

ConCLIL

Language and content integration: Towards a conceptual framework

Academy of Finland 2011-2014



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English-medium education in multilingual university settings:

**A sociolinguistic examination of
interactive explaining in the classroom**

Ute Smit

Outline

- A. A new conceptual framework for English-medium education in multilingual university settings
 - rationale & theoretical orientations
 - description
- B. Interactive explaining (INTEX)
 - conceptualisation & study
 - summary of findings
- C. Apply framework to INTEX study

A. A new framework

Rationale

- applied linguistic relevance
- fast growing research scene
- need for holistic conceptualisation
(Doiz, Lasagabaster, Sierra 2013;
Jenkins 2013; Smit & Dafouz 2012)

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Emma Dafouz



UNIVERSIDAD COMPLUTENSE
MADRID

Re-labelling the object of interest

- EMI (English medium instruction)
- ICL (Integrating content and language)
- EMI/ICL (Smit & Dafouz 2012)
- LoLT (Language of learning and teaching) in multilingual universities
- International university

NEW: EMEMUS (English medium education in multilingual university settings)

Existing frameworks

- 4 Cs (Coyle 2007)
- CLIL scaffolding framework (Hansen-Pauly et al 2009)
- ECML framework for CLIL teacher education (Marsh et al, n.d.)
- LanQua project: CLIL subproject (Greere & Räsänen 2008)

Conceptual orientations

- Ecology of language (Hult & Hornberger 2008)
- Language and super-diversity (Blommaert & Rampton 2012)
- Expanded language policy (Spolsky 2004, 2009; Shohamy 2006)
- Ecolinguistic language policy (Hult 2010)
- Multisited language policy (Halonen, Ihalainen & Saarinen forthc.)
- Discursive construction of EMEMUS

Discourse analysis

- supports the dynamic nature of framework
- as methodology: discourse acts as ‘lens’ to move between ‘scales
(i.e. relationships among discourse processes across dimensions of social organisation)

(Blommaert 2007)

Example - Business Administration, Madrid (E. Dafouz)

Teacher interview:

My view of the bilingual groups comes from a wider perspective –as **a bridge towards internationalisation**. I understand that **English is the language of business and trade** but if it were French, we would teach in French. This is **not a group in EFL** [...] **University authorities** need to **hire teachers with a good command of English and research stays abroad so that internationalisation becomes natural**. It's also important that **society** sees this need. **I am a world citizen**. With internationalisation you realise that **things can be done differently**

