



CLIL in Medical Education:
Reaching for Tools to
Teach
Effectively in English in a Multicultural
and Multilingual Learning Space

2019-1-PL01- KA203-065700



This project is co-funded by the European Union



Conceptual Frameworks

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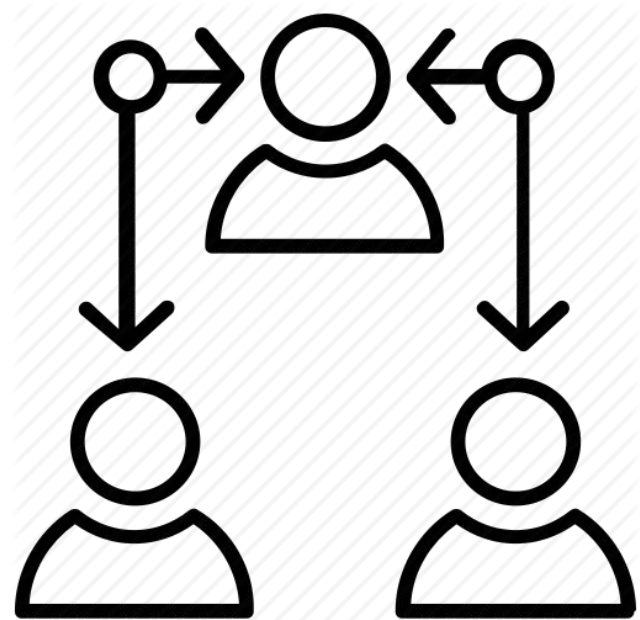
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What does internationalisation of education mean to you?

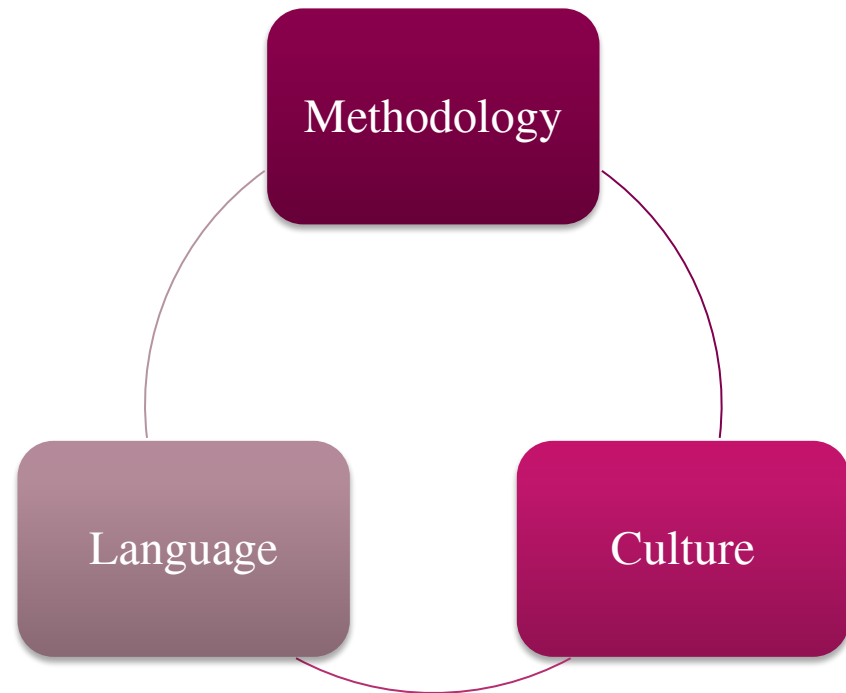
- Take 2 minutes to write key words down on the post-its
- One key word or idea per post-it
- Turn to a group of 3 or 4 and clump your ideas together
- Together, decide on a definition



The International Classroom (IC)

A multilingual and multicultural learning space where students:

- Have different first languages
- Have different ethnic backgrounds
- (May) be used to different academic and disciplinary cultures



English-Medium Education (EME)

NNS teacher + NNS students

NNS teacher + NS students

EME

Teaching in English

NS teacher + NNS students

NS teacher + NS students

Content and Language Integrated Learning (CLIL) / Integrating Content and Language in Higher Education (ICLHE)

“ Learning content through an additional language (foreign or second), thus teaching the subject *alongside* the language (Marsh & Maljers, 1994)

Language ***of*** learning (Coyle, Hood & Marsh 2010)

The language needed for conceptual learning, including specialised contextualised vocabulary, and grammatical functions for concept formation and comprehension, etc.

