

Actas

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EL BILINGÜISMO A DEBATE

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El bilingüismo a debate

Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos

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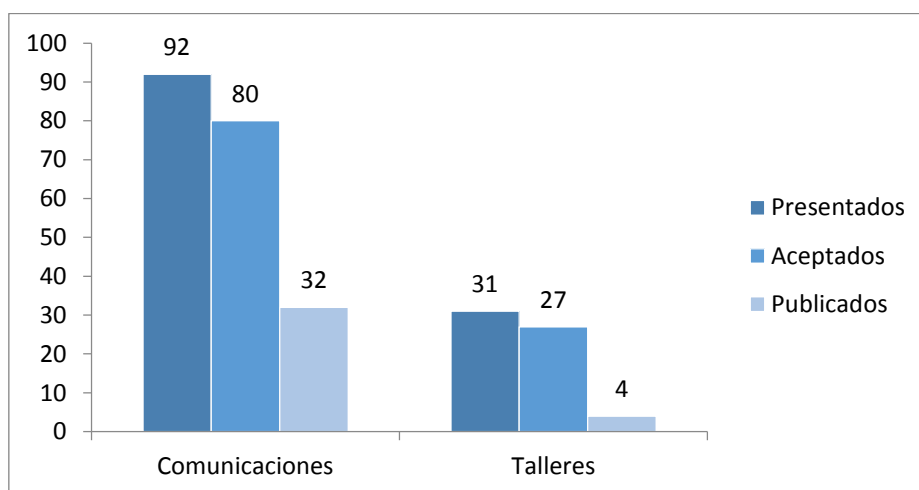
CIEB 2017

En el IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB 2017) se presentaron para su valoración un total de 92 comunicaciones y 31 talleres.

Tras la revisión de todas las propuestas por parte del Comité Científico, se aceptaron un total de 80 comunicaciones, siendo rechazadas 12 propuestas, y un total de 27 talleres, siendo rechazados cuatro propuestas. No obstante, no todos los participantes enviaron su artículo para su publicación dentro del plazo previsto.

Por tanto, en estas Actas no se recogen las ochenta comunicaciones y los veintisiete talleres que fueron presentadas oralmente durante el Congreso, sino solamente las treinta y dos comunicaciones y los cuatro talleres cuyo texto completo fue recibido, revisado, evaluado y aceptado por los editores para su publicación. El Programa completo del Congreso puede consultarse en la página web del congreso: <http://www.cieb.es/>.

Para la publicación de la Actas del Congreso, se propone un formato digital con ISBN. En el siguiente gráfico, se muestra un resumen de los datos finales.



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PRESENTACIÓN IV CONGRESO INTERNACIONAL DE ENSEÑANZA BILINGÜE EN CENTROS EDUCATIVOS “LA ENSEÑANZA BILINGÜE A DEBATE”

La Universidad Rey Juan Carlos y la Asociación Enseñanza Bilingüe, fueron los organizadores del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos –CIEB 2017– que se celebró en Madrid, en el Campus de Vicálvaro de la Universidad Rey Juan Carlos los días 20, 21 y 22 de octubre de 2017.

CIEB 2017, bajo el lema “La enseñanza bilingüe a debate”, planteo no solamente seguir analizando su funcionamiento sino también debatir sobre la enseñanza bilingüe, los programas, sus ventajas e inconvenientes, su desarrollo y su gestión, sus resultados, con el fin de contribuir a la búsqueda de soluciones para los problemas que se plantearon y por lo tanto, a la mejora de la calidad de todos los programas.

Un objetivo prioritario fue generar un foro de discusión, de debate, de intercambio de ideas y de experiencias entre profesionales de la enseñanza bilingüe y la enseñanza de idiomas y, a la vez, apoyar a los miles de maestros y profesores que han entendido perfectamente el potencial que supone ofrecer enseñanzas bilingües a sus alumnos, y que trabajan incansablemente, esforzándose por adquirir el mayor dominio de la lengua de instrucción y las máximas competencias posibles, tratando de incorporar a su labor docente los últimos avances tecnológicos y de utilizar en la enseñanza de idiomas, las variadas metodologías activas en boga hoy en día.

El Congreso CIEB 2017 como siempre tuvo un carácter innovador y promovió la presencia de expertos nacionales, tanto en aspectos prácticos como teóricos del bilingüismo.

