



Western Norway
University of
Applied Sciences

«*Engelsk på tvers av fag og emner*» at elementary school?

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Høgskulen på Vestlandet

1. Introduction: Bilingual Education

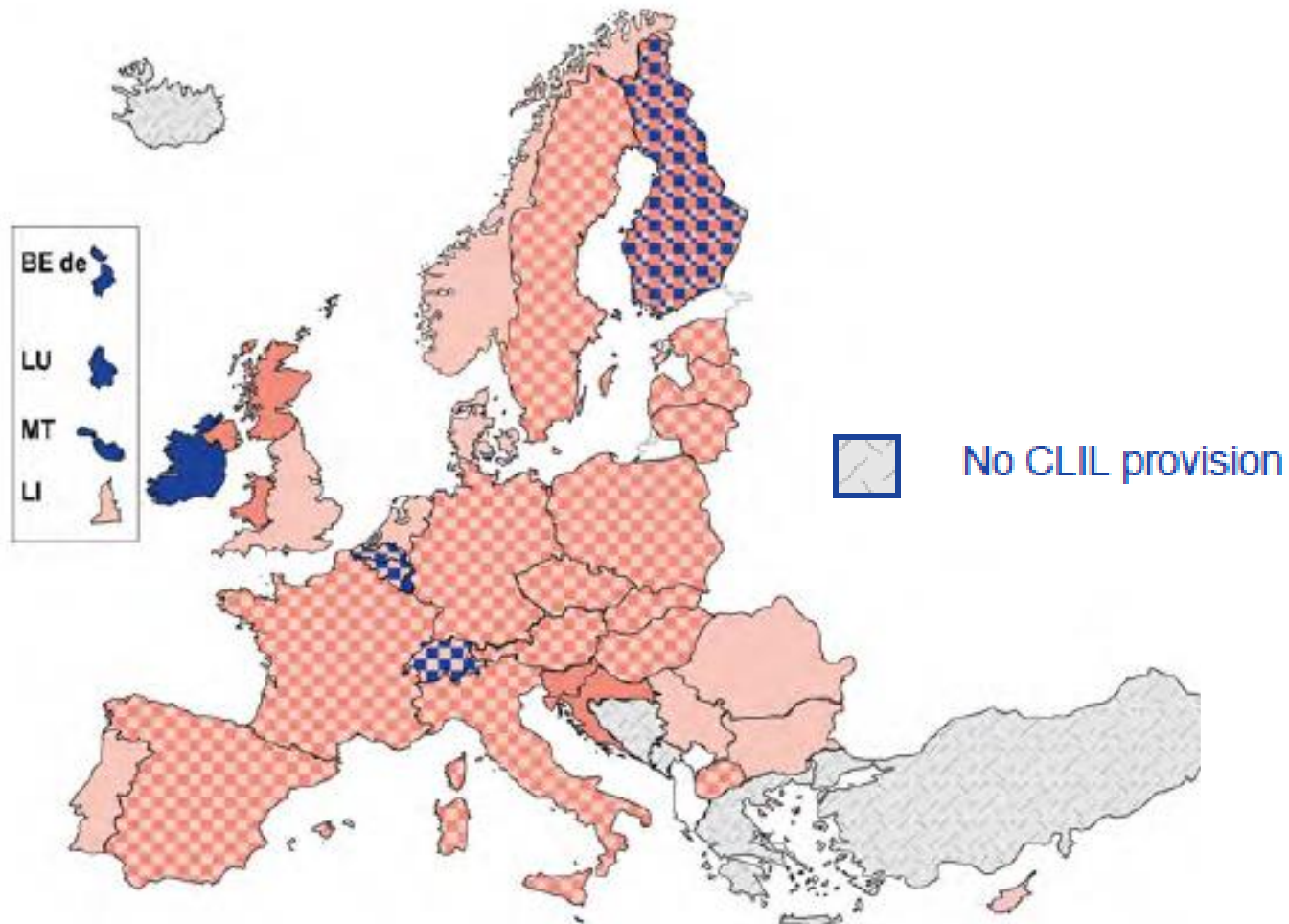
Introduction: Bilingual education

- “[D]ual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.” (Mehisto et al. 2008: 9)
 - Other terms: Content and Language Integrated Learning (CLIL), Immersion
- Long history (cf. Möller 2009)
- Various forms and types (cf. Coyle et al. 2010, Baker 2008, Mehisto et al. 2008)



