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“The Psychological Experience of Integrating Content and Language”: A Review



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The book, “*The psychological experience of integrating content and language*”, edited by K. R. Talbot, M. -T. Gruber and R. Nishida contains 14 stakeholder perspectives on different issues in integrating content and language (ICL) at different educational levels, with English as the language of instruction, over a number of developed countries: countries in Western Europe (Austria, Finland, Spain, and one region of the U. K., Wales) and North America (the U. S. and Canada) as well as Japan. It also includes a study based on one developing country in Latin America (Argentina).

Chapter 1 serves as an introduction and summarises the chapters that follow; it overviews briefly the studies that discuss how learners are affected in CLIL contexts, e.g. the influence of CLIL on foreign language anxiety, the role of student proficiency factor. It highlights that not only expertise in ICL but also perceptions and beliefs, teacher commitment and support influence the teaching outcomes and job satisfaction. **Chapter 16** serves as a conclusion and an executive summary, bringing the concepts together and reflecting on the implications for the future research.

In **Chapter 2**, S. Pappa talks about the identity negotiation and emotions and explores primary teachers’ perspectives on teaching CLIL. It provides the metasynthesis of two qualitative studies led by the same author. The data in the studies are comprised of a set of interviews on the topic of identity negotiation with primary teachers working in CLIL in Finland. The first study mentioned explores the interconnectedness between pedagogical (classroom-specific, involving personal and professional resource negotiation) and relational (community-oriented) identities and negotiation between the two. The second study concerned emotional experiences in identity negotiation. It echoes the first one, talking about individual and social influences in terms of “intrapersonal” and “interpersonal dialogues”, which roughly facilitate reflection and coping. The study concludes that teacher training courses should include self-reflection training and promote self-discovery. Other conclusions combine the findings from both studies, e.g. in relation to the importance of teacher identity negotiation and “emotional” training, peer work and mentorship.

In **Chapter 3** J. Jin, K. R. Talbot and S. Mercer look at EMI teachers' perceptions in Higher Education in Austria. Interviewing the participants, they identify several themes in relation to (1) teacher identity, (2) language use and (3) reported behaviours. They find that multiple identities may coexist within one professional, however, occasionally one may dominate over the other / another, e. g. one may place more importance on publishing and researching rather than teaching, which may be due to their past experiences or expectations from said professionals within the higher education institution. They learn how positive experiences abroad, higher language competence, "willingness to accept change" may affect teachers' perception of CLIL and even higher levels of satisfaction. The researchers discover important concepts such as the teachers' confusion in regards to the linguistic aims of the EMI session, local language usage related concerns (its perceived "decline" and translanguaging), translanguaging as means of building rapport with learners, internal teacher conflicts between strong L1 teacher identities (L1=German) and their own beliefs and ideas about how EMI "should" be done. There are also some findings and discussion regarding the concept of "native language" of a subject area (e.g. English) and the pragmatic utility of introducing L1 (German) vocabulary in EMI contexts. The study mentions that some non-native teachers perceiving CLIL / EMI teaching negatively may be dealing with the language anxiety due to lower levels of language proficiency or their non-native status. The study concludes that the "I" ("integrated", integration) and "L" ("language") parts in Content and Language Integrated Learning in their context were hardly the concern and the focus. The chapter highlights the need for understanding of teacher identities and EMI guidelines and the importance of involvement of the management in pedagogy facilitation and greater esteem of teaching to help construct positive teacher identities. Specifically, this chapter would be of interest for both a new researcher in the field and an expert willing to learn more about the context.

Chapter 4, written by A. Roiha and K. Mäntylä, presents a case study of a former CLIL student focusing on the positive effects of CLIL on English self-concept. The study starts with overviewing different models analysing self-concept (a complex system of self-perception in different domains), introducing different theories of foreign language learner self-concepts. They conclude by adhering to Mercer (2011) and Pihko (2007) definition in the analysis of their case study of the English language learner, defining self-concept as the combination of beliefs and feelings as well as cognition and affection, respectively. The study then follows up with an overview of L2 learner self-concept within CLIL showcasing some controversial conclusions; however, most studies investigated support the idea that L2 learner self-concept is stronger overall. This claim is further supported in the case study presented further of an English self-concept of a former CLIL student in Finland, Kimmo (an ex-classmate of 9 years of the first author of this chapter). The interview data are drawn from a previous study done by the authors. The case-study takes the reader on the Kimmo's L2 journey,

reflecting on the language anxiety experienced among native speakers vs. in CLIL context, the possibility of excelling in a certain domain / skill in L2 versus L1 (assuming Finnish is L1 for Kimmo), reasons for different self-concepts in different foreign languages, variations in self-concepts due to gaining proficiency in the foreign language etc. The chapter concludes that Kimmo's English positive self-concept may have been due to an early start and meaningfulness of the language learning through CLIL.

