How plurilingualism contributes to the development of language *and* subject knowledge in a higher education CLIL classroom.

Emilee Moore

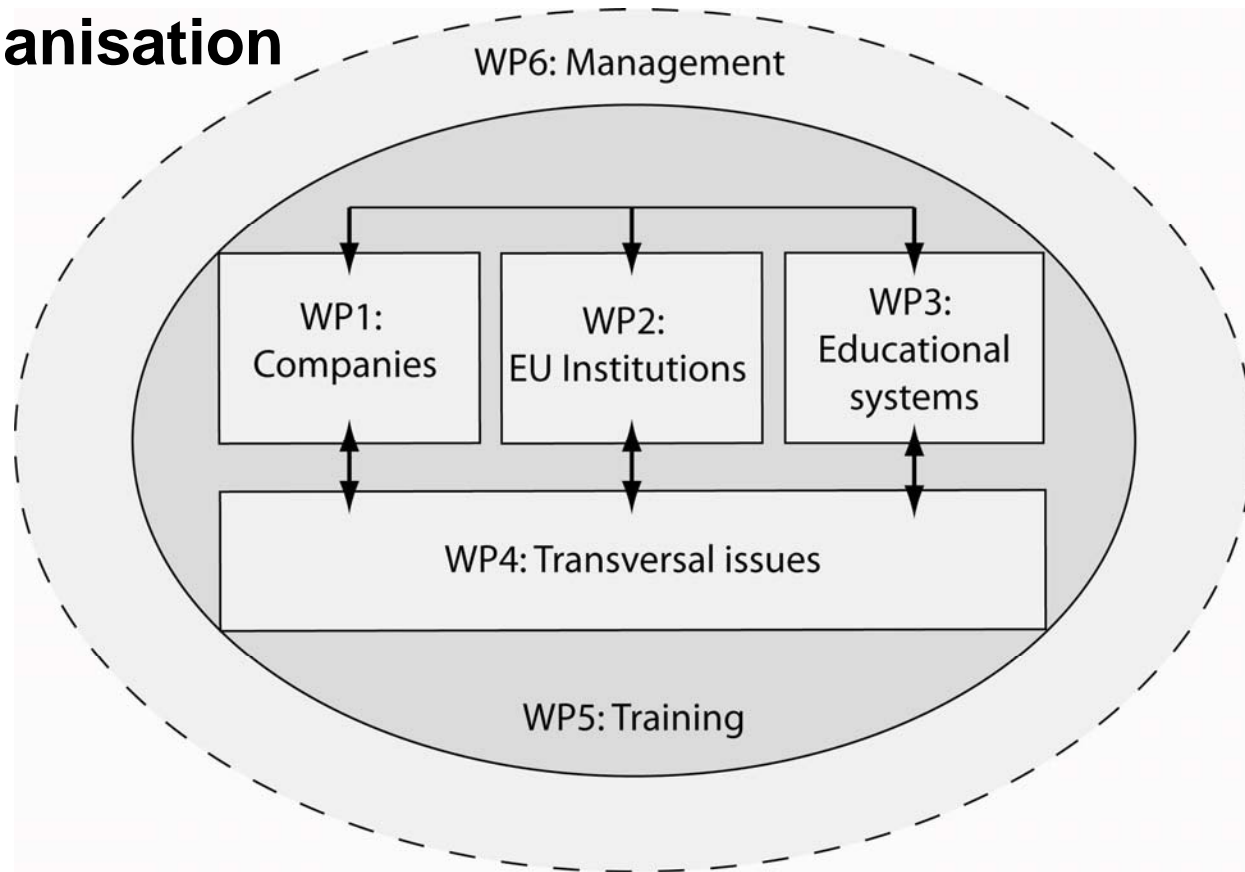**GREIP Research team**
greip.uab.cat

The DYLAN project

Aim

- "The DYLAN project will seek to identify the **conditions** under which Europe's **linguistic