Component Framework

Roles of English

Internationalisation

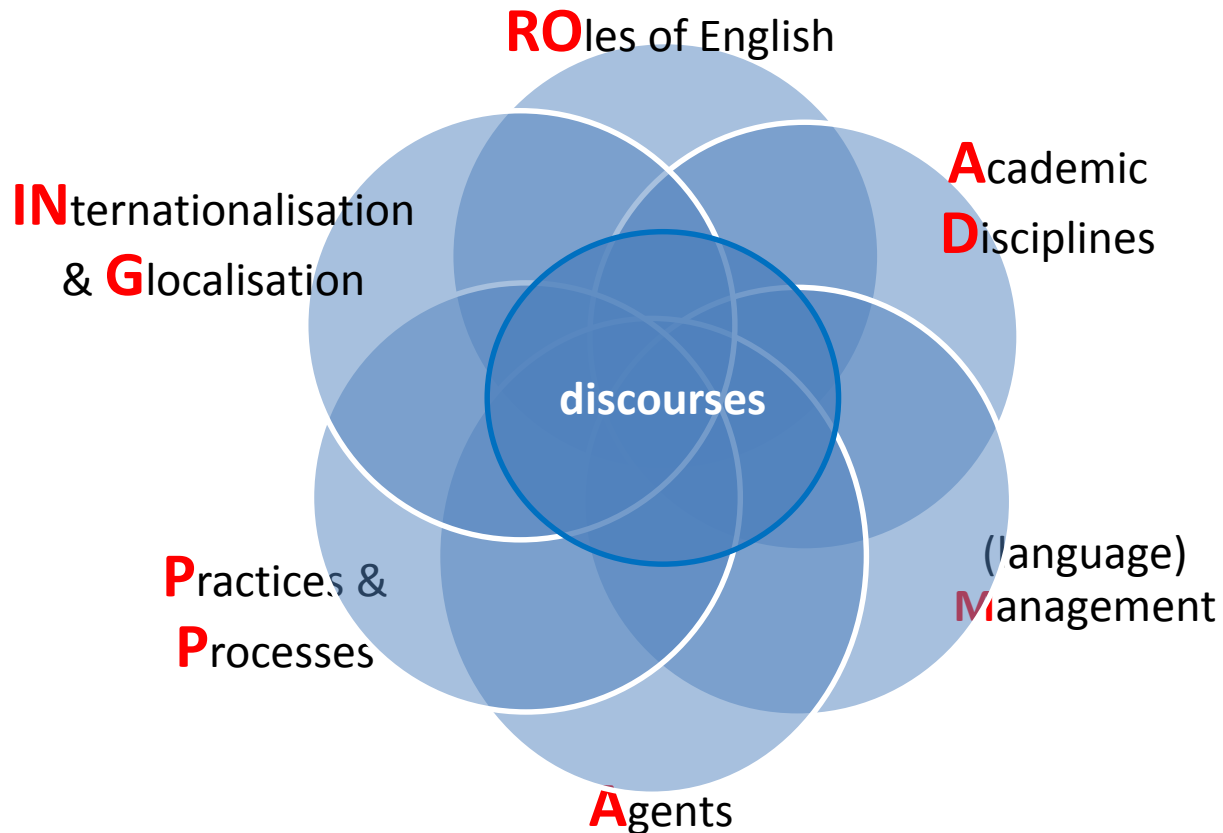
Academic Disciplines

Agents

(language) Management

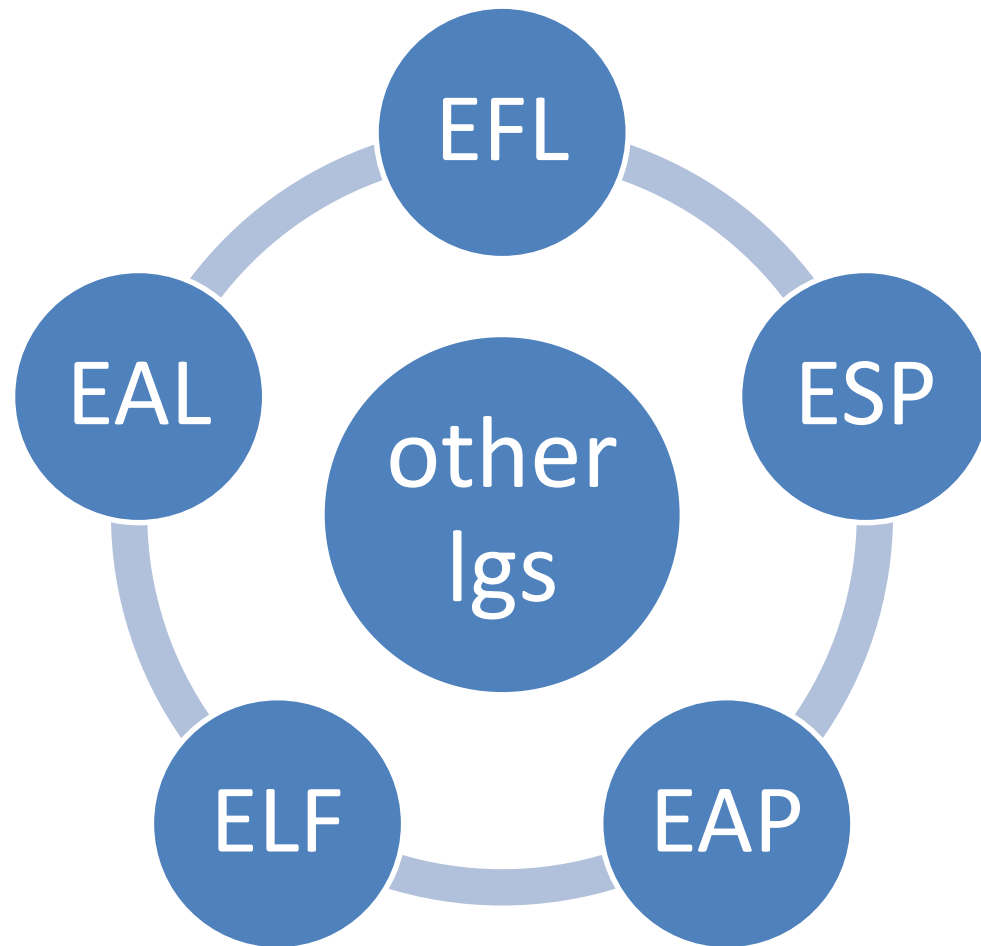