Language ***for*** learning

The language needed for developing metacognitive/learner strategies, classroom talk, discussion, task demands, etc.

Language ***through*** learning

The language needed for applying knowledge (LOTS vs. HOTS)

So What Is CLIL?

“ High quality teaching and learning fit for 21st century classrooms anywhere in the world[...] is context-embedded, content-driven with clear pluricultural learning outcomes. It sees language as our greatest learning tool and it connects learners to the visions and realities of language using for different purposes at different times.
(Coyle: 2012)

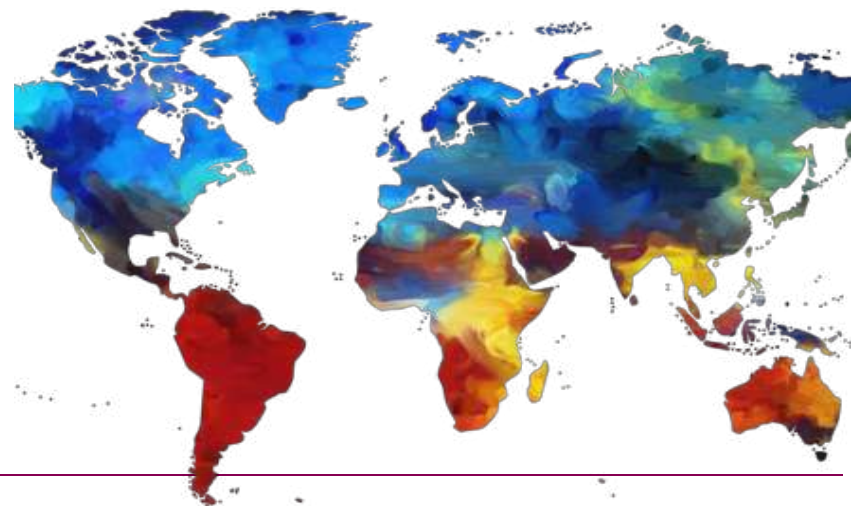
Looking for conceptual frameworks...



Internationalisation of higher education...

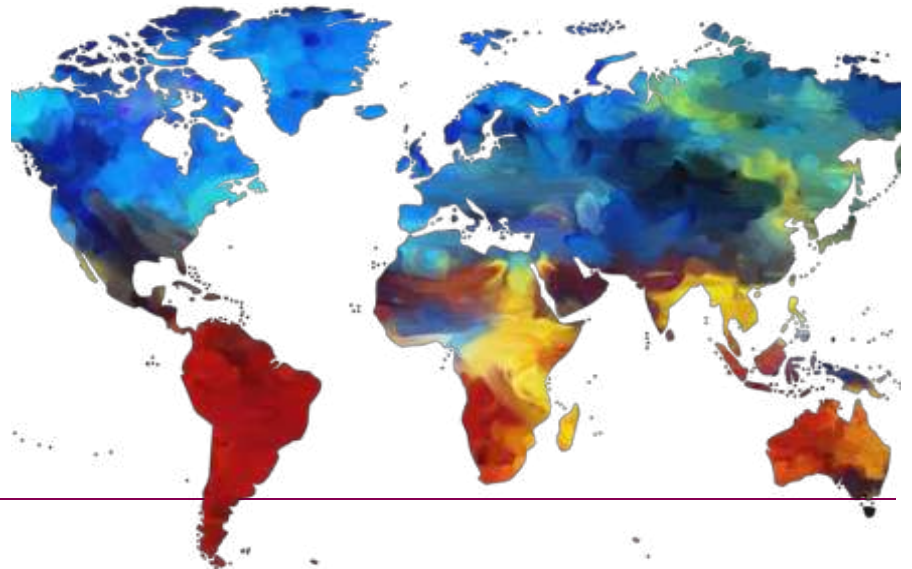
“...the **intentional** process of integrating an international, **intercultural**, and/or **global** dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the **quality** of education and research for all students and staff, and **to make a meaningful contribution to society.**”

de Wit et al. 2015; based on definition
by Knight 2004, 2012



The Internationalisation of Higher Education, therefore...