diversity** can be an **asset** for the **development of knowledge** and economy." (www.dylan-project.org)
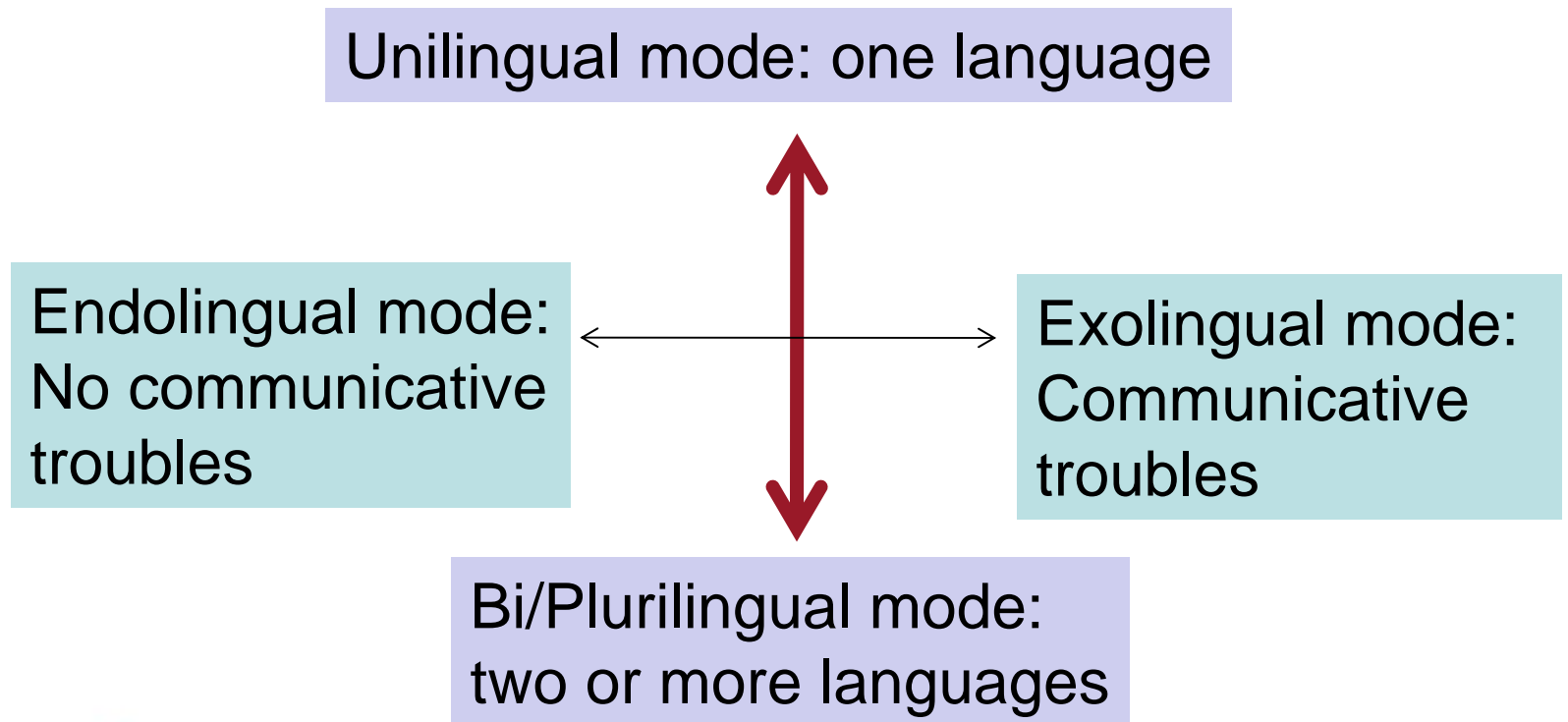
The DYLAN project

Organisation

Questions: UAB team

– What new (plurilingual) language practices are emerging at higher education institutions in Catalonia (case studies of 2 institutions)?