CLIL AND EMI IMPLEMENTATION IN A BILINGUAL FRAMEWORK: THE CASE OF GALICIA

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Abstract: Our education system promotes the use of English as language of instruction in an attempt to provide students with the linguistic abilities needed for this globalised world. Two methodologies have been developed to succeed in achieving this plurilingual purpose. The first one is Content and Language Integrated Learning (CLIL), suitable for the promotion of plurilingualism in Pre-primary, Primary and Secondary Education. As it deals with teaching content using a foreign language, the consecutive learning of the language happens due to its usage and situations. The second method is English as a Medium of Instruction (EMI), which pays attention to the content itself, regarding the language just as accidental acquirement. Both have proven to be effective tools in contributing to the natural acquisition and to the development of communicative plurilingual competences. Thus, the main goal of our study is to analyse the differences and similarities between CLIL and EMI. Consequently, we will observe how these methodologies are promoted in the bilingual region of Galicia not only in the Compulsory Education stages but also in the higher one, at Universities. To conclude, the goal will be achieved by displaying the findings regarding those differences and similarities in Galicia as well as clarifying why the teaching and learning process must vary depending on which method is followed.

Keywords: CLIL, EMI, Galicia, plurilingualism

Resumen: Nuestro Sistema educativo promueve el uso del inglés como lengua vehicular con el fin de dotar a los alumnos con las habilidades lingüísticas necesarias para el mundo globalizado. Para conseguirlo, se han desarrollado dos metodologías. La primera, que se denomina Content and Language Integrated Learning (CLIL), es adecuada para la promoción del plurilingüismo en educación infantil, primaria y secundaria. Como se trata de la docencia de contenido a través del uso de una lengua extranjera, el aprendizaje de ésta ocurre gracias a su uso y situaciones. El segundo método se llama English as a Medium of Instruction (EMI) y se centra en el contenido, considerando el lenguaje como una mera adquisición accidental. Ambas han demostrado ser herramientas efectivas para la adquisición natural y el desarrollo de competencias comunicativas plurilingües. Por ello, el principal objetivo de nuestro estudio es analizar las diferencias y similitudes entre CLIL y EMI. Asimismo, observaremos cómo se promueven estas metodologías en la región bilingüe de Galicia, no sólo en las etapas obligatorias sino también en educación superior. Para concluir, se mostrarán los resultados respecto a dichas diferencias y similitudes en Galicia y se explicará cómo el proceso de enseñanza-aprendizaje debe variar dependiendo del método usado.

Palabras clave: CLIL, EMI, Galicia, plurilingüismo

Introduction

In Spain, linguistic and cultural diversity is a familiar phenomenon in people's daily lives as in most countries in Europe. In their education laws, European countries have acknowledged the importance of language education at different levels (Porto, 2016). Language is a crucial element not only for exchanging ideas but for constructing new knowledge (Cancino, Dam and Jæger, 2011). Furthermore, in the context of

foreign language learning, English has come to occupy an almost unique position as a leading global language (Hashim and Leitner, 2014).

In the 1990s the spread of English as a vehicular language of education across the globe was developed. Numerous pedagogical approaches have sought to address both language and content in educational settings, such as Content-Based Instruction (CBI) (Costa, 2012) or English for Academic Purposes (EAP) (Evans and Morrison, 2011). However, we would like to highlight two innovative methodologies known as Content and Language Integrated Learning (CLIL) and English-Medium Instruction (EMI) (Llinares, Morton and Whittaker, 2012).

In both CLIL and EMI settings, the language of instruction is generally understood to be one that most students are still in the process of acquiring (Dafouz and Smit, 2016). However, there are notable differences between these two contexts (Smit and Dafouz, 2012). In CLIL, the term “integrated learning” implies that acquisition of new language skills is somehow blended into content learning, so that students may progress in both areas simultaneously (Coyle, Hood and Marsh, 2010). In contrast, in EMI programmes, the relationship between content and language learning is generally not explicitly addressed as language learning is mainly incidental (Ament and Pérez-Vidal, 2015) and students are often expected to solve language issues on their own (Arnó-Maciá and Mancho-Barés, 2015).

Thus, the main goal of our study is to analyse the differences and similarities between CLIL and EMI and explain how these methodologies are promoted in the bilingual region of Galicia, not only in the Compulsory Education stages but also at Universities.

Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL), which has grown in Europe since the 1990s (Dalton-Puffer, 2007), has been defined as an educational approach where content subjects are taught through the medium of a foreign language. CLIL is not about language teaching or about content teaching, but a fusion of both elements so that students can strengthen their linguistic competences while acquiring knowledge in different learning areas (Carlioni, 2013).

The development of CLIL seems to have occurred in three phases. In its earliest phase it was defined as a dual-focused approach since it offered the benefits of content and language (Marsh, 2002). In the second phase, there was an expansion of CLIL-based practice resulting from both national legislation and regional initiatives. The third phase, happening nowadays, considers CLIL as a conduit for competence-based education (Meyer, Coyle, Halbach, Schuck and Ting 2014), in order to provide a coherent framework for the necessary multilingual skills demanded by globalization.

Due to the gradual implementation of competence-based education into European curricula, and the expanding notion of content as a three-dimensional phenomenon (Ball, Clegg and Kelly, 2015) where it is viewed as conceptual, procedural and linguistic, CLIL was considered the perfect means for developing subject competences.

CLIL is thought to be an alternative path to conventional English as a Foreign Language teaching. It is believed to foster implicit and incidental learning by focusing on meaning and communication, and as a result, it is also believed to improve overall language competence in the target language (Heras and Lasagabaster, 2015).

According to Fernández (2009), Spain is a mixture of heterogeneous language situations that lead to different ways of understanding and managing the promotion of foreign languages, that is why we will focus on the plurilingual region of Galicia. However, this particular situation of bilingual and monolingual communities has especially favoured the interdisciplinary approaches (Dafouz and Gerrini, 2009)

English as a Medium of Instruction

The effects of globalization made the need to understand and use English increasingly more of a need than a mere desire, especially for higher educational institutions (Toh, 2016). Thus, the successful use of English in academic settings has become one of the greatest challenges for learners in higher education (Corrales, Paba, Lourdes and Escamilla, 2016). However, several experts state the way English is being taught is not the most efficient way (Marsh, Pavón Vázquez and Frigols, 2013)

According to McDougald (2017), the non-linguistic challenges of university learning, such as the use of higher order thinking skills, problem-solving skills, and professional communication skills, alongside the content-knowledge demands of degree programs, remain. It is crucial that students, if we want them to become bilingual professionals in their respective fields, be prepared to manage both language and content knowledge effectively (Jaleniauskiene, 2016).

A number of factors have been proposed to explain this problem. Airey (2012) believes EMI content teachers are usually unwilling to take responsibility for foreign language issues as these fall beyond their teaching competences. Besides, many lecturers claim that they do not have the expertise and the pedagogical training to help students with language (Chostelidou and Griva, 2014). In addition, Crandall and Christison (2016) believe there is no time to attend to language in an already crammed curriculum. Finally, Dafouz and Smit (2016) and Fortanet-Gómez (2013) agree with the fact that lecturers generally assume that students are already proficient in English.

Nevertheless, despite the low visibility of language in EMI settings (Dalton, Nikula and Smit 2010), there is now growing recognition that for these programmes to reach their full potential, explicit awareness of academic language and subject-specific literacies needs to be factored into subject-learning curricula (Meyer, 2015).

Plurilingualism in Galicia

Spain has an outstanding linguistic richness based on an official language throughout the entire Spanish state, which is Spanish, and other languages which share the official status in some specific regions. Thus, according to Galán and Bobadilla (2016), this heterogeneous language situation leads to different ways of understanding

and putting into practice the foreign language teaching and learning process. The Spanish territory is divided into seventeen regions with different bilingual instruction models depending on their particulars.

Galicia is one of those Spanish regions with two official languages, Spanish and Galician, and a clear intention to promote foreign languages. Considering most students can produce and understand both languages indistinctly, the regional government decided to implement foreign languages as crucial parts within the curriculum. Therefore, regional education departments are contributing to the promotion of Foreign Languages, including bilingual sections, plurilingual schools and bilingual programmes in Higher Education. Galicia, then, highlights the richness of the bilingual community and encourages plurilingualism among students.

Hence, in Galicia there are different educational institutions according to its linguistic designation, which are Plurilingual schools and schools with bilingual sections. Plurilingual schools aim at increasing the presence of one or several foreign languages in the teaching and learning process, as stated in the regional Decree 79/2010 which regulates the implementation of Plurilingualism in Primary and Secondary education in Galicia. On the other hand, bilingual sections are defined by the learning of one subject in two languages, Spanish and English simultaneously. The goal of implementing bilingual sections at schools is to progressively include the new language in order to provide the students with the knowledge of a specific terminology.

