultures*



Part 1: Plurilingual education, continued – focus on learners' first languages other than Danish

The learners' first languages are languages taught within the school curriculum, or first languages that the learners work on individually or in groups of learners having the same first languages



The learners' first languages are integrated as part of the *éveil aux langues* activities

The learners' first languages are one of the two or more languages of the same linguistic family that the learners work on (focus on receptive skills)

Deutsch

Englisch

Dänisch

der Hund
der Löwe

the dog
the lion

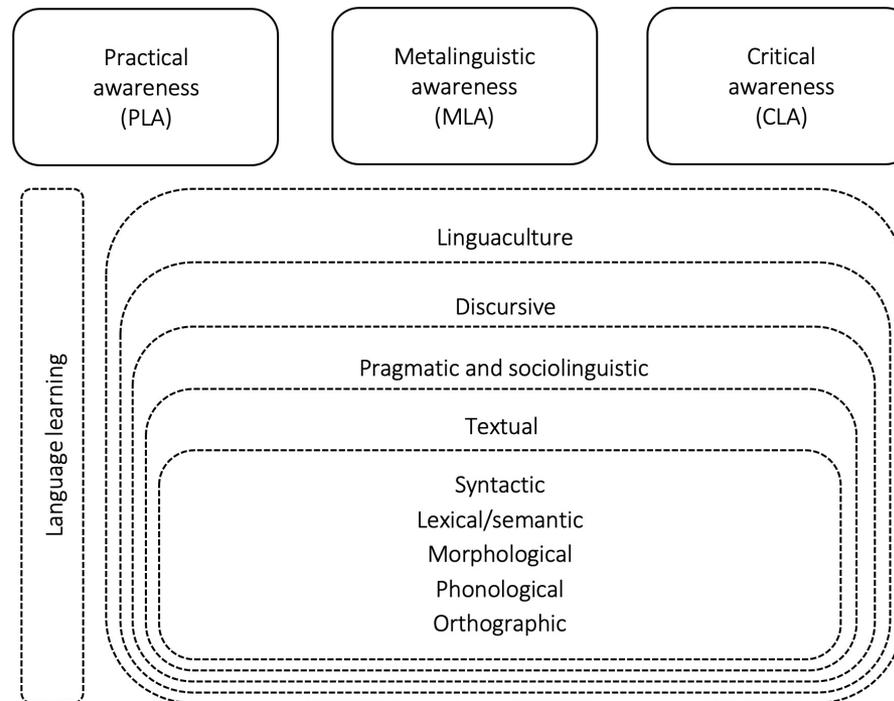
hunden
løven

Compare with other languages you know.

A model operationalizing LA in the context of plurilingual education

Part 2: Operationalization of language awareness

– based on van Lier (1998, 2004) and the project “Tidligere sprogstart – ny begynderdidaktik med fokus på flersprogethed” (see, e.g., Daryai-Hansen, Drachmann & Meidell Sigsgaard (2019))

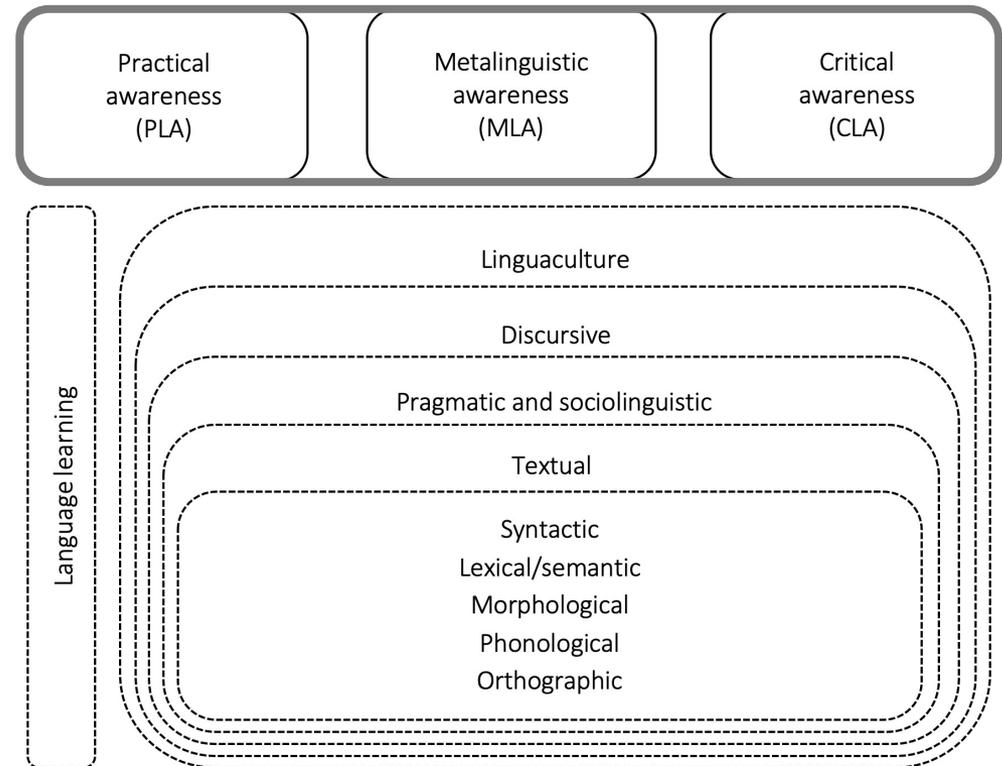


Manifestations of language awareness (van Lier (1998, 2004))

Practical awareness (e.g. Gombert, 1992; Krogager Andersen, 2020; Waller, 1986): An intuitive and spontaneous acting through language, e.g. by playing and experimenting, through creativity and fantasy