Practices & Processes

“ROAD-MAPPING” framework for EMEMUS (Dafouz & Smit forthc.)



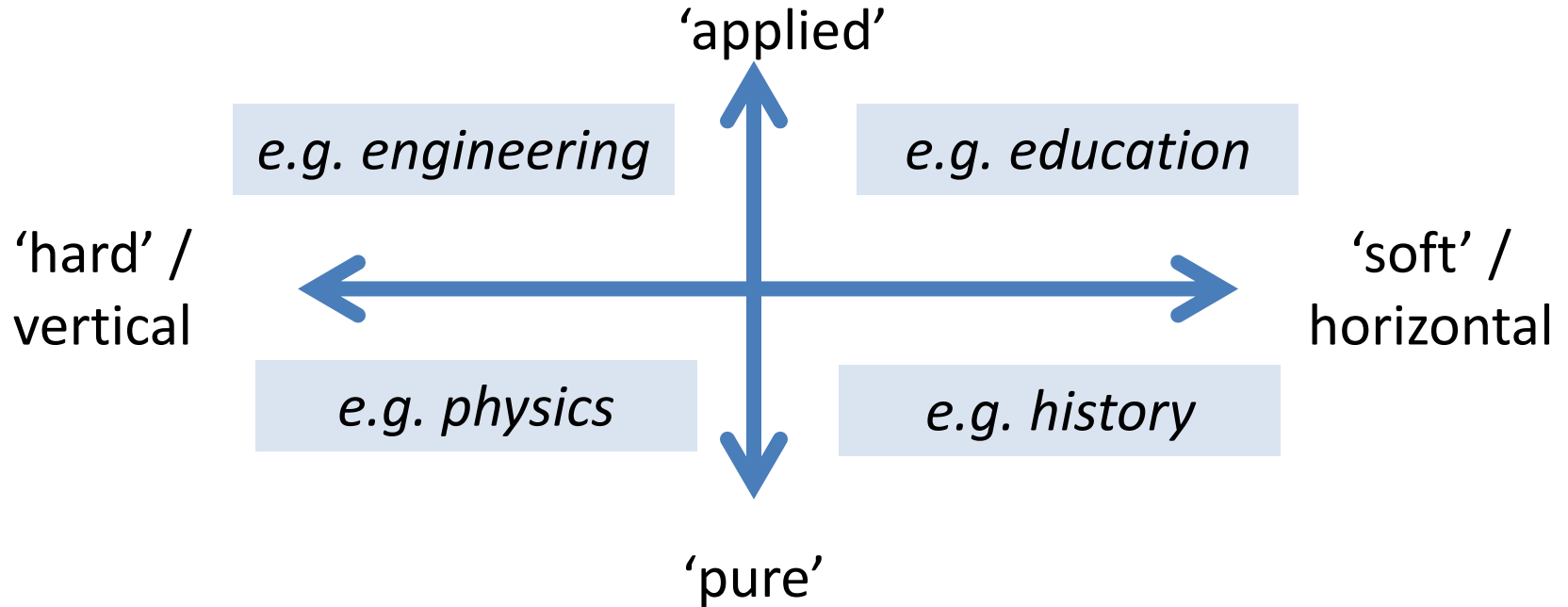
ROles of English

(in relation to other languages)