- Engages all students with internationally informed research and cultural and linguistic diversity
- Purposefully develops and assesses students' international and intercultural perspectives and related learning outcomes
- Prepares students for life and work in a globalised world
- Can be taught in any language (not only in English)
- May or may not feature student mobility (COIL)



Looking for best practices...



- Move beyond isolated, optional subjects, experiences and activities
- Planned and systematic process backed by scholarship of teaching and learning

Towards Internationalising the Curriculum



How to be intentional?

Values & Perspectives



Belonging
Common Humanity
Interdependency
Global
Intercultural

INTENTIONAL

Constructive alignment
ILOs - TLAs - Assessment



QUALITY EDUCATION
So students can make a
meaningful
contribution to
society

Internationalisation of the Curriculum (IoC)

“The incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study.”

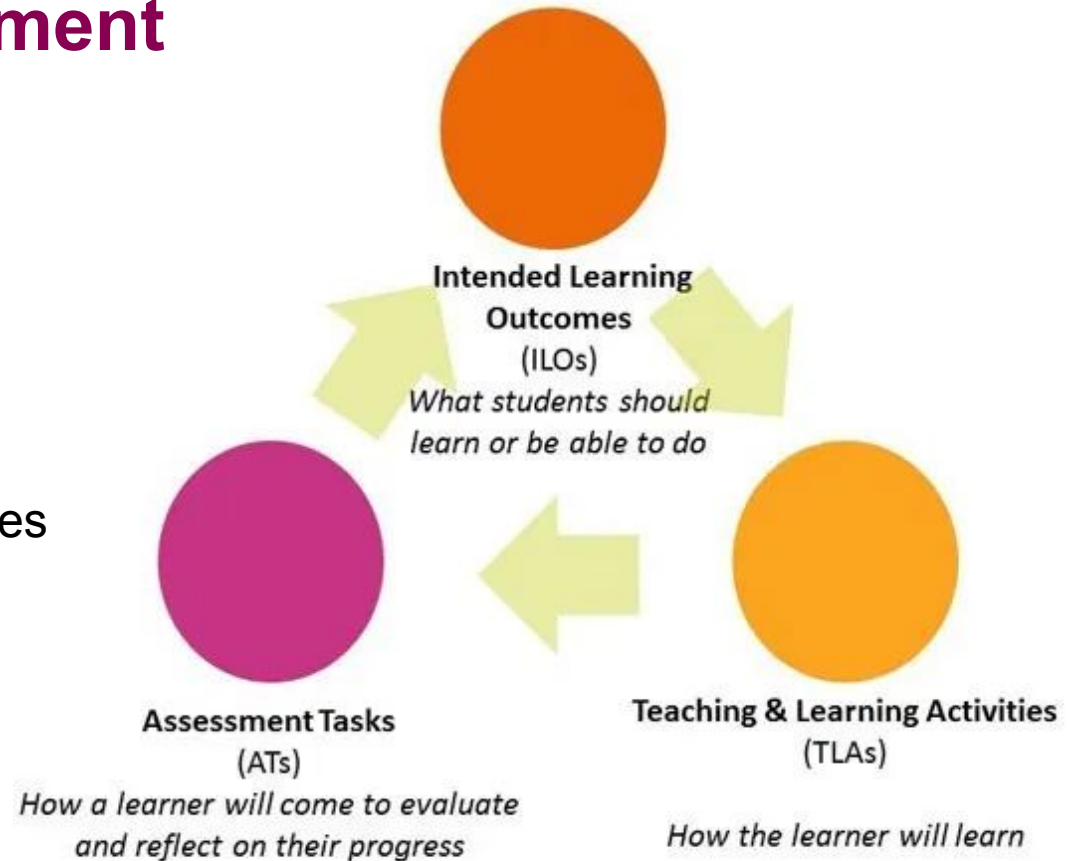
(Leask, 2015)



Constructive Alignment

Attention is paid to internationalising:

- Intended learning outcomes
- Content
- Teaching and learning activities
- Assessment tasks



Constructive Alignment (Biggs, 2003)