Introduction: Bilingual education in Europe

Figure B14: Status of target languages taught through CLIL in primary and/or general secondary education (ISCED 1-3), 2015/16

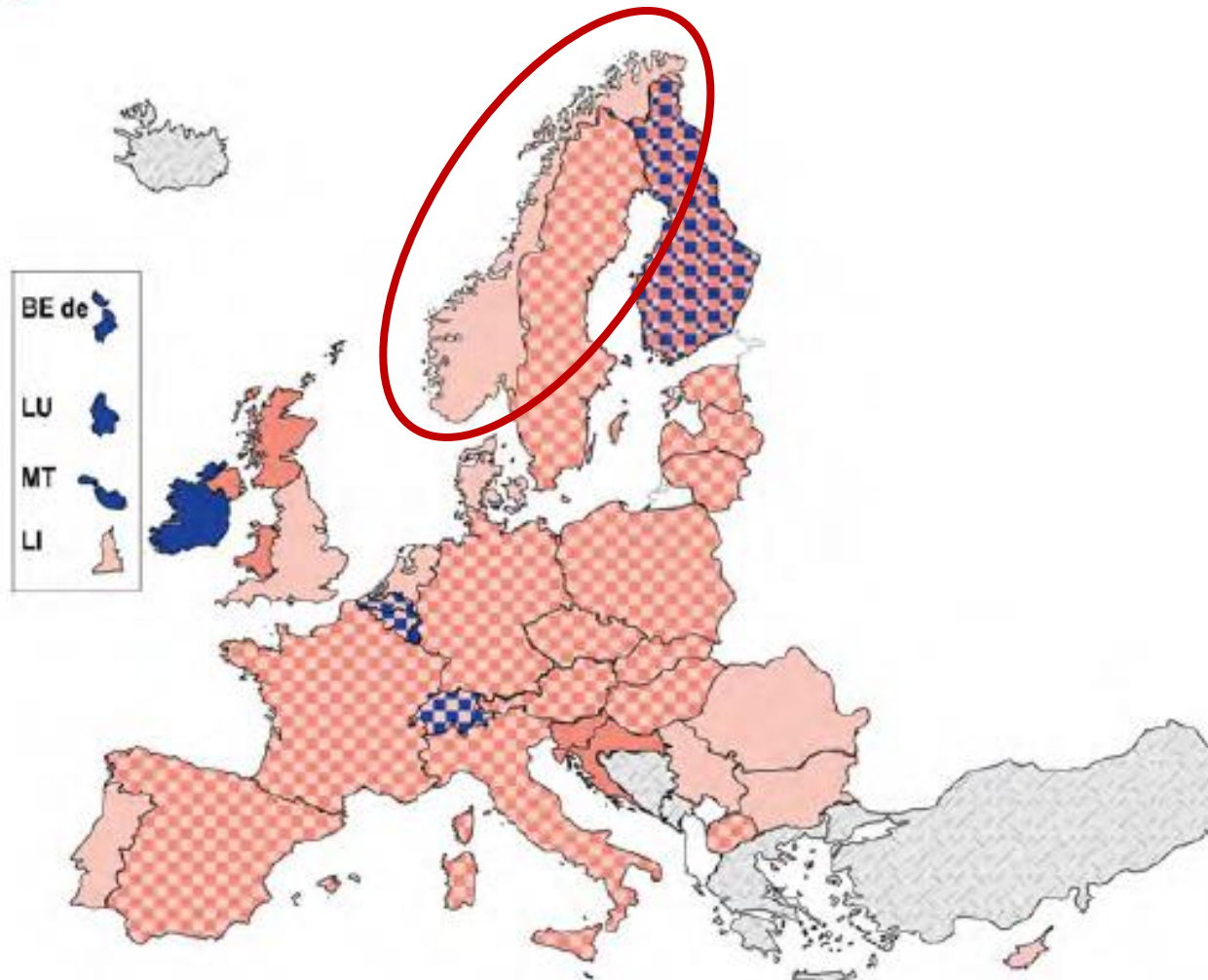


(Eurydice 2017: 56)