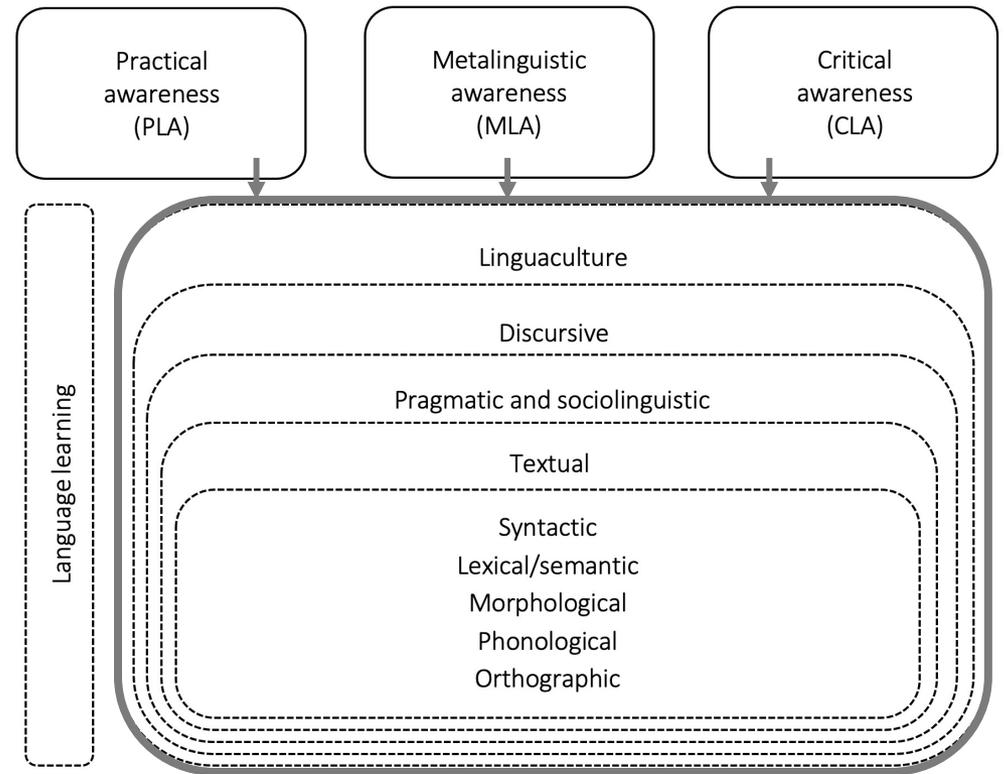
Metalinguistic awareness (e.g. Bialystok, 1991; Clark, 1978; Gombert, 1992; Simard & Gutierrez, 2018; Waller, 1986): A reflection on and talking about language, e.g. by using everyday language or metalanguage, or through metalinguistic analysis

Critical awareness (Alim, 2010; Wallace, 1999, 2018): A critical standing on language and language use, e.g. by examining and being critical of social, political, ideological or moral aspects of language



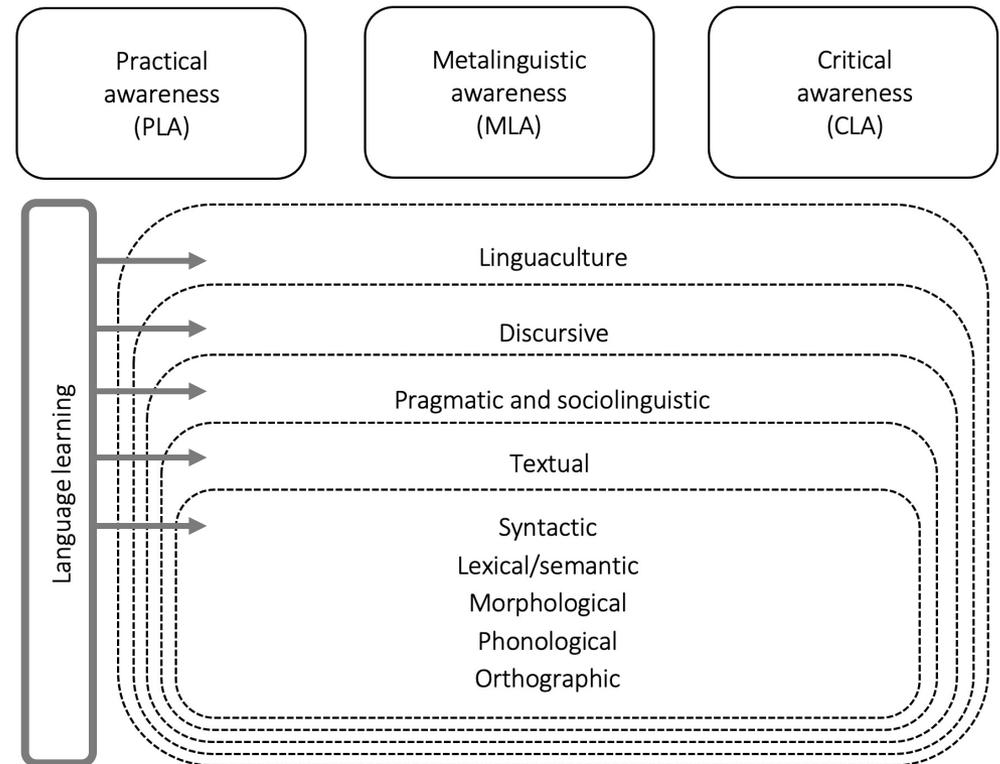
LA directed towards nine language levels

Covering the whole language system (see e.g. Gombert, 1992; Doughty & Williams, 1998; Moore, 2014, Daryai-Hansen, Drachmann & Meidell Sigsgaard 2019), adding a linguaculture level as a result of the curriculum analysis (abductive approach)



Language awareness as language learning

Language awareness through a transversal language learning level (Candelier et al., 2007; Haukås, 2018), directed towards one (or more) of the nine language levels



Collaborative development of teaching materials based on the operationalization

Learners (age):

Grade 1 (7-8)