e.g. Jenkins 2013,
Smit 2013;
Leung & Street 2012;₁₁

Academic Disciplines

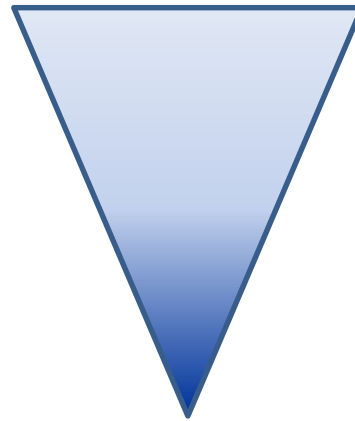


=> different academic literacies; specific genre requirements

e.g. Neumann, Parry & Becher 2002;
Bernstein 1999; Airey 2009

(Language) Management

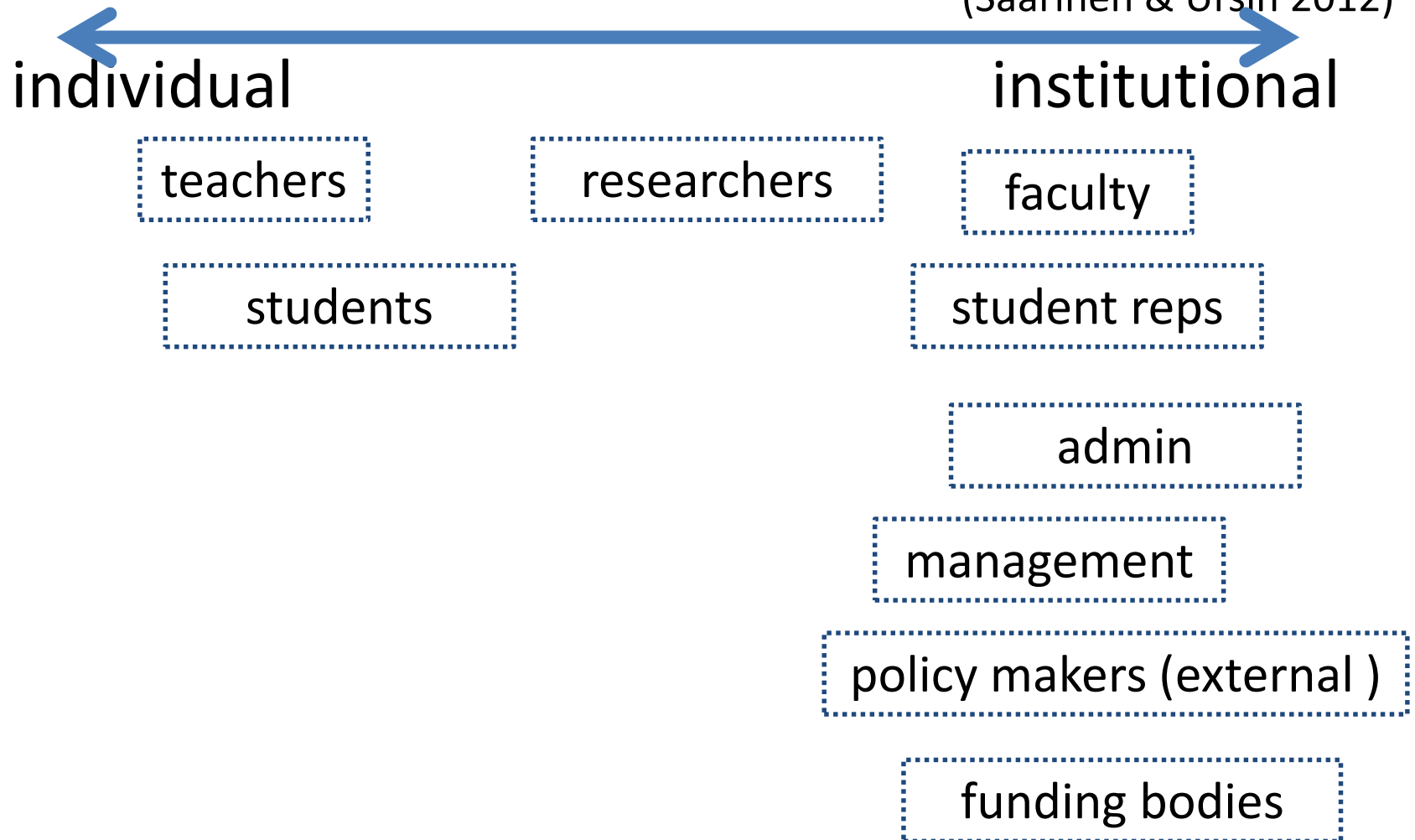
- decisions & regulations on language use, incl. curriculum specifications (language & content aims) (Spolsky 2004, 2009; Shohamy 2006)
- at various levels:
 - supranational
 - national
 - regional
 - municipal
 - institutional