- Majority of countries in Europe provides (some) CLIL
- No reliable numbers
(cf. EC 2017a, Marsh 2002)
 - but “rapid growth” (Marsh 2002: 89)
- Dominant language: English

Introduction: Bilingual education in Norway

Figure B14: Status of target languages taught through CLIL in primary and/or general secondary education (ISCED 1-3), 2015/16



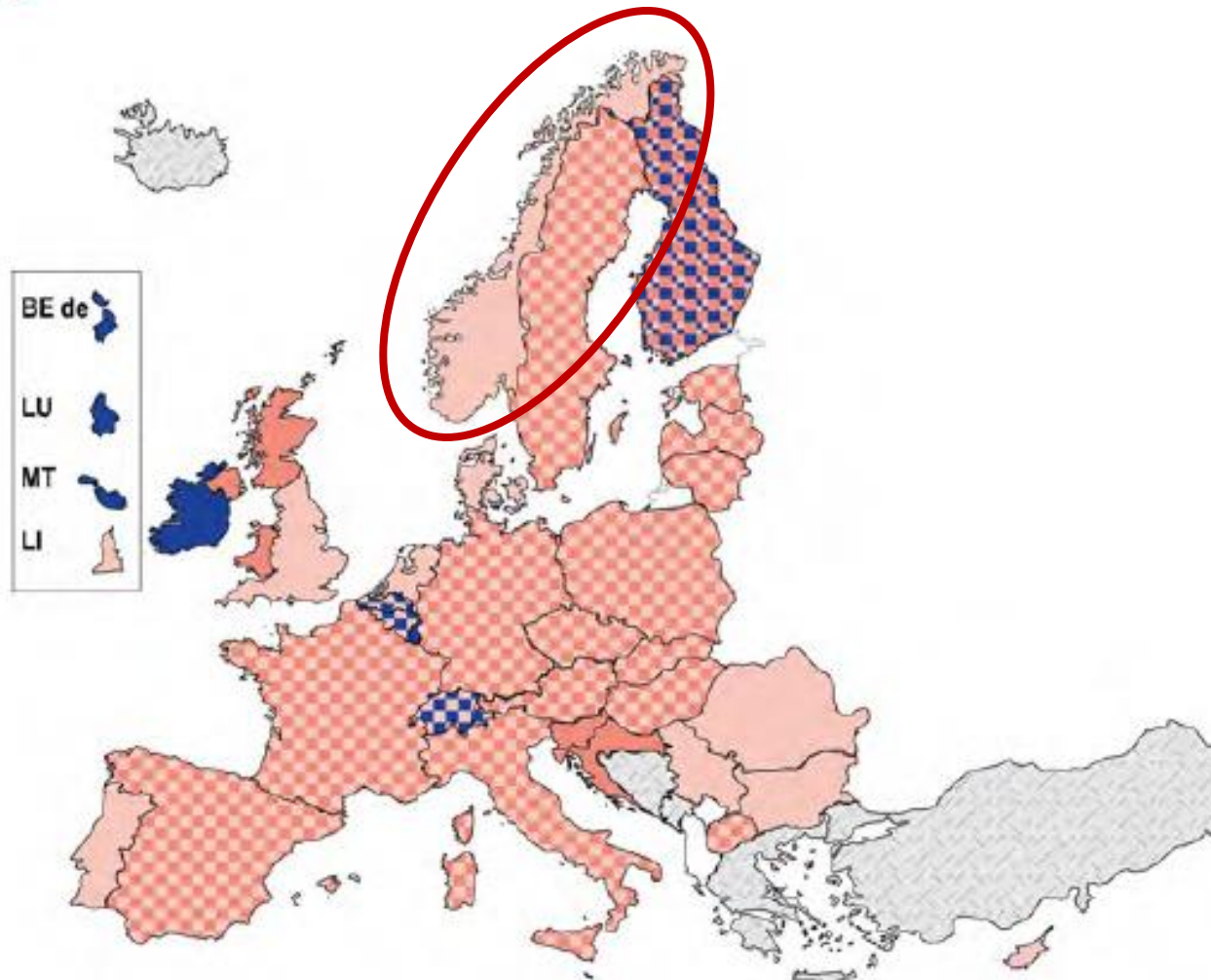
CLIL in Norway: languages

(EC 2017, 2006)

- English
- Sami, Finnish (Kven?)
- Other languages (German, French)

Introduction: Bilingual education in Norway

Figure B14: Status of target languages taught through CLIL in primary and/or general secondary education (ISCED 1-3), 2015/16



(Eurydice 2017: 56)

CLIL with foreign languages in Norway (cf. Fremmedspråksenteret, n.d., Svenhard et al. 2007)

- Not systematically integrated in the education system
- Some pilot projects, esp. in the wake of Udir's strategy plan "Språk åpner døren" (2007)
- Some CLIL at secondary level, some in higher grades (5+) of primary education
- Current state?