In **Chapter 5**, N. Polat and L. Mahalingappa investigate teacher cognition about ICL in the application of the SIOP instructional model (Sheltered Instruction Observation Protocol) that integrates academic achievement and language development. Before they go into the description of their data analysis, they briefly introduce the topic of teacher cognition, the importance of content-area teachers' approach to work and psychological processes, reminding the reader of the link between teacher's thinking and decision-making. The chapter also gives an insight into the effectiveness of pull-out programmes in the U. S. for English learners and the positive student participation and engagement in combined inclusive classrooms of both English learners and English speakers (the authors avoid the use of the term "native speakers" altogether; however they most likely mean those students for whom English is L1). The SIOP model is described in necessary detail, familiarising the reader with the criticism of the approach, in particular, its implementation difficulty, and heavier focus on teacher rather than student actions. The study analyses two teachers' self-ratings according to SIOP, observation ratings by the researcher, videotaped lessons and individual interviews conducted shortly after the lesson for better recall. Among other concepts, the chapter talks about content teachers not perceiving language as their goal, possibly due to the lack of experiences with English learners; it mentions the idea that lower proficiency may be a challenge in "more demanding" subjects such as Science. The chapter may be especially interesting for those interested in CLIL implementation in secondary school in different subject areas.

Chapter 6, written by C. Dalton-Puffer, J. Hüttnerand U. Smit, explores the issue of voluntary vs. obligatory CLIL in Austrian upper-secondary College of technology. The study compares the college before the introduction of obligatory CLIL and 8 years later (4 years after the introduction of obligatory CLIL). The study provides the comparison of the nature of CLIL (obligatory vs. voluntary) and a discussion as to whether the loss of the individual freedom of the former is justified to deal with fragmented non-systemic unsustainable nature of the latter. The chapter covers several topics, ranging from teacher language proficiency, student language anxiety and cognitive complexity of CLIL. The conclusions straightforwardly answer the research questions, which may have a special appeal to policymakers and researchers. Some praise must be given to the authors of this study for introducing a brief overview of the literature, sticking to a clear logical flow, educating while telling a story and following the conventions of a well-written narration.

Chapter 7, written by R. Milla and M. del Pilar Garcia

Mayo, focuses on the corrective feedback (CF) in CLIL and English as Foreign Language (EFL), in the context of the Basque Country (Spain). Specifically, it compares teachers’ and learners’ beliefs to teachers’ practices, identifying “the mismatch between teachers’ beliefs and corrective behaviours”. The study consists of teacher beliefs questionnaire, classroom observations (of one EFL and one CLIL teachers) and learner beliefs questionnaires. Teacher and learner beliefs questionnaires are designed in a parallel manner, allowing the researchers to compare the perceptions. The study may be particularly interesting to in-service teachers as well as researchers, as it answers most teachers pressing question: “What, how and how much should I correct?”.

In **Chapter 8**, E. Dafouz explores lecturers’ beliefs on the topic of ICL in Physics in Higher Education in Spain. The chapter discusses some topics of CLIL teacher perceptions of the responsibility (over content, not over language), accommodations necessary in teaching practices, translanguaging, classroom management, the need for subject-specific language, English competence and proficiency, preparation time and overwork, lecturing pace and mixed ability classes. It mentions two important considerations, the need for parallel content coverage (both in Spanish and in English) and the need for the explicit support for teachers. This chapter may be especially useful for a new researcher in the field.

Chapter 9, written by K. R. Talbot, M. -T. Gruber, A. Lämmerer, N. Hofstadler and S. Mercer, looks at CLIL/EMI teacher subjective wellbeing (SWB) at primary, secondary and tertiary levels in Austria, interviewing the teachers / instructors. The authors justify that teacher SWB, and, specifically, CLIL/EMI teacher SWB is a key for effective practice rather than an add-on. They discuss a variety of topics, including linguistic insecurity, lack of appropriate teaching materials and extra workload (which is sometimes considered as a positive driver for growth and development). The study would be interesting for those researchers who are willing to understand the possible differences between these three levels of education in terms of teachers’ / instructors’ perceptions of their SWB in CLIL / EMI. The study is well-structured, it reports on the difference in attitudes among primary, secondary and tertiary-level teacher towards CLIL / EMI, their perceptions of their roles (e.g. content and language “integrators” vs. “content transmitters”) and the availability of the teaching materials. The chapter also highlights the perceptual differences between tertiary-level teachers and their primary and secondary counterparts on the importance of language (language proficiency, translanguaging, code-switching vs. the utility of English for the students’ aims).

In **Chapter 10**, A. Jimenez Muñoz investigates the past experiences of EMI university lecturers from different countries who had been in-service for 5+ years. The study emphasises the complexity of the issue of introducing CLIL / EMI. It reports that the claim that CLIL / EMI (apart from internalisation) has an added value of acquiring both content skills and language proficiency is not always supported

by data. The study interviews pre-profiled and shortlisted lecturers from several countries and then uses text analysis to identify a few issues in lecturers’ EMI experiences. An interesting finding is that lecturers have mentioned almost 3 times as many negative aspects as positive; all the aspects identified are then analysed in terms of how they correlate with each other. The study analyses the 500-word notes written by the lecturers to the former selves as a reflection of what they found relevant on their EMI journey and what they wished they had known before it started. It concludes that lecturers reflected emotionally rather than cognitively or factually, with a great compassion to their former selves, admitting that they had done all that they could have done, and that students learning did not always depend on their effort, as well as concluding that shifting the pedagogical focus on the learners had helped them alleviate their anxiety. Despite the self-reported limitations of the study, the study is worth looking at as it gives insights into what factors may need to be explored in the field in the future, to name a couple: a possible need for English for Academic Purposes training and coping in the challenging EMI / CLIL environment.

