

Key Issues for Content Language Integrated Learning (CLIL) Classroom Assessment

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Abstract

As English became the medium for communication among Asian Countries, Thailand Ministry of Education launched the policy of using English language in classroom. Khon Kaen University then provided Professional Development (PD) Program on CLIL to teaching staff. The purpose of this study was to compare the *Key Issues for CLIL Classroom Assessment* between Theory and Practice at university level. The twenty five informants were selected from CLIL PD program attendants. After reviewing the CLIL Theory and analyzing the informants' course syllabus, some interesting courses were selected for interviewing. It was found that among four CLIL models, most informants applied *the Integrating language and recycling/deepening content* and *Integrating language and new content* to their classes. Most learning outcomes focused on *content* rather than *language* and *learning skills*. The assessment of learning focused on *students' performance* and *students' higher order thinking* according to *Task-based Instruction*. One of *the students' difficulties in learning* was *the classroom communication language* so *word clue* was used to support the students' learning. In conclusion, theory and practice of CLIL classroom assessment was similar.

Key words: Content and Language Integrated Learning (CLIL), Classroom Assessment, Classroom Activities

Introduction

As English became the medium for communication among Asian Countries, Thailand Ministry of Education launched the policy of using English language in classroom. Khon Kaen University then provided Professional Development (PD) Program on Content & Language Integrated Learning (CLIL) to teaching staff. The representatives from twenty two faculties had attended this PD program. It was quite interesting to find out how they implemented this innovation to their classrooms. This research reviewed theory on CLIL Models, the 4Cs Framework, and Taxonomy of Anderson and Krathwohl(2001).

CLIL Models

An analysis of case studies indicates that there are four potential models emerging in the UK(Hood, 2005):

a) Surface cross-curricular linking (MFL Approach: Modern Foreign Languages)

Cross curricular project which involves both language teachers and subject teachers planning together. An example might be a study on different aspects of eco-citizenship or the global village, fair trade or war & peace.

b) Integrating language and recycling/deepening content

Subject topic/syllabus adapted for teaching in the target language to explore the subject from different perspective whilst improving foreign language skill i.e. teaching in the target language to explore the subject from different perspectives whilst developing specific foreign language skills. Example: Human Geography through the medium of French

c) Integrating language and new content

Where it is possible to re-conceptualise in curriculum in an integrated way, then CLIL might consist of say the study of 'water' in a foreign language which is investigated from different perspectives such as scientific, geographical, historical, current catastrophes, water shortages, water for leisure, poetry, art, drama and music, linking wherever possible language to space and place. A global project such as those organized by *Science Across the World*, where identical topic are studied by learners in different countries and in different languages and then the results compared.

d) Immersion (Content Approach)

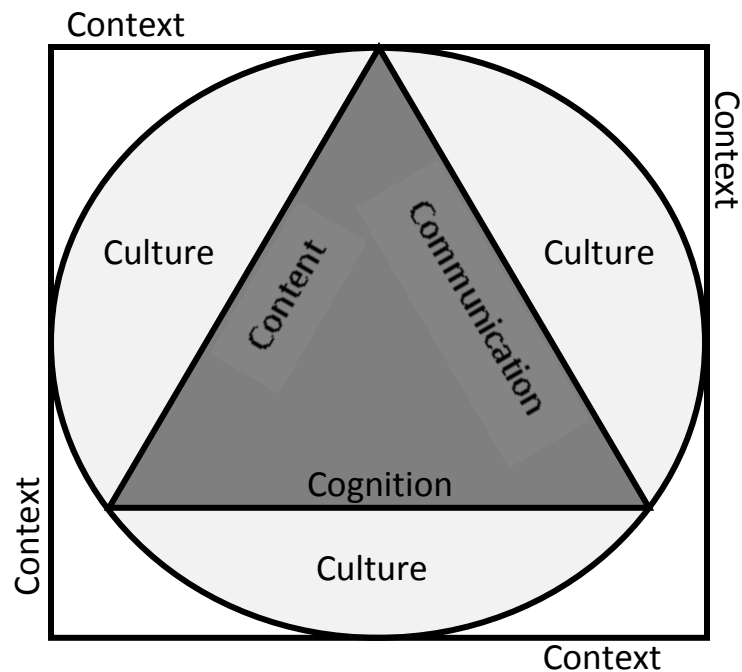
Language teachers developing a more content type approach to a theme. This might include taking a typical topic such as house and home and carrying out a comparative study between house and home in an African country and in an English-speaking western culture.