Agents

(theoretical appr.: structure – actor – agent – network)

(Saarinen & Ursin 2012)



Practices & Processes

- social practices: “cultural conception of particular ways of thinking about and doing [teaching and learning] ” in HE contexts (Leung & Street 2012: 9)
 - ways of thinking about: teacher beliefs
 - ways of doing: construction of classroom talk (link to ELF)
 - both: transdisciplinary collaboration (Jacobs 2007)

Internationalisation & **G**localisation

Internationalisation: ‘the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education’ (Knight 2004: 11).

Glocalization (Robertson 1995): describes the ‘tensions and synergies’ (Scott 2011) between multifaceted roles HEIs play in society (international, global, national , local)

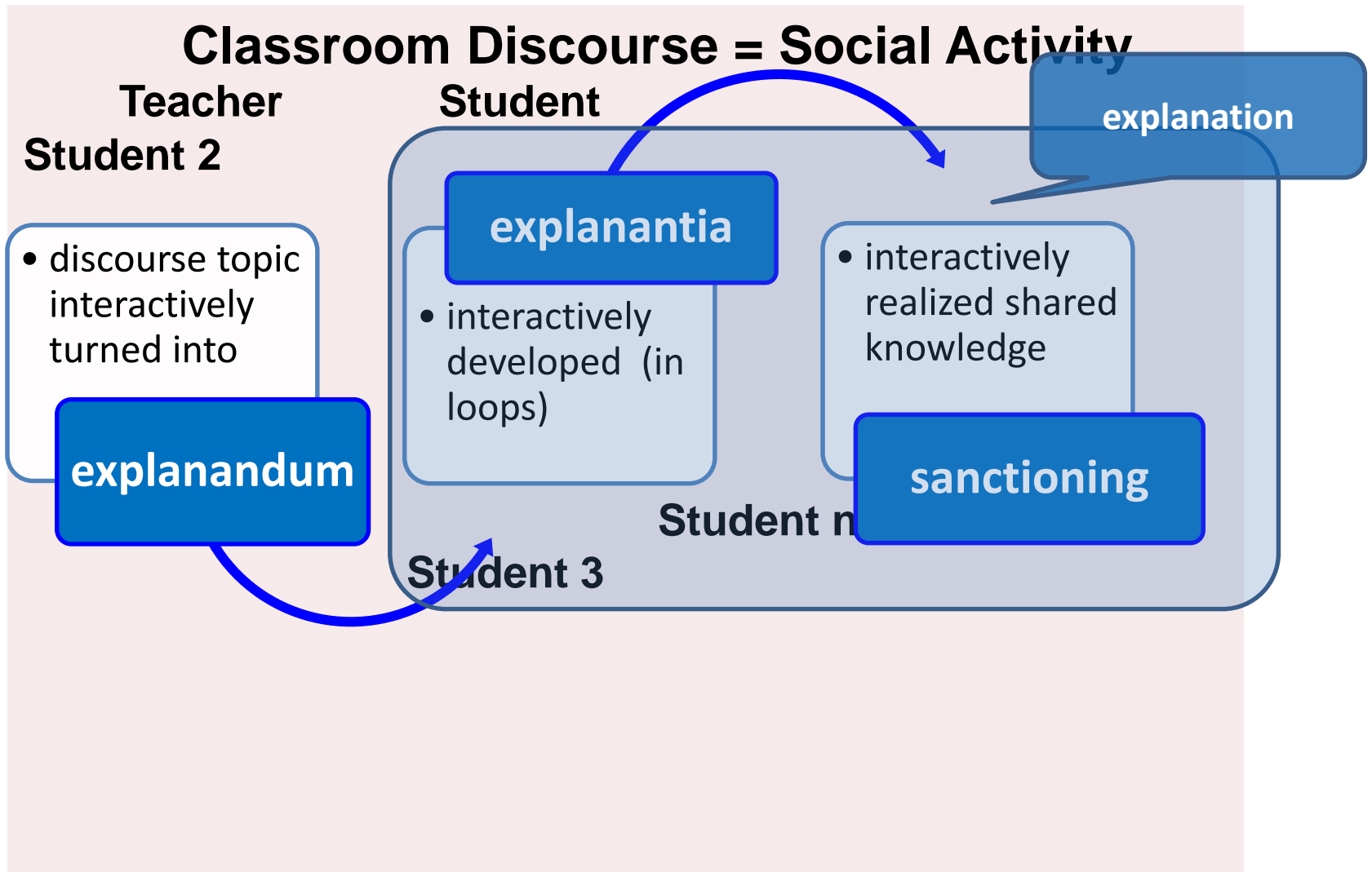
Strengths of framework

- **dynamic:**
 - conceptualisation
 - application
- **holistically oriented :**
 - EMEMUS > Σ components
 - allows for interdisciplinary collaboration
- **discursive**
 - gives access to EMEMUS as social constructs
 - conceptualises EMEMUS as discursively mediated social action
 - allows for interplay of micro & macro levels ('lens')

B. Interactive explaining (INTEX)

- INTEX of terms and expressions in an international tertiary classroom (Smit 2010a: ch. 7.4.5, Smit 2010b)
- ethnographic, longitudinal study of 4-semester Hotel Management Programme, set in Vienna (Smit 2010a);
 - 28 students, 11 teachers
 - open-ended questionnaires; semi-structured interviews with all participants
 - classroom data: 45 lessons covering 3 phases (T1, T2, T3)
used here: 12 lessons/9 hours (88,000 words), 7 Ts

INTEX (= interactive explaining)



Extract 1. (Marketing, T1)
'stewarding'

1. NER: even the stewarding (.)
department

you know what **the stewarding** explanandum (I)
department is, (1) in a hotel

2. Kosk: for dish-washing (.) explanans (R)

3. NER: washing dishes (2) sanctioning (F)

INTEX – quantitative findings

Phase	INTEX	in total	on lexical items		% of total
			(semi) technical	general	
T1 (first 2 weeks)		30	18	17 1	60
T2 (sem 1, 2 nd half)		57	19	13 6	33
T3 (sem. 3)		38	8	3 5	21
Sum		125	45	33 12	36

- ✓ lexical items become less relevant for INTEX
- ✓ INTEX of general lexical items starts after intro phase