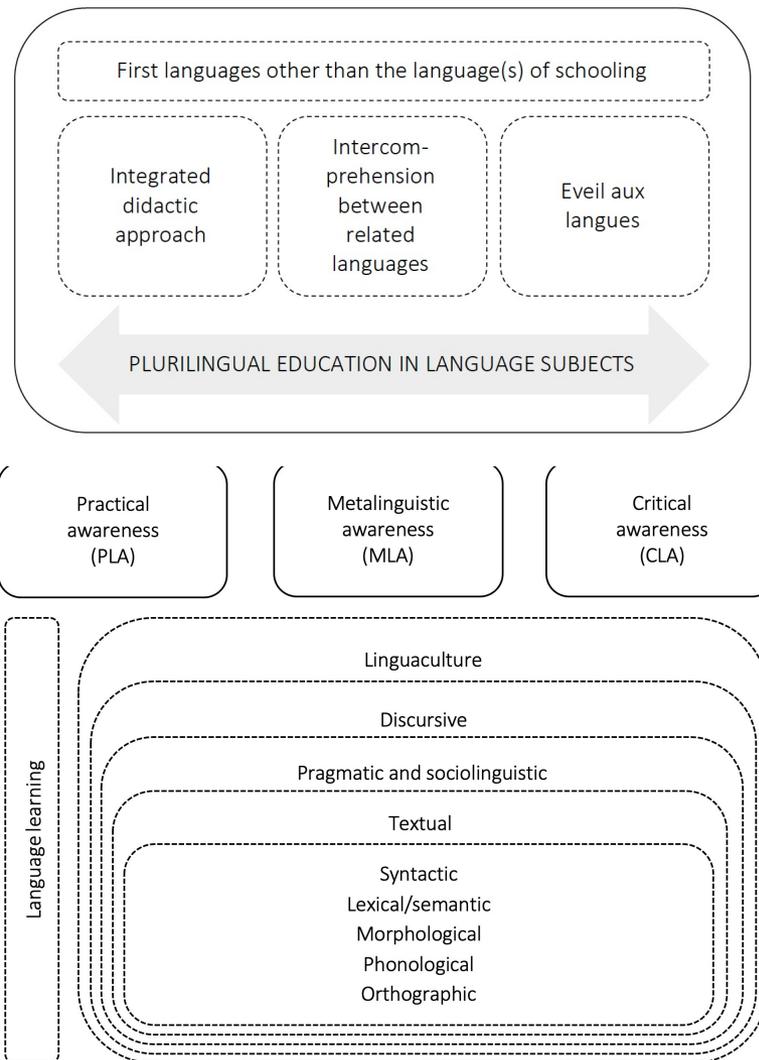
Grade 5 (11-12)

Grade 7 (13-14)

Grade 9 (15-16)

Upper Secondary
(16-17)

Daryai-Hansen, Drachmann,
Krogager (forthcoming)



Research questions

How can minority and majority students' development of LA through plurilingual education be conceptualized across educational levels?

RQ 1. How is LA, plurilingual education and a minority/majority perspective integrated in and across **the curriculum** for Danish, English, French, and German in primary and lower secondary education and the curriculum for a course in general language awareness (*"Almen Sprogforståelse"*) in upper secondary education in upper secondary education?

RQ 2. How does the LA of minority and majority students **manifest itself** in the context of plurilingual education in primary and lower secondary education and in *Almen Sprogforståelse* in upper secondary education?

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ABDUCTIVE APPROACH: FURTHER DEVELOPMENT OF OUR OPERATIONALIZATION

Hypotheses – project description

Our main hypotheses are that LA given that the educational context represents exemplary practices,

(a) can be developed at all educational levels and by both minority and majority students through plurilingual education,

(b) manifests itself and can be communicated by the individual learners in response to pedagogical strategies, revealing similarities and differences in respect to the learners' age and linguistic resources,

(c) can be conceptualized based on systematic empirical research

(d) is not taken sufficiently into account in the Danish curriculum from this cross-curricular, cross-level and minority/majority perspective.

3. Some initial results: *CLIL in languages other than English – Successful transitions across educational stages*

Short project description:

The project will develop **recommendations** for implementing CLIL in languages other than English **across educational stages (primary, secondary, tertiary)**, both in **the language classroom and in other subjects**.

The recommendations will be illustrated through **examples of practice** from various contexts.

The project sees CLIL as part of **intercultural education** and as a vehicle for promoting **pluralistic approaches** to language learning.

Content and Language Integrated Learning (CLIL) – a broad definition

CLIL is a tool for teaching and learning of content and language. The essence of CLIL is integration. The integration has a dual focus:

- Language learning is included in content classes [...]
- Content from subjects is used in language-learning classes.

(Mehistö, Marsh & Frigols 2008, p. 11)

| | |
|---------------------------------------|---|
| CLIL in other subjects | CLIL in other subjects means that languages that are not the language of schooling are used in subject teaching, e.g. by reading texts in French or German as additional language in social sciences. |
| CLIL in the language classroom | CLIL in the language classroom means that content from other subjects is integrated in language teaching, e.g. by using materials from biology, history or Art in foreign language education. |

Initial results: State of the art

- Publications on CLIL and intercultural education
 - Publications on CLIL LOTE
 - Publications on CLIL and plurilingual education
 - Lack of publications on CLIL [LOTE] [in the context of plurilingual education] focusing on transitions
- Chambers, Gary N. (2021). « What Pupil Say about Transition (KS2-3) and What This Might Mean for CLIL ». Kim Bower et al. (2021). *Curriculum Integrated Language Teaching. CLIL in Practice*. Cambridge University Press.

Guiding principles for CLIL LOTE transitions – a draft

Implement CLIL in order to strengthen Languages Other Than English (LOTE),
see e.g. Haataja et al. (2011)

Implement CLIL both in the LOTE language classroom and in other subjects,
see e.g. Mehistö et al. (2008)

Define learning objectives both for language and content learning,
see e.g. LANQUA/CLIL, Räsänen (2008)

Integrate CLIL at all educational stages and adapt CLIL to the educational stage,
see e.g. Meyer et al. (2015, p. 4)

Build bridges across the educational stages,
see e.g. Beacco et al. (2016a), Beacco et al. (2016b)

Conceptualize CLIL as part of intercultural education,
see e.g. 4Cs Framework (Coyle 2006); Meyer et al. (2015, p. 3)

Link between CLIL and plurilingual education (CLsIL),
see e.g. the Euromania and the ConBat+ project and the FREPA Discovery Module

Survey: CLIL LOTE transitions (2021)

Based on based on previous
Eurydice publications
(2006, 2017).