National English Curriculum (Udir 2013)

Purpose

Thus, *English as a school subject is both a tool and a way of gaining knowledge and personal insight*. [...] The subject shall help build up general language proficiency through listening, speaking, reading and writing, and *provide the opportunity to acquire information and specialised knowledge through the English language*. (Udir 2013:2; my emphasis)

Main subject areas: Oral communication

The main subject area Oral communication deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies. [...] The use of different media and resources and the *development of a linguistic repertoire across subjects and topics* are also key elements of the main subject area. (Udir 2013: 3; my emphasis)

Low exposure to English in Norwegian schools

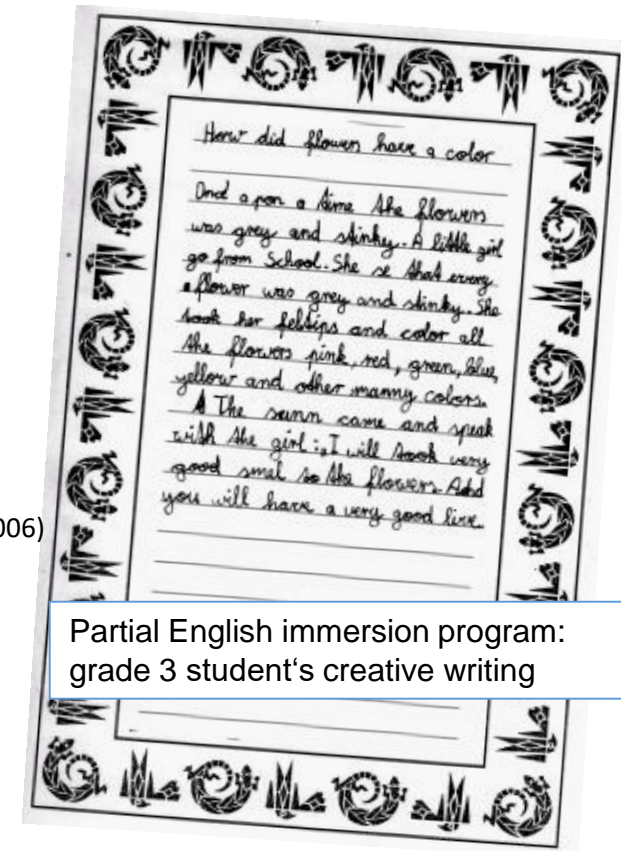
- Years 1-4: 138 teaching hours, years 5-7: 228 teaching hours (Udir 2013)
- Language practice in the classroom? (cf. Hall & Cook 2013)

2. Why?

Advantages of and reasons for bilingual education

Research results

- Target language competence higher than results in standard foreign language programs (e.g. Ruiz de Zarobe 2008, Hellekjær 2004 (in Lasgabaster 2008), Lasgabaster 2008, Dalton-Puffer 2007, Dobson et al. 2010; cf. also Möller 2016, Baker 2006)
 - But: no “little native speakers”
- First language does not suffer (e.g. Coyle et al. 2010, Dobson et al. 2010, Merisuo-Storm 2011, Zaunbauer & Möller 2007, Zaunbauer et al. 2005; cf. also Wode 2009, Baker 2006)
- Content knowledge does not suffer (e.g. Coyle et al. 2010, Dobson et al. 2010, Kuska et al. 2010, Dalton-Puffer 2007; cf. also Wode 2009, Baker 2006)
- Makes learning (and teaching) interesting and motivating (e.g. Coyle 2011, Dobson et al. 2010, Merisuo-Storm 2011, Hestnes 2006)



Partial English immersion program:
grade 3 student's creative writing

Reasons for introducing bilingual education

- Prepare for globalization
- Foster individual/societal plurilingualism
- Foster intercultural awareness
- Improve target language competence
- Develop intercultural communication skills
- Increase learner motivation and self-confidence
- Enhance school profile
- ...