INTEX on lexical items – qualitative findings

- **overall**: increase in student participation in verbalising explananda and developing explanations => interactional ‘principle of joint forces’
- different INTEX patterns regarding **(semi) technical terms vs. general terms**

Extract 2. (Hotel Operations, T1)

'room(night)s sold & available'

1. OUL: <expl. difference between 'room (nights) sold' and 'room (nights) available'> rooms sold, (.) and rooms available. but rooms and room nights (.) are in our term the same, (.) yeah? (2) clear,
2. Anle: rooms and room nights is the same
3. OUL: pardon
4. Anle: rooms and room nights is the same?
5. OUL: yeah
6. Anle: (wouldn't it be) **rooms and rooms available the s- the same,**
explanandum
7. OUL: no we have two
8. Anle: @@@
explanans
9. OUL two words
10. Anle: yeah
11. OUL: rooms sold, rooms available. room nights sold, room nights available. so always put this two together yeah? (2)
sanctioning (F)

Extract 3. (Austrian Law, T2)

'testimony'

1. XEN: (4) we need a testimony, who is a testimony?
who is testimony? (3)
2. Jenz: **what? testimony?**
3. XEN: that's what does a testimony do?
4. Crek: attended the (.) happening and has to say the
truth in front of the court. (.) <1> testimony
</1>
5. Jenz: is this <1> a (xxxx) </1>?
6. XEN: no. (.) testimony. testimony, you for example,
you have been out there (.) while the other guy
crashed his car into the other car. (1) and you
where there just waiting for the bus and you say,
<QUOTATIVE squeaky voice> oh terrible, terrible,
</QUOTATIVE> (1) and you saw the whole thing, with
police came
7. Jenz: witness
8. XEN: =to witness it.
9. Jenz: is called testimony,
10. XEN: you come and give your testimony. [exemplifies
the practice] (1) so you're, [...]
11. Jenz: mhm testimony
12. XEN: yeah testimony

explanandum

explanation

sanctioning (F)₂₄

INTEX on lexical items – qualitative findings

- **overall**: increase in student participation in verbalising explananda and developing explanations => interactional ‘principle of joint forces’
- **(semi) technical terms**: INTEX always includes the teacher sanctioning the explanation => (semi)technical words as part of subject expertise
- **general terms**: explained and ‘sanctioned’ jointly => shared ‘ELF expertise’