Respondents:

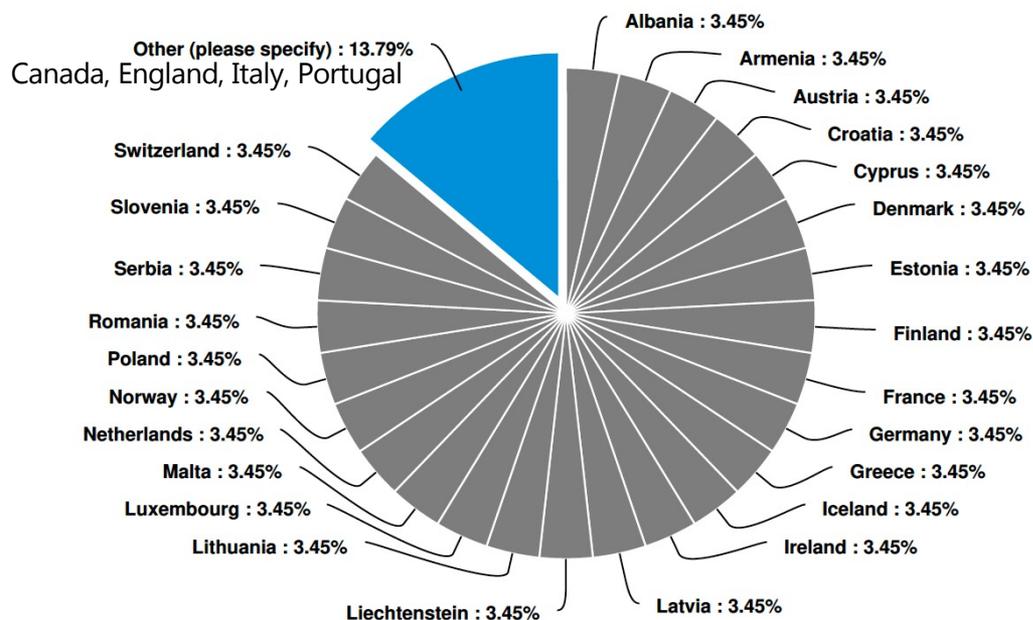
Total responses: 38

6 countries: several answers

The respondent with the
 highest respondent time
 was chosen.

29 countries

Average Time: 34 min.



The survey's structure

Section 1: CLIL in languages other than English (CLIL LOTE)

Our project focuses on CLIL in Languages Other than English, i.e. CLIL in foreign languages, regional languages, minority languages, non-territorial languages and state languages other than English. The project distinguishes between CLIL in the language classroom and CLIL in other subjects.

Section 2: TRANSITIONS IN THE CURRICULUM

Our project focuses on transitions.

In this section we are concerned with how transitions between primary and secondary education, between lower and upper secondary education and/or between secondary and tertiary education are reflected in your national curricula.

Section 3: TRANSITIONS IN CLIL LOTE

Section 4: CLIL LOTE AND PLURALISTIC APPROACHES

Section 5: CLIL LOTE NETWORKS

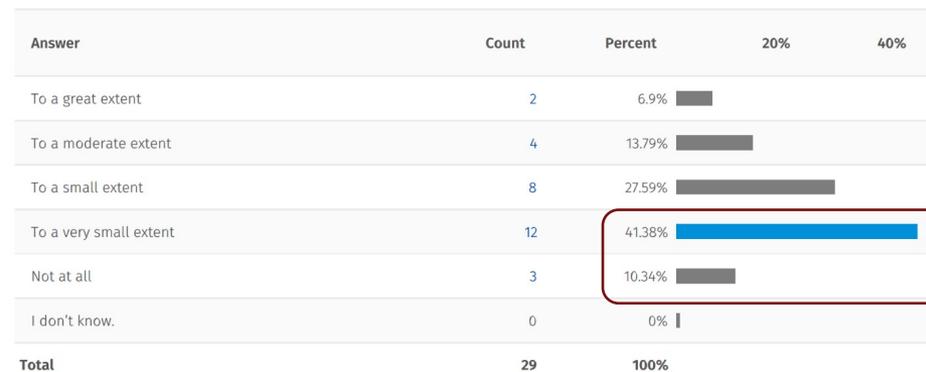
The main results can roughly be summarized as follows:

- Content and Language Integrated Learning (CLIL) is only found to a limited extent in languages other than English.
- CLIL LOTE is almost never linked to plurilingual education/pluralistic approaches to languages.
- Transitions between levels of education are rarely worked on.

1. To your knowledge, to what extent is CLIL LOTE implemented in your country?



In the language classroom



In other subjects

2. To your knowledge, what is the status of CLIL LOTE provision in your country? (multiple answers are possible)

| Answer | Count | Percent | 20% | 40% |
|--|-----------|-------------|------------------------------------|-----|
| CLIL LOTE is provided as part of mainstream education. | 5 | 11.9% | <div style="width: 11.9%;"></div> | |
| CLIL LOTE is provided by some teachers in mainstream education (schools/universities). | 16 | 38.1% | <div style="width: 38.1%;"></div> | |
| CLIL LOTE is provided in some private schools/universities. | 10 | 23.81% | <div style="width: 23.81%;"></div> | |
| CLIL LOTE is provided within pilot projects . | 6 | 14.29% | <div style="width: 14.29%;"></div> | |
| No CLIL LOTE provision | 2 | 4.76% | <div style="width: 4.76%;"></div> | |
| I don't know. | 3 | 7.14% | <div style="width: 7.14%;"></div> | |
| Total | 42 | 100% | | |

In the language classroom

| Answer | Count | Percent | 20% | 40% |
|--|-----------|-------------|------------------------------------|-----|
| CLIL LOTE is provided as part of mainstream education. | 4 | 11.43% | <div style="width: 11.43%;"></div> | |
| CLIL LOTE is provided by some teachers in mainstream education (schools/universities). | 13 | 37.14% | <div style="width: 37.14%;"></div> | |
| CLIL LOTE is provided in some private schools/universities. | 8 | 22.86% | <div style="width: 22.86%;"></div> | |
| CLIL LOTE is provided within pilot projects . | 7 | 20% | <div style="width: 20%;"></div> | |
| No CLIL LOTE provision | 2 | 5.71% | <div style="width: 5.71%;"></div> | |
| I don't know. | 1 | 2.86% | <div style="width: 2.86%;"></div> | |
| Total | 35 | 100% | | |