(cf. for example Coyle et al. 2010: 17, Dalton-Puffer 2007)



Consequences for program set-up



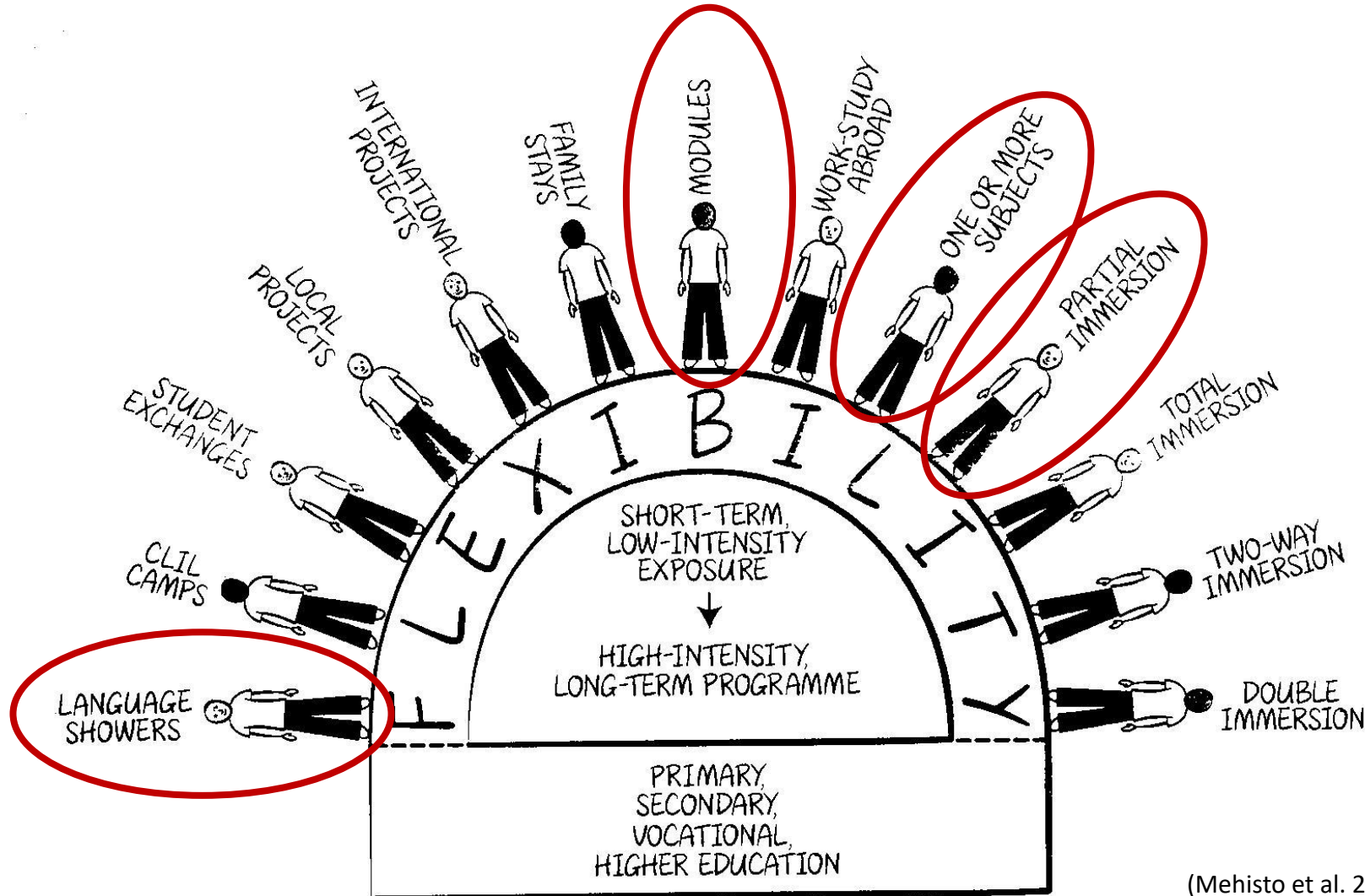
<http://www.iblognet.com/power-of-communication.html>