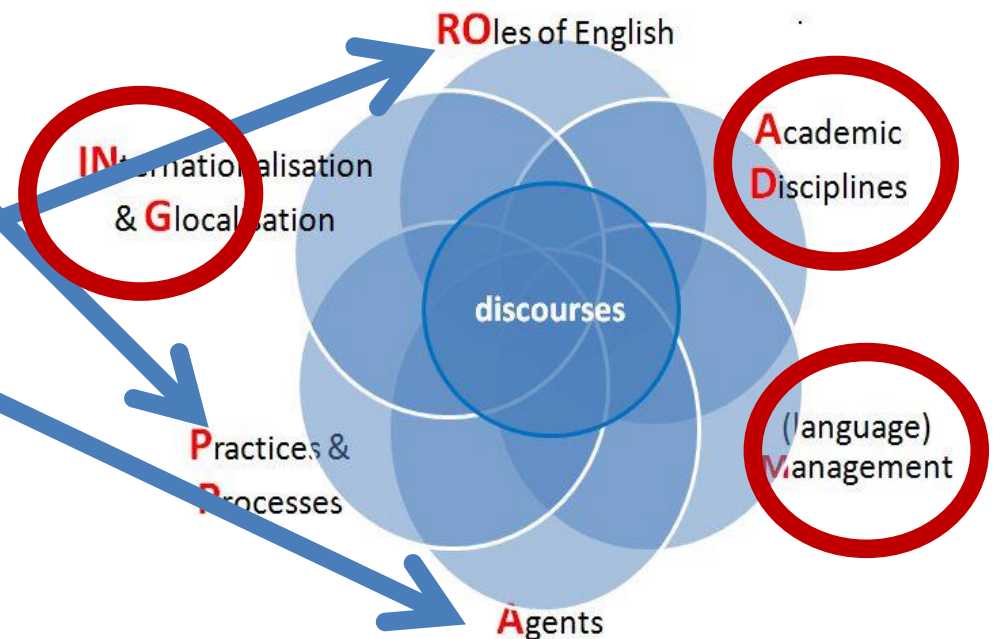
Extract 4. (Hotel Management, T3)

'painter'

1. LER: (.) and there there where these huge paintings from a very modern Austrian (.) erm (2) bro- ?
2. SX-m: (xx)
3. LER: <GERMAN> was ? </GERMAN>
4. SY-f: artist explanandum
5. LER: **artist yeah . @ I was thinking about <GERMAN> Maler </GERMAN>**
6. US: <1> painter </1> explanation
7. SY-f: <1> painter </1>
8. LER: painter. even if he is an artist he is a painter. @@

The findings in relation to the ROAD-MAPPING framework

- overall: **interactional principle** of joint forces
- **teachers** 'sanctioning' (semi) technical terms
- shared '**ELF** expertise' when explaining general terms



AD (+ ING)

academic disciplines / internationalisation & globalisation

(semi)technical terms:
generally vs. locally
established, e.g.:

Extracts 1+2 ('stewarding
department', 'rooms sold = rooms')
vs.

Extract 3 ('we need a testimony')

=> "this might lead to potentially
confusing situations in subject-
related conversations
elsewhere" (Smit 2010a: 407)

REALLY?

➤ **take differences betw. ADs
on board!**

OUL: the hotel business is
an international
industry with local
differences in
organisation and
management, [...] it's
very interesting to
learn [...] how things
work in various places

XEN: to put it mildly it's
complete nonsense to
teach erm Chinese
[legally untrained
students] the Austrian
legal system (.) in
English

M (+ ING)

management / internationalisation & glocalisation

INTEX results: orality reigns!; no instances of INTEX that relate to written mode (≠ Hynninen 2013)

WHY?