The already mentioned Decree 79/2010 constitutes one of the attempts at the formal implementation of such programs in our schools. However, in practice, it pays more attention to Primary and Secondary education, whereas for Preschool education, as it establishes in its sixth article, the development of plurilingual projects depends on the availability of prepared teachers in content based teaching methodologies. Therefore, it is not as regulated as the compulsory education stages and this should be questioned because it is precisely at this stage when children are more motivated to acquire other languages.

In terms of university level, globalisation has forced higher education systems to adapt their offer and to change the language of instruction for training their students adequately. One of these transformations was the introduction of English as a Medium of Instruction, as it not only provides students with language training but also with international opportunities which will be very valuable for their future career. The three universities at the Galician University System include EMI modules, but the importance given is not the same, as we will explain later on.

Regardless of the approach taken to addressing the promotion of English as a foreign language, either CLIL or EMI, McDougald (2007) established five key areas in which content and language educators must be conversant. This author believes these areas would provide all lecturers with a starting point to reflect on when considering how to approach language and content in the classroom.

1. Content area: educators must be well-versed in the particular content subject area that they teach.

2. Pedagogy: educators must be prepared to implement strategies that provide students with opportunities to access content in pedagogically valuable ways and employ a range of evaluation options to evaluate both content learning and language learning.

3. Second Language Acquisition: educators need to understand how learner language acquisition develops and evolves over time so as to facilitate the process.

4. Language Teaching: teachers need to know how to support the use and development of the the four skills in their classes.

5. Materials selection and adaptation: educators must be able to select and, as necessary, adapt a variety of methods, approaches, instructional materials to meet the language/linguistic needs of their students.

CLIL in Galicia

In Spain, language-improvement initiatives are increasing more and more. According to Pérez (2009), foreign language acquisition has usually been a weak point in the Spanish education system. However, European initiatives are being put into practice in order to improve foreign language learning and teaching. CLIL programmes are considered in the current education laws so to reinforce foreign language teaching.

Focusing on the region of Galicia, two decrees must be highlighted. The first one is called Decree 247/1995 and established complementary bilingualism programme based on semi-immersion. The second decree is known as Decree 124/2007 and aims at the maintenance of the bilingualism programme. However, despite fostering bilingualism, the treatment of languages has been done on a monolingual and divided way. Currently, CLIL is changing educational parameters and plurilingualism is making its way into the classrooms.

As we have already said, the CLIL model in Galicia is mainly based on bilingual section, which implies teaching non-linguistic subjects through English language. The model has evolved as has its legal provision since 1999.

Between 1999 and 2006, European sections were established through different directives characterised by extending school levels (secondary education and vocational training) and little modification as to the content. CLIL projects had to be approved by the School Board and by the teaching staff. The requirements were that teachers should have B1 competence level, students needed a minimum mark to enter the section and there must have been a minimum of twelve students per group.

Some years later, from 2006 to 2009, CLIL started in primary education and the term bilingual section was introduced. CLIL projects also had to be approved by the School Board and by the teaching staff. Although teachers still needed the B1 competence level, there was not a minimum mark to enter the section and the minimum group number of students depended on English level. Besides, some assessment instruments were introduced that allowed experts to introduce some changes.

After years of experience and due to CLIL dimensions, administrations made moves to make CLIL become official. A new directive was processed aiming at including CLIL in the school linguistic projects, paying special attention to the use percentage of all languages, establishing the minimum group number depending on type of population and redefining coordination and assessing of CLIL programmes.

There is, in general, support from the families involved, since in order to start a bilingual section at a school, consent from all the families is required. However, opposition forces exist as well, mainly from the world of politics. As stated before, Galicia is a region in which two languages coexist with particular relations of power and thus, issues of linguistic politics are very sensitive.

In fact, the text itself of the act concerning bilingual sections insists on various points that reflect the concerns of the Administrations with regards to the acceptance of CLIL subjects. It makes explicit that it is about bilingual sections in the strict sense; that is, that the teacher in such sections would use the two languages. It even expresses that, in an initial stage, the mother tongue would be used more frequently and then the additional language would be introduced progressively.

