

*More than language learning:  
CLIL(iG) in the Asia-Pacific region*

Dr.<sup>in</sup> Diana Feick

School of Cultures, Languages, and Linguistics - German



# Structure

1. Concepts
2. CLILiG Programs & Projects
3. CLIL Research in the Asia-Pacific region
4. Conclusion



# 1 Concepts

**Language driven:**

**Language teachers**

**Language curriculum &  
assessment**

**content driven:**

**Subject teachers**

**Subject curriculum &  
assessment**



## 2 CLILiG Programs & Projects

- **CLILiG in school programs e.g. in Australia:**
  - Primary level: language-driven
  - Secondary level: content-driven
- **CLILiG projects:** e.g. PASCH school workshop in New Zealand:  
content-driven



# 2 CLILiG Programs & Projects

## Australia

### **Bayswater South Primary School, Melbourne**

- Since 1987
- Bilingual: 50% taught in German
- Heritage language maintenance

### **Carrum State Primary School, Melbourne**

- Since 2012, 50 min/week
- CLILiG taught by GfL teacher
- Cooperation between German and class teachers



## 2 CLILiG Programs & Projects

### Kenmore State High School, Brisbane: German Immersion and Extension Program

- Since 1992
- German as the medium of communication
- 70% CLILiG: Maths, Science, Social Science, PE
- Subject teachers + German proficiency
- Support: parent group & PASCH



# 2 CLILiG Programs & Projects

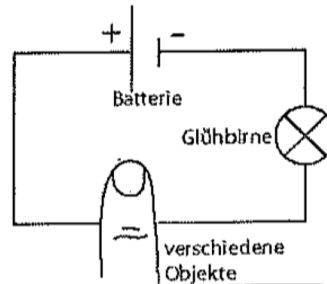
## Kenmore State High School Brisbane:

- Physics: Electric conductors

### Teil C: Elektrische Leiter und Isolatoren

**Material:** 1.5 V Batterie, 1 Glühbirne, 3 Kabel, 1 Schalter, verschiedene Materialien (z.B. Glas, Nagel, Münze, an beiden Enden angespitzter Bleistift, Papier, Radiergummi, Finger etc.)

**Methode:** Nimm den Schalter aus dem Stromkreis heraus und baue stattdessen verschiedene Gegenstände ein. Trage in die Tabelle ein, welche Gegenstände den Strom leiten und welche nicht.



<u>elektrischer Leiter</u>	<u>Isolator</u>
Graphit Kohlenstoff	Holz
Kupfer	Glas
Clip	Plastik

Work booklet example (Smala 2015)

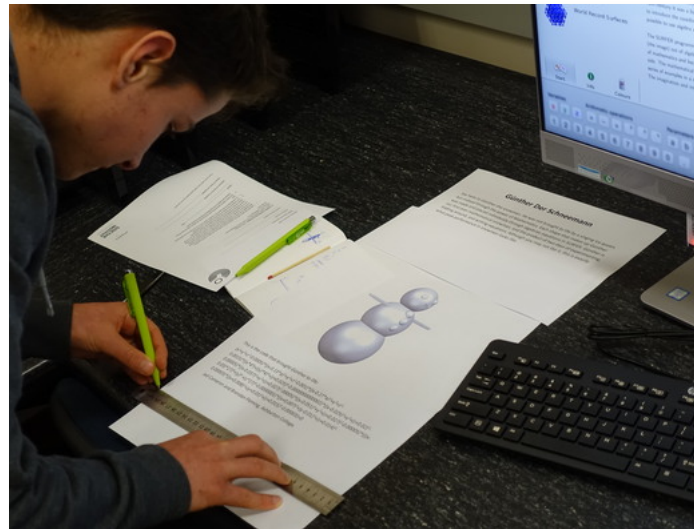
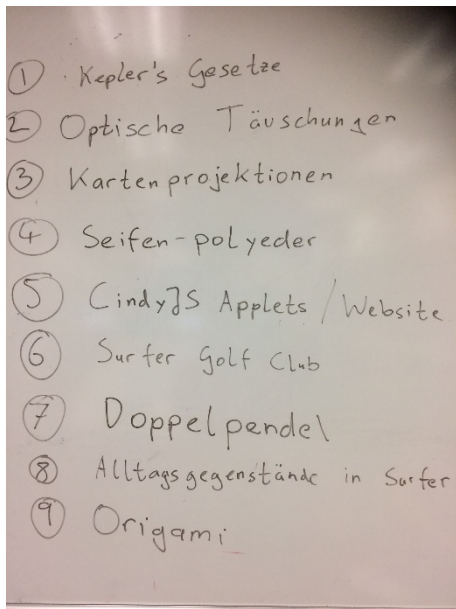
einfach = simple  
 die Glühbirne = the lightbulb  
 vier Möglichkeiten = four ways of doing this  
 der Kontakt = the contact  
 der Schalter = the switch  
 geschlossen = closed  
 umdrehen = to turn around  
 der elektrische Leiter = the electric conductor  
 der Isolator = the insulator  
 die Münze = the coin  
 ein an beiden Enden angespitzter Bleistift = a  
 der Radiergummi = the eraser  
 stattdessen = instead of