<https://openclipart.org/detail/267881/world-map-vivid>

3. How to set it up?

Different ways of setting up bilingual education

A wide range of possibilities



- ❖ Intensity
- ❖ Start
- ❖ (Number of) Ls
- ❖ Participants
- ❖ Purpose

4. How to teach?

General teaching methods and language strategies

How? General teaching methods

(e.g. Meyer 2010, Lyster& Mori 2008, Burmeister 2006, Met 1998, Snow 1990)

- Contextualization and visualization
 - *apple, mine, yours, this is...*
- Gestures, mimics, voice
 - *I am cold.*
- Scaffolding
 - e.g. through routines, symbols, repetition
 - *Be quiet!*
 - Also: providing relevant vocabulary



(<https://comfortablydomestic.com/2011/11/overnight-apple-butter/>)

How? Language strategies

(e.g. Meyer 2010, Lyster& Mori 2008, Burmeister 2006, Met 1998, Snow 1990)

- Consistent/ transparent use of the foreign language
- Use of an appropriate level of language
 - Initial simplification: short, simple sentences and vocabulary
 - *What I want you to do now is to get a pencil and write your name on the sheet.*
 - *Please get a pencil. Write your name on the sheet.*
 - Gradual increase of complexity and abstractness
- Rich language input and interaction
 - Frequent paraphrased repetitions
 - Negotiation of meaning when communicative failures occur
 - Multiple language models
 - Creating many opportunities for communicative interaction



5. Obstacles and challenges?

Obstacles and challenges

(cf. for example Paulsen 2010, Mehisto et al. 2008: 20ff., Eurydice 2006: 51)

- **Teacher availability** (cf. for example Pérez Cañado 2016, Mehisto et al. 2008: 20ff., Eurydice 2006: 51)
 - Language qualification
 - Subject qualification
 - CLIL qualification
 - Motivation for CLIL



Obstacles and challenges

(cf. for example Paulsen 2010, Mehisto et al. 2008: 20ff., Eurydice 2006: 51)

«Vi er ikke i tvil om at clil er noe vi bør gjøre mer av. Den største utfordringen ligger nok i å finne passende kilder og materiell til undervisningen [...].» (Nattland skole 2009: 3)

- Teaching material
- (Initially) higher work-load

Obstacles and challenges

(cf. for example Paulsen 2010, Mehisto et al. 2008: 20ff., Eurydice 2006: 51)

Me har kome i hamn med prosjektet, men lett har det ikkje alltid vore. Den største bøygen var då departementet la "kronlevorne" føringar på det vidare arbeidet [...]. Desse føringane sette ein effektiv stoppar for ei nettverksbyggjing som var godt i gang og som mange hadde vunne stort på å få ha vore med å vidareutvikle. [...] Men me er godt nøgde med det me har fått til. Det har vore lærerike, men krevjande år. (Heimdal 2008: 2)

- Support and facilitation by the education authorities at all levels
- (Initially) higher work-load

6. Concluding remarks

Concluding remarks

- Bilingual education at elementary school is...
 - ...possible.
 - ...beneficial.
 - If the right conditions are created!
- Wide range of possibilities
- Ideal program
 - Early start (kindergarten? Elementary school!)
 - High intensity
 - Integrated into an overall concept spanning all educational levels

Concluding remarks

Vi hadde bestemt oss for at alle elevene skulle delta i opplegget, og bruke engelsk, selv om vi var litt nervøse for de svakeste elevene. Men vi tenkte at vi prøver - det er jo tross alt de svakeste som trenger mer engelsk. Det viste seg for vår del, at bekymringene var unødvendige. De elevene vi hadde vært litt nervøse for, tok utfordringen på strak arm, og syntes dette var kjempenyttig, og de ble overasket over at de faktisk syntes dette var lettere enn de hadde trodd. Så vår "bakholdsplan" på norsk trengte vi ikke finne frem. [...] Noen av elevene har nå like over nyttår spurt om vi ikke skal ha cil-undervisning igjen snart. (Nattland skole 2009: 1ff.)



Bilingual education programs are *not* elite programs.
Everybody should be allowed to benefit!



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Thank you for your attention!

Questions or comments?
Interested in setting up a CLIL program?

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