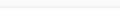
In other subjects

3. To your knowledge, at which levels of education is CLIL LOTE offered in your country? (multiple answers are possible)

CLIL LOTE is implemented at all levels

| Answer | Count | Percent | 20% |
|---------------------------|-----------|--|-----|
| Pre-primary education | 2 | 2.86%  | |
| Primary education | 13 | 18.57%  | |
| Lower secondary education | 18 | 25.71%  | |
| Upper secondary education | 20 | 28.57%  | |
| Tertiary education | 14 | 20%  | |
| No CLIL LOTE provision | 0 | 0% | |
| I don't know. | 3 | 4.29%  | |
| Total | 70 | 100% | |

In the language classroom

| Answer | Count | Percent | 20% |
|---------------------------|-----------|--|-----|
| Pre-primary education | 6 | 8.11%  | |
| Primary education | 14 | 18.92%  | |
| Lower secondary education | 17 | 22.97%  | |
| Upper secondary education | 21 | 28.38%  | |
| Tertiary education | 14 | 18.92%  | |
| No CLIL LOTE provision | 2 | 2.7%  | |
| I don't know. | 0 | 0%  | |
| Total | 74 | 100% | |

In other subjects

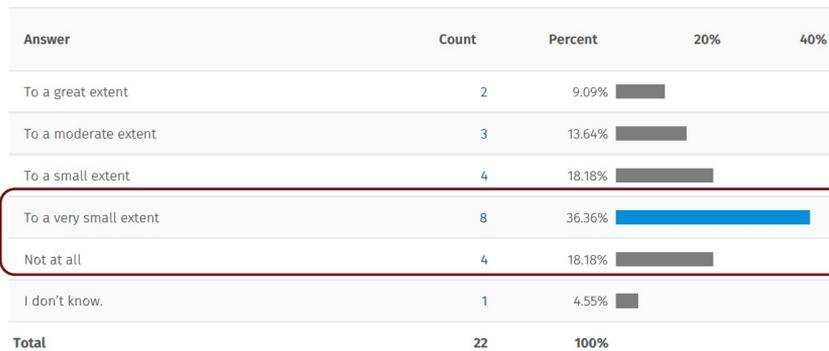
Three key factors make it difficult to implement CLIL LOTE

1. there are not enough **teachers trained** to use this approach / CLIL is not part of the **teacher education**;
2. teaching **traditions** make it difficult to use this approach, because the traditions do not call for a bridge between languages and other subjects;
3. there is a **lack of teaching materials** and **basic information** on how to implement this approach.

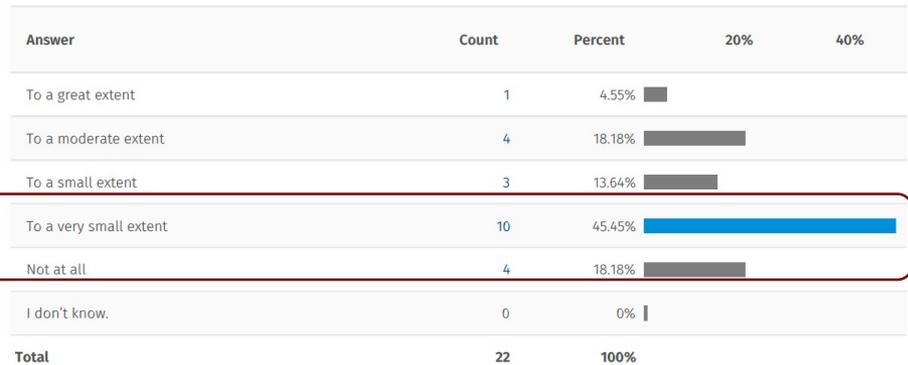
Comments:

[112294858] *“There is (almost) 0 knowledge about CLIL.”*

16. To your knowledge, to what extent are **pluralistic approaches** implemented in CLIL LOTE in your country?



In the language classroom



In other subjects

18. What do you think are the **factors inhibiting pluralistic approaches in CLIL LOTE** in your country? (multiple answers are possible)

| Answer | Count | Percent | 20% |
|---|-----------|-------------|---|
| Restrictive legislation | 2 | 2.78% |  |
| Lack of interest (schools/universities or students/parents) | 10 | 13.89% |  |
| Teaching traditions (i.e. teaching languages in isolation) | 13 | 18.06% |  |
| A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education | 14 | 19.44% |  |
| Lack of appropriate teaching materials or information on how to implement pluralistic approaches in CLIL LOTE | 14 | 19.44% |  |
| Lack of time (prep time, teaching time) | 6 | 8.33% |  |
| High costs | 1 | 1.39% |  |
| Lack of examination/evaluation/certification | 2 | 2.78% |  |
| Challenges with transitions to the next level of education. | 8 | 11.11% |  |
| I don't know. | 2 | 2.78% |  |
| Total | 72 | 100% | |

In the language classroom

| Answer | Count | Percent | 20% |
|---|-----------|-------------|---|
| Restrictive legislation | 2 | 2.74% |  |
| Lack of interest (schools/universities or students/parents) | 7 | 9.59% |  |
| Teaching traditions (i.e. teaching languages in isolation) | 11 | 15.07% |  |
| A shortage of appropriately qualified teachers/pluralistic approaches are not a part of teacher education | 16 | 21.92% |  |
| Lack of appropriate teaching materials or information on how to implement pluralistic approaches in CLIL LOTE | 14 | 19.18% |  |
| Lack of time (prep time, teaching time) | 8 | 10.96% |  |
| High costs | 2 | 2.74% |  |
| Lack of examination/evaluation/certification | 4 | 5.48% |  |
| Challenges with transitions to the next level of education. | 8 | 10.96% |  |
| I don't know. | 1 | 1.37% |  |
| Total | 73 | 100% | |

