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English-medium CLIL in the Swedish upper-secondary school

SPRINT-undervisning på engelska
i den svenska gymnasieskolan

Why CLIL?

- 1) Demographic trends, with increased movement between countries, i.e. many immigrants in different countries

- 2) European Union directives and goals
(all EU citizens should know an additional two languages fluently besides their native tongue)

- 1) Globalization and internationalization

Dalton-Puffer (2007)

CLIL in Sweden

Swedish National Agency for Education 2000:

20% upper secondary schools

(English, German, French, Spanish)

Swedish National Agency for Education 2010:

CLIL in primary schools (public and private schools)

with English as target language

Research on CLIL in Sweden

Lim Falk (2008:3) has identified three main beliefs about immersion schools in Sweden:

- 1. There is a common assumption that the more students are exposed to English, then the more developed their English skills will be.**
2. Internationalisation and globalisation are considered to be both the reason and the goal for immersion schools.
3. Public and private schools believe that if they offer specialised schools, such as immersion schools, they will be better able to compete for students.

Research on CLIL in Sweden



Washburn 1997: student satisfaction, but not better scores

Sylvén 2004: vocabulary more affected by extra mural English

Kjellén Simes 2008: motivation (IB)

Lim Falk 2008:

- English knowledge only slightly better for CLIL students
- subject knowledge and Swedish weaker

Airey 2008: The effects of late-immersion are less well-documented, particularly when it comes to learning outcomes in non-language subjects.

Research on CLIL in Sweden



Swedish National Agency for Education

Goal of CLIL?

“functional competence in the target language”

Swedish schools with CLIL lack clearly defined goals
beyond the objectives of the curriculum and
subject syllabi

Three main research questions:

Background context:

1. What is the extent and scope of CLIL in upper-secondary schools in Sweden today?
2. Why are the four stakeholders choosing CLIL and how are they defining their goals and expectations of CLIL instruction?

Main focus:

3. How do the CLIL students develop their written proficiency in English during their three years of CLIL instruction?

Educational ethnography

Quantitative and qualitative methods



Data

- Observations
- Surveys
- Interviews
- Texts
- National exams and course grades

Theoretical framework

- Socio-cultural theories
- Systemic functional linguistics

Informants

- Students
- Parents
- Teachers
- School administrators

Part 1: Survey



- ◆ Electronic surveys:
 - ALL upper-secondary schools
 - ◆ Do they offer CLIL? Why?
 - ◆ Scope
 - ◆ Demographics

Part 1: Survey



- ◆ Follow-up interviews/investigation of presentations with a selection of schools
 - ◆ Presentation of goals
 - ◆ Investment
 - ◆ Assessment

Part 2: Goals and expectations

1. Questionnaires
2. Focus group interviews
3. How are the goals of CLIL presented and evaluated in other countries?

Students



- Why do students choose CLIL schools?
- What are their expectations for their education?
- What is their language background and how do they think it will affect their language development in English?
- How much English do they expect in the school environment?
- Does their decision to choose CLIL depend on goals after upper secondary school?

Parents



- How do students' parents affect the choice of CLIL and why?
- What are their expectations of CLIL?
- What are their views on the pros and cons of schools with CLIL?
- What are their expectations for their children's language development in English?

Teachers



- What are their expectations for students who choose CLIL?
- What do they think about their role as CLIL teachers?
- What are their goals with their CLIL teaching?
- How are they supported in reaching the goals and objectives?
- How can they affect the goals?
- How do they view the importance of language in learning specific subjects?
- Are they qualified as both language and subject teachers?
- What are the theories that support their teaching?
- What methods do they use to reach their teaching goals?

Schools (school administrators)



- What are their expectations for students who choose CLIL?
- Why do they choose to offer CLIL education?
- How clear are their goals and objectives and how these are presented for the other three stakeholders and for the community at large?
- How do they work to achieve the goals?
- What are the methods and evaluation procedures?

Part 3: Writing



How do we identify written fluency?

fluent students



fluent texts

Literacy

participatory observations

written texts

Part 3: Writing



1. Text Analysis

- Three texts (one each autumn term)
- Three groups of pupils
 - Students in the CLIL class
 - Students in the "regular" class in the same school
 - Students with English as their mother tongue

2. Three genres

- Informal texts
- Formal texts
- Subject texts

Fluency



fluent students ↔ fluent texts

How can we identify fluency in the texts?

- Cohesion
- Coherence

Significance of study: New knowledge



1. Identification of the extent and scope of CLIL teaching in upper-secondary schools in Sweden today
2. Identification of existing goals and objectives of said form of education
3. Description of the instruction, the student results, the student writing development, and the school evaluations
4. Conclusions about advantages and disadvantages of CLIL education as well as what is missing and what can be improved in CLIL teaching in order to promote student literacy development, and more specifically written language development in English

Anticipated difficulties

- Contacting all upper-secondary schools
- Response rate (all informants)
- Demographics: a certain group of students, parents, teachers
- So many factors can affect grades, national exams, writing development
- Comparable groups of students
- Limited to only one school (case study)
- Relatively short time

Tack!
Thank you!
Kiitos!