➤ (g)local language management entails no prerequisites of individual professional writing

US: do they have to write things?

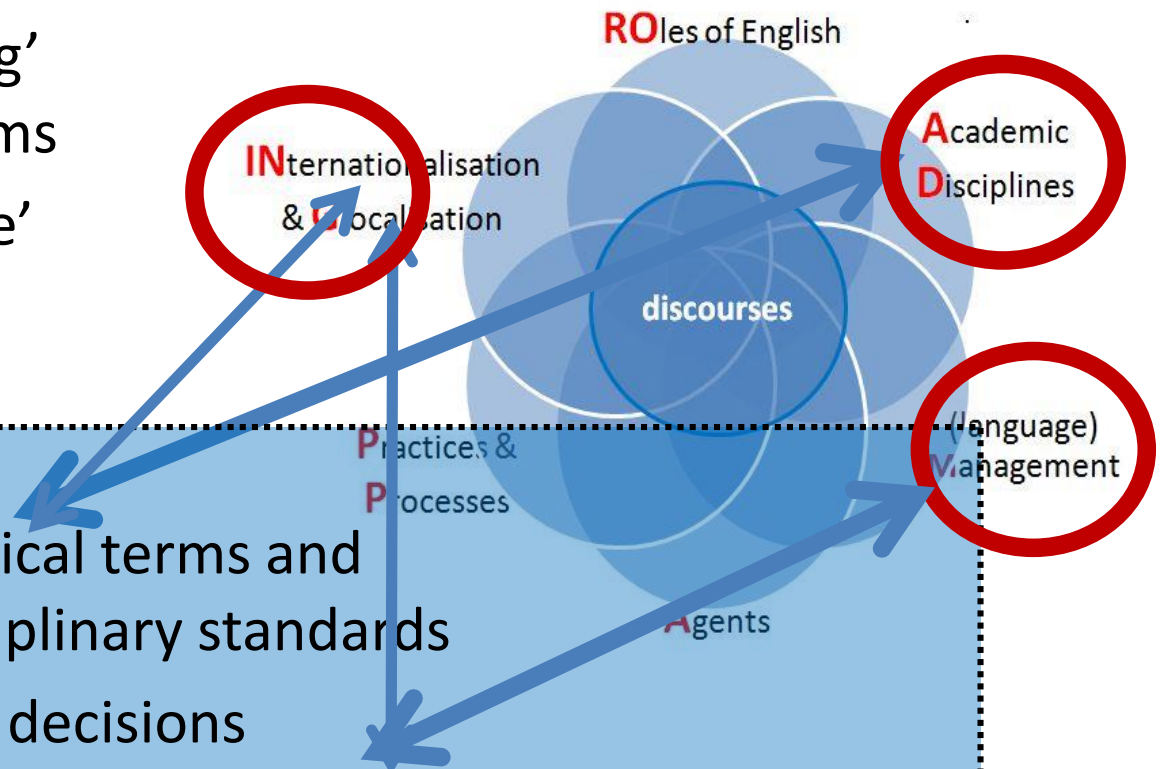
T1: no I try to avoid it(.)

T2: [a student] has real problems writing so that basically I can't understand any of it [...] but I always think that all right I won't assess the written bits

Headmaster: [the aim of the HMP is] to make students fit for a job in [international] tourism in the shortest time possible [with the help of] Austrian tourism know-how

The findings in relation to the ROAD-MAPPING framework

- overall: **interactional principle** of joint forces
- **teachers** 'sanctioning' (semi) technical terms
- shared '**ELF** expertise' when explaining general terms



- potential link betw. status of (semi)technical terms and global version of disciplinary standards
- language managerial decisions reflected (and constructed by?) INTEX practices

In conclusion

- ✓ **Analysis of INTEX** (and classroom discourse in general?) profits from taking ALL dimensions as constitutive and interrelated (instead of handling them as ‘independent’ variables)
- ✓ **‘ROAD-MAPPING’ framework** allows for ‘dynamic’ and ‘holistically oriented’ investigations of EMEMUS
- **Next step:** apply & test framework across various EMEMUS sites (Dafouz, Hüttner & Smit in progress)

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