In other subjects

11. How do you think **transitions in CLIL LOTE** could be supported in your country? (multiple answers are possible)

| Answer | Count | Percent |
|---|------------|-------------|
| Through specific guidelines in the curriculum | 14 | 12.73% |
| Through some guidelines in the curriculum | 5 | 4.55% |
| Through cooperation between institutions of different educational levels | 15 | 13.64% |
| Through cooperation between teachers of different educational levels | 16 | 14.55% |
| Through cooperation between students of different educational levels | 8 | 7.27% |
| Through the connection to the Common European Framework of Reference for Languages (CEFR) | 14 | 12.73% |
| Through portfolios | 11 | 10% |
| Through focus on the transition to the labour market | 12 | 10.91% |
| Through specific initial and/or in-service teacher education | 13 | 11.82% |
| Transitions should not be supported. | 1 | 0.91% |
| I don't know. | 1 | 0.91% |
| Total | 110 | 100% |

In the language classroom

| Answer | Count | Percent |
|---|------------|-------------|
| Through specific guidelines in the curriculum | 15 | 13.04% |
| Through some guidelines in the curriculum | 6 | 5.22% |
| Through cooperation between institutions of different educational levels | 16 | 13.91% |
| Through cooperation between teachers of different educational levels | 18 | 15.65% |
| Through cooperation between students of different educational levels | 9 | 7.83% |
| Through the connection to the Common European Framework of Reference for Languages (CEFR) | 13 | 11.3% |
| Through portfolios | 11 | 9.57% |
| Through focus on the transition to the labour market | 12 | 10.43% |
| Through specific initial and/or in-service teacher education | 14 | 12.17% |
| Transitions should not be supported. | 1 | 0.87% |
| I don't know. | 0 | 0% |
| Total | 115 | 100% |

In other subjects

Comments:

[112287793] *“There are so few examples of CLIL LOTE that meaningful transitions are difficult to establish.”*

[112294858] *“The real challenge is to educate policy makers, educators, teachers and everybody involved in the educational system about CLIL and CLIL LOTE and their benefits for the students and the society in which the students live in.”*

[112377544] *“Verschiedene Wege sind möglich und auch notwendig.”*

The experts point to a whole range of focus areas that could help to create better transitions when working with CLIL-LOTE:

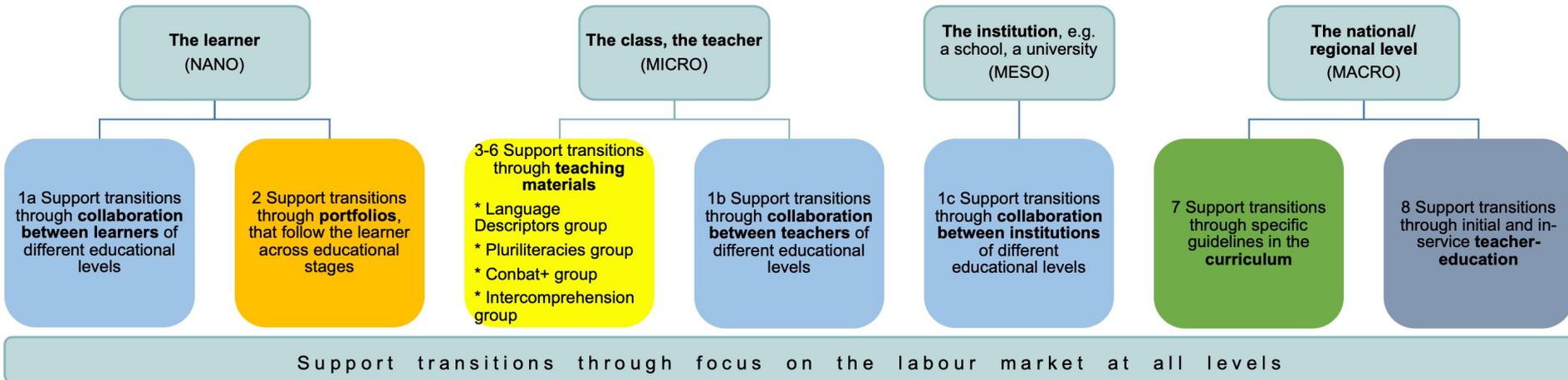
- a **collaboration** between teachers, institutions, and students at different levels of education,
- concrete **guidelines** in the curricula,
- the subject should be addressed in **teachers' pre-service and in-service-education**,
- one could build on the **Common European Framework of Reference for Languages (CEFR)**, which organizes a progression in the language subjects,
- use of **portfolios**,
- focus on the **transition to the labor market**.

Recommendations and eight working groups

Recommendations for implementing CLIL in LOTE across educational stages

The recommendations will be illustrated through examples of practice from various contexts.

06/21-06/22: EIGHT WORKING GROUPS (+ 60 experts, representing 28 countries)



The recommendations are based on the project's literature review and survey results, and take institutional, sociocultural and cognitive transitions (Gueudet et al., 2016) into account.



Inspiring innovation in language education:
changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues :
contextes changeants, compétences en évolution

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Building bridges across the educational stages – recommendations based on Beacco et al. (2016a, p. 89)

In the context of education, the word curriculum is generally taken to mean a course or “plan for learning”. This short definition (reflected in related terms in many languages) can be amplified for specific educational levels and contexts. The development and implementation of a curriculum operates at various levels of the education system. These levels can be described as international (supra); national/regional (macro); school (meso); class, teaching group or teacher (micro level); and even the individual (nano) level. The levels interact, and effective curriculum planning must allow for all of them.

Beacco et al. (2016a), *A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects*. Council of Europe.

<https://www.coe.int/en/web/language-policy/a-handbook-for-curriculum-development-and-teacher-training.-the-language-dimension-in-all-subjects>

See also Beacco et al. (2016b, p. 18)

INTERNATIONAL, comparative (SUPRA)

e.g. international reference instruments, such as the *Common European Framework of Reference for Languages*, international evaluation studies like the PISA survey or the European Indicator of Language Competence, analyses carried out by international experts (Language Education Policy Profiles), study visits to other countries

NATIONAL/EDUCATION SYSTEM, state, region (MACRO)

e.g. study plan, syllabus, strategic specific aims, common core, training standards

SCHOOL, institution (MESO)

e.g. adjustment of the school curriculum or study plan to match the specific profile of a school, developments in partnership with businesses

CLASS, group, teaching sequence, teacher (MICRO)

e.g. course, textbook used, resources

INDIVIDUAL (NANO)

e.g. individual experience of learning, lifelong (autonomous) personal development

Beacco et al. (2016b), *Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe.
<https://www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education>

Plurilingual and intercultural education is integrated at all levels, example: curriculum group

Based on Beacco, J.-C. et al. (2016), "3.8 Curriculum scenarios". In: *Guide for the development and implementation of curricula for plurilingual and intercultural education*, Council of Europe. <https://www.coe.int/en/web/language-policy/guide-for-the-development-and-implementation-of-curricula-for-plurilingual-and-intercultural-education>.