Vocab glossary (Smala 2015)



# 2 CLILiG Programs & Projects

## Ashburton College & Burnside High School (NZ): PASCH - STEM - Science Spaces Workshop

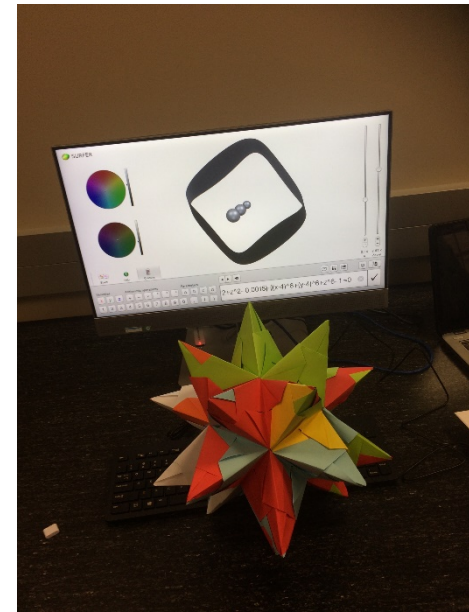
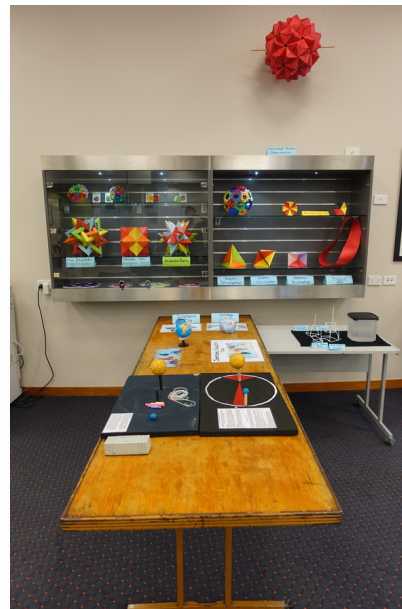






# 2 CLILiG Programs & Projects

## Ashburton College & Burnside High School (NZ): PASCH - STEM - Science Spaces Workshop



Source: <https://imaginary.org/de/node/1382>



# 3 CLIL Research

## What do we know about CLIL?

- Positive effects for language and content learning
- Classroom discourse: dominance of orality, L1
- Materials: criteria for quality
- Teacher and student attitudes, motivation and subjective theories

(Dalton-Puffer 2017)



# 3 CLIL Research in APR

## What do we know about CLIL in our region?

- Organisational & affective factors influence success (Turner 2013)
- Sense of isolation (Smala 2014)
- Translanguaging pedagogy & differentiation (Turner 2017)
- Separation of content and language (Cross 2016)
- Awareness of linguistic needs, methodological focus on language work (Smala 2016)

# 3 CLIL Research in APR

What do we know about CLIL **in our region?**

*„We are not teaching just [the language] – for example I teach maths and science and HPE. But in science and maths, I can give them more exercise, exercise with [the language] skills or exercise with maths. If a [student] is struggling in a maths exercise, it can be a problem with maths or with [the language]. If [they] are a good maths student I can give them more exercises about the language. If they are good in the language [...] I can maybe change them with the maths.“  
(Smala 2016: 24)*



## 3 CLIL Research in APR

What do we know about CLIL in the region?

**Singapore** (Hanington et al. 2013):

- Digital storytelling in CLIL teacher trainings

**Malaysia** (Tan 2011):

- English for Science and Maths instruction (EMI)
- Teachers beliefs + influence for pedagogical practices -> perception as *only content* or *only language* teachers
- Lack of collaboration
- Limitation of students' learning opportunities



## 3 CLIL Research in APR

### **Perceptions about language in the subject informs language related behavior in class (Tan 2011):**

*„I privilege science concepts; language is not what I prioritize here. So, the concept is important. As long as the concept has not been mastered, I cannot change [i.e. move on] to another topic.“ (chemistry)*

*„Actually facts and figures are important, but when, when you want to explain to [students], you must say it, you need a sentence construction first.“ (physics)*

*„Is he able to express himself, correctly? Certain key words, did he use it? ... So my challenge is to make sure that he ... understand[s] ... and that he's able to express his ideas.“ (chemistry)*

# 4 Conclusion

## What do we need to foster CLILiG in our region?

- Needs-based and context-sensitive CLILiG curricula
- Teacher education and professional development
- CLIL pedagogies (e.g. Coyle's 4 Cs framework 2006, team teaching, translanguaging)
- Needs-based and context-sensitive teaching resources / material development, assessment tools
- Network building

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Dankeschön &  
thank you very much!

[diana.feick@auckland.ac.nz](mailto:diana.feick@auckland.ac.nz)