A study of the impact of CLIL on levels of performance achieved in curricular subjects conducted through English was carried out by Barreiro Gundín and San Isidro (2009) for the Consellería de Educación of Xunta de Galicia. A questionnaire was used to gather data about the opinions of the teachers involved in CLIL programs. The study reached the conclusion that contents taught in the different subjects via CLIL are assimilated in a similar fashion to what they are in non-CLIL contexts.

EMI in Galicia

The university system in Galicia aims to attain high levels of prestige and recognition among Spanish, European and international universities. The Galician University System – Sistema Universitario Gallego (SUG) – was established based on two points of view. The first one is the principle that the financing programme takes the quality of universities into account, allocating part of the resources to the improvement of teaching and management, and the second arises from previous experiences in the field of assessment of new international trends and mainly from the recommendations by the Council of Europe on European cooperation in order to ensure quality in Higher Education.

The goal for Galician universities is to be distinguished firstly by the development of their autonomy, responding to the specific socio-economic and cultural needs that arise in the immediate context of the autonomous region of Galicia and, secondly, by their competitive integration in the Spanish and international university context. These two concepts can be summarised as autonomy to promote their distinguishing features, and integration to promote innovation and development.

It is crucial to develop a framework for cooperation and coordination among the Government, the Galician universities and other higher education and quality assessment bodies, both in Spain and abroad, to exchange opinions, debate and join forces. This will undoubtedly lead to the improvement of quality and the prestige of the

Galician university system. The three universities that belong to the Galician University System offer modules which use English in the classroom. However, the amount of choices varies significantly and it is not in proportion to the number of students attending each university.

The University of Santiago de Compostela has over 35000 students, but English only appears in seven degrees and three masters. Apart from English Philology, Chemical Engineering (13.75% of the modules are in English), Cultural Science (5.19%), Computer Science (1.77%), Mathematics (1.26%), Dental Science (0.98%) and Veterinary Science (0.22%). In terms of masters, only three of them offer one single module in English, which are Business Administration, Environmental Engineering and Cultural Services.

The University of Vigo gives the widest range of opportunities to its 24000 students. Instead of being specific to each degree, the EMI modules are those which can be chosen by students of different studies at the same faculty, either basic training or optional modules, such as Engineering Graphics – compulsory for all the engineering programs – or Management – basic training for economics, business administration, trade science and human resources. Therefore, we can find these modules, apart from the faculty of philology and translation, at the faculty of sciences (2 modules), school of business and tourism (14), faculty of education sciences (10), school of computer engineering (8), college of physiotherapy (2), faculty of biology (4), faculty of economics and business sciences (10), school of telecommunication engineering (11), faculty of marine sciences (6), faculty of chemistry (2) and school of industrial engineering (8).

Moreover, there are six masters mostly taught using EMI, which are Inter-university Master's in Advanced English Studies and its Applications, Master's in Biological Sciences: Molecular, Computational and Environmental Biology and Bio-industries, Master's in Telecommunication Engineering, Master's in Theoretical Chemistry and Computational Modelling, Master's in Chemical Research and Industrial Chemistry and Master's in Industrial Engineering.

Finally, the University of A Coruña, with almost 20000 students, offers seven degrees with at least 50% of their modules taught in English. They are Business Administration, Architecture, Biology, Computer Engineering, Naval and Oceanic Engineering, Architectural Studies and Chemistry. In addition, other faculties also offer optional EMI modules, like the Faculty of Law, the School of Physiotherapy or the Faculty of Civil Engineering.

Conclusions

English is used more and more as the language of instruction in Spain and so the region of Galicia has also followed this trend. Considering that Galician territory counts on two official languages, the change from a bilingual system into a plurilingual system should not be too arduous. Thus, Galician education institutions started with the implementation of CLIL in compulsory levels in order to continue with EMI in higher education.

However, we have discovered that, in many cases, English is taught separately from the communicative needs of students. The courses are simply taught in English so English is actually the language of instruction, but CLIL and EMI means something else, not just translating materials into English. Teachers should not expect students will acquire the necessary professional communicative competences in English if they do not promote this necessary acquisition through activities. CLIL and EMI imply a change in the teaching and learning process.

Therefore, students should not be supposed to learn the language but to use it as much as possible to acquire it progressively. By doing so, they would meet immediate communication and learning needs. As a conclusion, teachers must not only themselves be prepared linguistically and must not only have the knowledge to teach their subject in the vehicular language, but also the skills to support the development of learners' professional communicative competences in that language.

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