TEMPLATE: CURRICULUM SCENARIOS IN CLIL LOTE TRANSITION CONTEXTS

[ADD TITLE, IF POSSIBLE BASED ON BEACCO ET AL., CHAPTER 3.8]

Scenario for CLIL in the language classroom () and/or in other subjects ()

General description:

[Please describe, and specify if this scenario has been implemented or not, and insert links]

| | Aims of language learning - Language of schooling - First foreign language - Second, third... foreign language - Regional, minority, migrant languages [List major aims] | Aims of content learning - Language of schooling - First foreign language - Second, third... foreign language - Regional, minority, migrant languages [List major aims] | Approaches/methods [List the salient features of the approaches/methods adopted at the different levels] |
|-----------------------|--|---|--|
| Primary (ISCED 1) | | | |
| Secondary 1 (ISCED 2) | | | |
| Secondary 2 (ISCED 3) | | | |
| Tertiary | | | |

Short description how the curriculum scenario conceptualizes CLIL as being part of intercultural education and links between CLIL and plurilingual education:

Short description how the curriculum scenario supports a transition to the labour market through CLIL (if applicable):

Authors: [Please, list names, institutional affiliations and email addresses]

a) Language descriptors project, ECML

Consultant: Eli Moe

- second language education
- mathematics and history/civics
- A2-B2

Further development:

- language education in general
- Pre A1/A1, A2-B2, C1/2
- other subjects
- translate descriptors into other languages

Language skills for successful subject learning CEFR linked descriptors for mathematics and history/civics

language
descriptors

These resources highlight challenges for young learners in subject classes where the language of instruction is not their first language. The focus is on minimum language standards in history/civics and mathematics for learners aged 12/13 and 15/16. The language descriptors are linked to CEFR levels A2, B1 and B2 and available in six languages.

Introduction

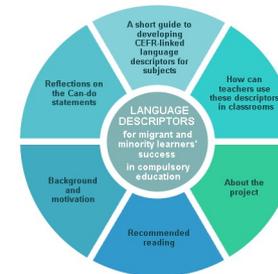
The traditional view is that language is only important in language lessons. Today however, language is no longer seen as a goal in itself, but also as a tool through which students interact with friends and peers in schools, and through which they learn content matters in subjects like science, geography, history and mathematics.

RESEARCH FINDINGS

The research conducted in developing the publication indicates that:

- students at the age of 12/13 are required to have a minimum level of language competence mirroring B1 in all skills in order to succeed in history/mathematics.
- 15/16-year-old students need a B2 competence in the same skills/subjects.

Short links



LANGUAGE DESCRIPTORS 2 PROJECT WEBSITE 2016-2019

The project *Developing language awareness in subject classes* is carried out as a follow-up to this publication in the ECML's programme 2016-2019.

[Click here to go to the project website](#)

Do you like this resource?

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Send

- Introduction (EN)
- Canadian perspective (EN)
- Conference presentation (EN)



Example: descriptors for writing, explain

English writing - Descriptors for writing in history/civics and mathematics

| | A2 | B1 | B2 |
|---|--|--|---|
| Mostly relevant for history/civics | | | |
| Mostly relevant for mathematics | | | |
| Describe | Can write very short, basic descriptions of events and activities. | Can pass on information and briefly describe events, observations and processes. Can briefly describe a visual representation (a graph, a figure, a table, a drawing etc.), pointing out important features. Can describe how s/he is thinking when solving a task in a straightforward way. | Can pass on detailed information. Can give clear detailed descriptions of events, observations and processes. Can describe a visual representation (a graph, a figure, a table, a drawing etc.) in detail, pointing out both important features and significant details. Can describe in detail how s/he is thinking when solving a task. |
| Explain | Can explain how to do something or what has been done in a simple way. | Can explain and give reasons for why things, related to history/ civics or mathematics, are the way they are, and why something is a problem in a straightforward way. | Can explain different phenomena (for instance historical or mathematical processes), results or views on topical issues clearly. Can give the advantages and disadvantages of various solutions and options. |
| State facts, outline, give an account of something | Can make brief statements about subject related issues. | Can give a short account of plans and actions. Can give a brief outline of an issue or a problem. | Can give an account of or outline an issue or a problem clearly. |
| Express opinions, discuss | Can express in a simple way, what s/he thinks about something, or whether s/he is for or against something. | Can explain in writing why s/he is for or against something in a straightforward way. | Can discuss subject related concepts and issues in detail, for instance democracy, the relationship between love and sexuality (history/civics) or solutions to mathematical problems or different ways of presenting data. |
| Express arguments, prove | Can briefly and in a simple and basic way, give some reasons for what s/he has done or will do in a subject related context. | Can give straightforward arguments for something, for instance solutions to a mathematical problem, or reasons for different attitudes to current issues | Can build a proof by stating arguments step by step in a structured and logical way that supports the final conclusion. Can express (in writing) evidence for conclusions drawn. |
| Summarise | Can pick out and reproduce key words and phrases or short sentences from a short text. | Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. Can collate short pieces of information from several sources and summarize them in writing. | Can summarise a wide range of information and arguments from a number of sources. |
| Define | Can reproduce a definition for a mathematical or historical concept in a brief and simple way. | Can define mathematical or historical concepts in writing in a straightforward way. | Can define mathematical or historical concepts in writing in a detailed way. Can support a definition with detailed illustrations and examples. |

Pluriliteracies project: lego analogy

| Literacy Level \ Genre Level | Micro-Level (i.e. cause and effect) | Meso-Level (i.e. explanation) | Macro-Level (i.e. lab report) |
|------------------------------|---|--|---|
| Novice |  |  |  |
| Intermediate |  |  |  |
| Advanced |  |  |  |