The 4Cs Framework

The 4Cs Framework (Figure 1) integrates four contextualized building block: **content** (subject matter), **communication** (language learning and using), **cognition** (learning and thinking processes) and **culture** (developing intercultural understanding and global citizenship). In so doing, it takes account of integrating content learning and language learning within specific **contexts** and acknowledges the symbiotic relationship that exists between these elements. It suggests that effective CLIL takes place as a result of this symbiosis, through:

- Progression in knowledge, skills and understanding of the content;
- Engagement in associated cognitive processing;
- Interaction in the communicative contexts;
- Development of appropriate language knowledge and skills;
- The acquisition of deepening intercultural awareness, which is in turn brought about by the positioning of self and ‘otherness’. (Coyle and Others, 2010: 2010)

Figure 1: The 4Cs Framework



(Coyle and others, 2010:41)

Taxonomy of Anderson and Krathwohl

In 2001, Anderson and Krathwohl published an updated version of Bloom's taxonomy by adding a 'knowledge' dimension to Bloom's 'cognitive process' dimension. This transparent connecting of thinking processes to knowledge construction resonates with conceptualizing content learning in the CLIL setting. **The cognitive process dimension** consists of *lower-order thinking* (remembering, understanding and applying) and *higher-order thinking* (analyzing, evaluating and creating), both of which are integral to effective learning. **The knowledge dimension** provides a framework for exploring the demands of different types of knowledge: conceptual, procedural and metacognitive (Coyle and others, 2010:30).

Assuming that in CLIL settings it is necessary for learners to progress systematically in both their content learning and their language learning *and* using, as argued previously, then using language to learn is as important as learning to use language-both are requirements. **Language of learning** is an analysis of language needed for learners to access basic concept and skills relating to the subject theme or topic. **Language for learning** focuses on the kind of language needed to operate in a foreign language environment. Learning to use the language is challenging for both the teacher and the learner – each has a role to play. Learners need strategies to enable them to use the foreign language effectively. **Language through learning** is based on the principle that effective learning cannot take place without active involvement of language and thinking. When learners are encouraged to articulate their understanding, then a deeper level of learning takes place. The CLIL classroom demands a level talk, of interaction and dialogic activity which is different to that of the traditional language or content classroom (Coyle and others, 2010:35-37).

According to the above literature review, the researchers used these theories to analyze the data of CLIL classroom activities and assessment provided in the selected course syllabus.

Research Questions

What are the differences of the *Key Issues for CLIL Classroom Assessment* between Theory and Practice at university level?

Research Objectives

The purpose of this study was to compare the *Key Issues for CLIL Classroom Assessment* between Theory and Practice at university level.

Research Methodology

The research methodology used was document analysis.

Sample

The twenty five informants were selected from CLIL PD program attendants. After reviewing the CLIL Theory and analyzing the informants' course syllabus, some interesting courses were selected for interviewing. Their responses were classified into three groups; Science, Health Sciences and Humanities& Social Sciences.

Procedure

1. Ask for the volunteer from the PD program attendants. There were twenty five informants preferred.
2. Analyze those twenty five informants' course syllabus rely on CLIL models, 4Cs Framework and Taxonomy of Anderson and Krathwohl.
3. Group the data into three categories; Sciences, Health Sciences and Humanities& Social Sciences.

Data Analysis

Document analysis technique and interview technique was used.

Findings

CLIL Models

It was found that among four CLIL models, most informants applied *the Integrating language and recycling/deepening content* and *Integrating language and new content* to their classes.

Among three categories; Science, Health Sciences and Humanities& Social Sciences, similar implications was found.

The 4Cs Framework

Comparing theory and practice rely on the 4Cs Framework: **content** (subject matter), **communication** (language learning and using), **cognition** (learning and thinking processes) and **culture** (developing intercultural understanding and global citizenship). In so doing, it takes account of integrating content learning and language learning within specific **contexts** and acknowledges the symbiotic relationship that exists between these elements.

Most learning outcomes focused on *content* rather than *language* and *learning skills*. Language skills mentioned in the course syllabus were *discussion, brain storming, criticizing and presenting*. Learning skills that was mentioned were searching the information

One of *the students' difficulties in learning* was *the classroom communication language* so *word clue* was used to support the students' learning.

Assessment

. The assessment of learning focused on *students' performance* and *students' higher order thinking* according to *Task-based Instruction*. Sciences courses' *Lower-order processing* focused on recalling the theory or definition, understanding, implementing, while *Higher-order thinking* focused on implementation to real situation. Hence they could do the situational analysis and try to solve the problem (problem-based learning).

Finding in Health sciences courses were similar to Sciences data. There were slightly different learning outcomes from those two groups, particularly on higher-order processing. Some courses expected that learners could be able to create or design

In conclusion, theory and practice of CLIL classroom assessment was similar.

Discussion

It was interesting that classroom practice was hard to cover the expectation framework in the Theory.

CLIL Models

As mentioned that among four CLIL models, most informants applied *the Integrating language and recycling/deepening content* and *Integrating language and new content* to their classes. The reason might be consider the nature of most courses in this study were content-based.

The 4Cs Framework

According to the content-based courses, most learning outcomes focused on *content* rather than *language* and *learning skills*. Language skills mentioned in the course syllabus were *discussion, brain storming, criticizing and presenting*. Learning skills that was mentioned were searching the information

Assessment

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Suggestion

One of *the students' difficulties in learning was the classroom communication language* so *word clue* was used to support the students' learning. It is necessary for the lecturer to provide the knowledge about the vocabulary at the beginning of each lesson

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