In **Chapter 11**, E. M. Gierlinger explores L2 confidence in CLIL teaching through a series of interviews and classroom observations over a period of one academic year. The study is an example of the usage of stimulated recall methodology. The results have been divided into 3 categories, exploring CLIL teachers’ confidence as (1) L2 subject “language users”, (2) L2 users and (3) L2 teachers. A variety of topics arise from such study, namely: (1) learning through L2 may facilitate content comprehension due to “intensive networking in the brain”, (2) positive attitude towards mistakes may boost one’s confidence and not impede students’ learning, (3) negative teacher L2 learning experience may influence his or her perceptions of the competence in the teaching practice (this same teacher in the study experienced hesitation towards the usage of corrective feedback in the classroom so as not to discourage the students).

Chapter 12, written by N. M. Parry and E. M. Thomas, is a study conducted on the topic of teacher confidence in bilingual classrooms in Wales, working according to the Welsh Government policy to increase the Welsh language usage and the number of Welsh speakers; “Incidental Welsh” approach has been introduced in secondary schools. Most teachers at the school where the research took place were non-Welsh speakers required to introduce some Welsh to their lessons. The study uses a mixed method approach, importantly, the participants were divided into non-supported groups and supported groups. These teachers’ classes were observed separately and then the teachers that received personalised support were given questionnaires and participated in focus groups. It is concluded that language support scheme allowed for the increased teacher confidence, which may be an indicator that collaborative activities could contribute to the increase in the use of Welsh at schools. Two findings could potentially be extrapolated to similar contexts: (1) incidental language use allows for little exposure, particularly due to the use of very limited

structures; (2) bilingual teachers could also benefit from such programmes as they may be more comfortable using one language (e.g. English) over the other in certain contexts.

Chapter 13, written by V. Arshad and R. Lyster, analyses teachers' experiences in content-based instruction in Canada. The study involves elementary and secondary level Social Studies teachers, some with L2 training experience, from different schools, participating in professional development workshops over the course of 3 years. The "L" ("language") in CLIL that these teachers used as a medium of instruction was French and they were required to use the 4-phase instructional model called "CAPA" which is meant to help integrate content and language in a sustainable way. The first-year results are described in greater detail while mixed methods to collect data are used (i. e. a sequence of progress surveys, interviews, school visits and observations). Teachers' evolution is further described in sub-themes, such as enthusiasm for implementation, enlightenment regarding ICL, confusion (which may arise from the lack of examples during training), collaboration, satisfaction and reservation. The study admits that the teachers benefited from the collaboration as those teachers who belonged to the same school could plan together during these sessions, however, while they were satisfied of their experiences and approved of ICL, they voiced some concerns regarding planning time in particular (e. g. most resources available in French are meant for the native speakers which will require adaptation).

In **Chapter 14**, R. Nishida, one of the editors, conducted a complex survey to analyse Soft-CLIL tertiary students' intrinsic motivation in Japan, using a questionnaire designed for CLIL. The survey took place over one semester and included giving a number of surveys to students at different intervals. It analysed the correlations between intrinsic motivation, accomplishment, and stimulation, discussed the changes in perceived competences in different language skills and group dynamics. The author concludes by stating that students were motivated by the authenticity of the course as it was related to their subject as well as by the collaborative learning. The chapter reports that while the syllabus and the materials for this Soft-CLIL course had been carefully chosen, typically it is quite hard to do in CLIL, however some teachers may enjoy the creative process.

Chapter 15, written by D. L. Banegas and R. S. Pinner, takes a closer look at motivational synergy in language teacher education in Argentina. It analyses pair tasks student teachers completed during the course, formal assessment (exams, assignments, feedback on group presentations), a final class discussion and teacher trainer's / tutor's journal. The study covers important topics in teacher training such as development of emotional intelligence, learning through motivational synergy and language awareness. One of the highlights of the study was the teacher trainer's / tutor's journal, as it gives an insight into the teacher trainer's own reflections and concerns, leading to the section titled "Implications for Policy and Practice" which might be interesting for those developing teacher trainer courses.

To sum up, the issues tackled in this book range from teacher identity, self-concepts, language use, anxiety and confidence, voluntary vs. obligatory nature of CLIL, translanguaging and code-switching, corrective feedback, teacher subjective wellbeing, student intrinsic motivations and motivational synergy. The studies, predominantly though not exclusively, use qualitative research methods and touch upon the differences between teacher perspectives and experiences at different educational levels in different countries while integrating content and language. Overall, the book's broad scope makes it a very useful source of information for researchers, policymakers and teacher training courses' designers. The book may also play a role as a valuable tool for career researchers who want to explore different writing styles as well as become a friendly companion for CLIL and EFL content-rich teachers, both experienced and novice. ■