Pluriliteracies project

- some teaching materials across educational levels
- focus: English

Further development:

- translation into other languages
- novice level has to be adapted
- A1/Pre A1
- development of other materials



Learning materials

Chemistry



Materials for novice learners
[The Process of Corrosion](#)
 Materials for intermediate learners
[Iron production and rust removal](#)
 Materials for advanced learners
[Rust protection](#)
 (all 3 documents by Teresa Kaub)

Geography



Materials for novice learners
[Worksheets: Avalanches](#)
 Materials for intermediate learners
[Worksheets: Desertification](#)
 Materials for advanced learners
[Worksheets: Soil erosion](#)
 (all 3 documents by Anja Woike)

c) CONBAT+ project

Consultant/coordinator: Mercè Bernaus

- CLIL
- Intercultural education
- Plurilingual education
- Teaching materials in English, French and Spanish

Further development:

- Focus on progression
- Other languages



CONBAT+
CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS

ConBat Training Kit Didactic Units Resources

Didactic Units

- Contar hasta diez
- Japanese calligraphy
- Motion in the ocean
- Notre terre nous nourrit
- Fairy tales
- Our home - our world
- Addictively tasty
- La reproduction des animaux
- Il est temps de connaître tes droits
- L'énergie
- A healthy diet
- Una estadística plurilingüe
- Coffee
- Trees: Linguistic and cultural aspects
- Units of measurement
- A symphony of fractions
- Droits de l'homme

Didactic Units

| | Didactic Units | Author | Subject | Age | Language | Material for teachers | Material for students |
|---|--------------------------|--------------------|--|---------|----------|---|---|
| 1 | Contar hasta diez | Sofie Jonckheere | matemáticas, educación física, música | 6 - 12 | ES |   |   |
| 2 | Japanese Calligraphy | Áine Furlong | art | 8 - 12 | EN |   |   |
| 3 | Motion in the ocean | Martine Kervran | geography, physics | 9 - 12 | EN |   |   |
| 4 | Notre terre nous nourrit | Nathalie Auger | géographie, sciences de la vie et de la terre | 9 - 13 | FR |   |   |
| 5 | Fairy tales | Pia Berg | music, art, geography, science, physical education | 9 - 16 | EN |   |   |
| 6 | Our home - our world | Marie Hofmannová & | homeland studies, | 10 - 12 | EN |   |   |

16-17 November 2022: Project workshop at the ECML in 2022

CLIL in languages other than English – Successful transitions across educational stages



The project will develop recommendations for implementing CLIL in languages other than English across educational stages (primary, secondary, tertiary), both in the language classroom and in other subjects. The recommendations will be illustrated through examples of practice from various contexts. The project sees CLIL as part of intercultural education and as a vehicle for promoting pluralistic approaches to language learning.

[OVERVIEW](#)[HOW TO GET INVOLVED](#)[TEAM AND PARTNERS](#)[RELATED RESOURCES](#)

How to get involved?

Individuals with a special interest and professional background in the topic of this particular project are invited to take up contact with the [ECML National Nominating Authority](#) in their country so that they can be considered for participation in the corresponding project workshop.

If you wish to participate [click here](#) and contact your National nominating authority.

[Project workshop in 2022](#)

THE WORKSHOP WILL FOCUS ON

- Development
- Piloting

PROFILE OF PARTICIPANTS

- **Professional background:** teachers, teacher educators, teaching material developers, curriculum developers, decision-makers

The workshop will focus on **piloting and further developing** the materials, that have been developed by the working groups. Furthermore, we will invite the participants to **share their experiences** within the field transitions in CLIL LOTE.

EDiLiC Association Education and Linguistic and Cultural Diversity – 10th international conference (application)

10e Congrès International de l'Association EDiLiC (Éducation et Diversité Linguistique et Culturelle)
Université de Copenhague, Danemark
Département des études anglaises, germaniques et romanes, Université de Copenhague, Danemark
Équipe de recherche « Languages in Education »
5-7 juillet 2023

Une éducation plurilingue et interculturelle à et à travers tous les niveaux éducatifs

Plurilingual Education – Minority and Majority Students' Language Awareness across Educational Levels

In recent years, plurilingual education has been subject to growing interest within educational research. The so-called pluralistic approach is based on students' language resources and seeks to build bridges between languages (Danish, foreign languages, first languages, other languages) in order to enhance all learners' communicative competence and language awareness (LA). From our perspective, all foreign language learners are plurilingual, and minority students are defined as having, in addition, other first languages than the majority language.

Despite the extensive use of the LA concept since 1984, a systematic empirical research on minority and majority learners' development of LA through plurilingual education across educational levels is still lacking in order to further theoretically develop the field of study. Based on curriculum analysis (macro level) and focused linguistic ethnography (nano level), the project investigates how minority and majority students develop LA in the context of plurilingual education in primary and lower secondary language education and in the course Almen Sprogforståelse in upper secondary education.

The project starts in October 2020 and lasts three years.



INDEPENDENT RESEARCH FUND DENMARK
Funding: Independent Research Fund Denmark, DFF-Research Project 2
Period: 2020-2023
PI: [Petra Daryal-Hansen](#)

Digital series of talks on plurilingualism and interculturality, spring and autumn 2021



[See the talks.](#)



[HOME](#) > [PROGRAMME](#) > [PROGRAMME 2020-2023](#) > [CLIL IN LANGUAGES OTHER THAN ENGLISH](#)

CLIL in languages other than English – Successful transitions across educational stages



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Questions/comments?

Grazie 謝謝 Thank you
Спасибо
Hvala ありがとう Takk
شكرا
Merci Danke Dzięki
ขอบคุณ
Gracias Dankie
감사합니다
Ευχαριστώ Obrigado

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Digital series of talks on plurilingualism and interculturality

Coordinated by Petra Daryai-Hansen, in collaboration with Natalia Morollón Martí, Natascha Drachmann, Stephanie Kim Löbl, Anna Lena Sandberg, and Karoline Søgaard

Department of English, Germanic and Romance Studies,
University of Copenhagen