» *CLIL/ELF classes*

– In what ways can plurilingual practices in such classes be linked to the construction of knowledge?
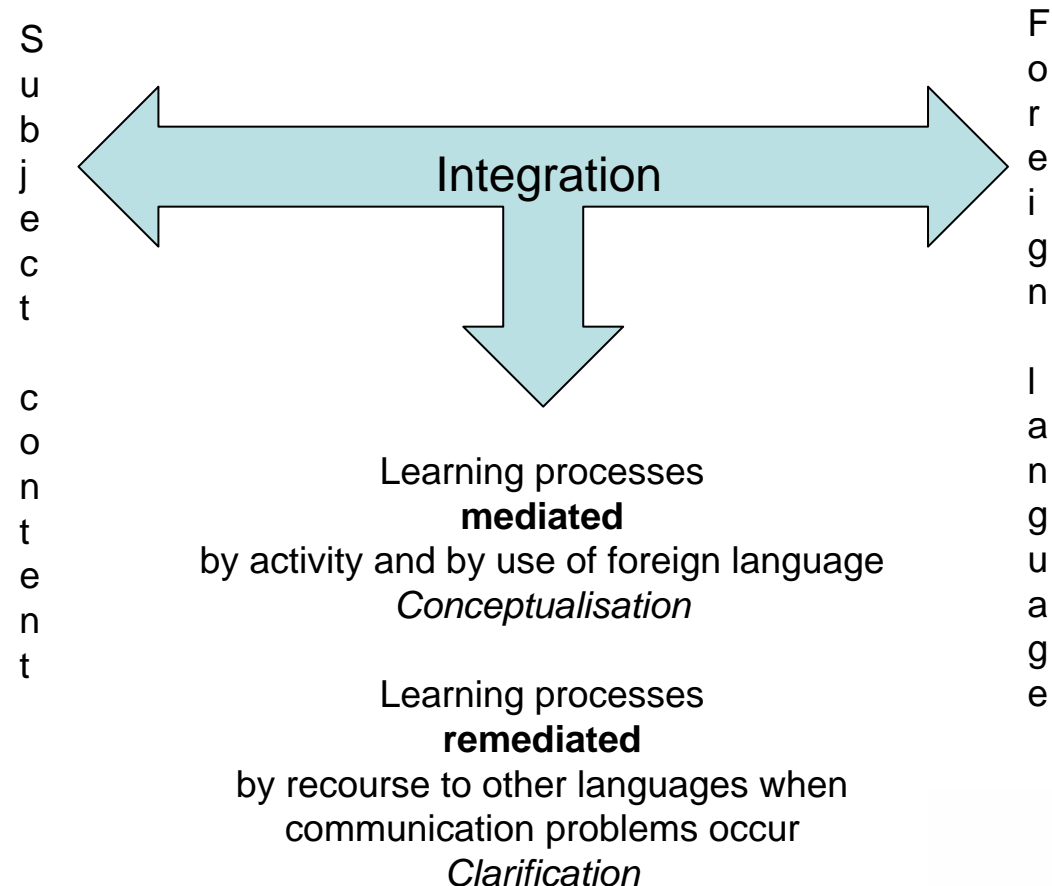
Situating plurilingual interaction
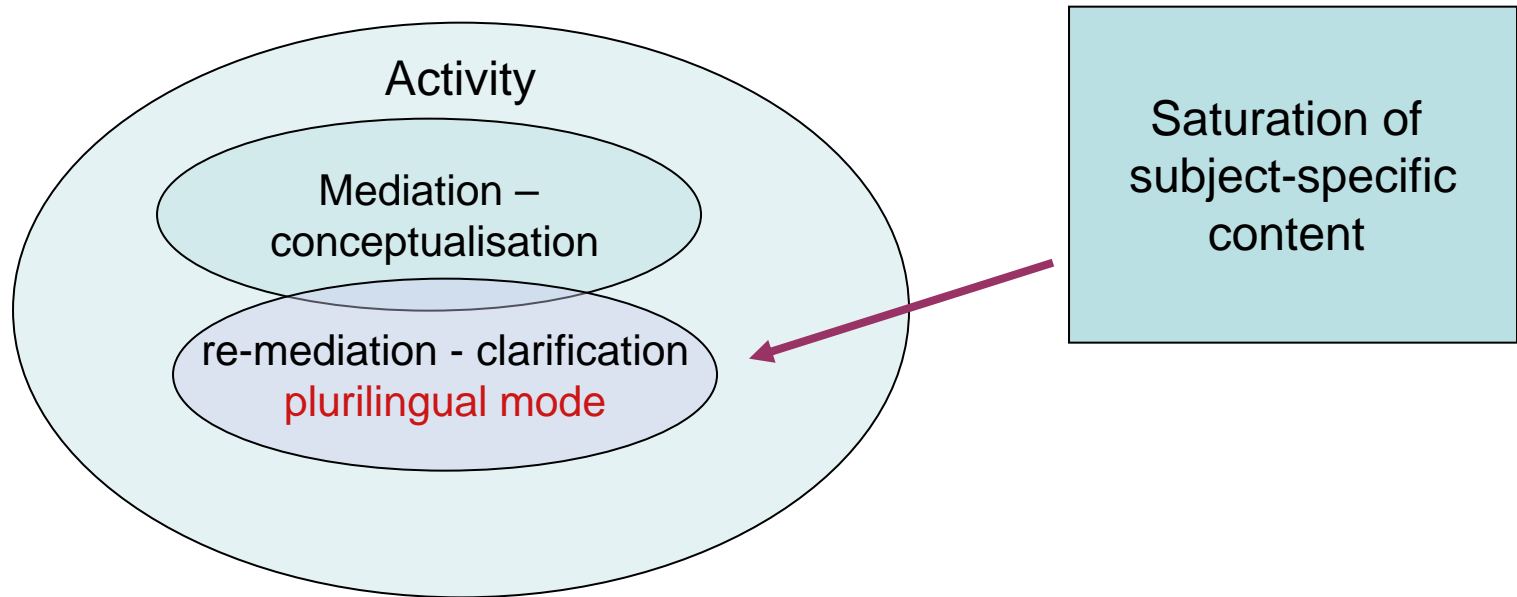
- (Alber & Py, 1986; Lüdi, 1989; et al.)

Unilingual mode: one language

Endolingual mode: No communicative troubles

Exolingual mode: Communicative troubles

Bi/Plurilingual mode: two or more languages

The *integration* of subject and language knowledge

• Nussbaum (2009). (See also Gajo 2006; 2007).

Subject content ←→ Integration ←→ Foreign language

Learning processes
mediated
by activity and by use of foreign language
Conceptualisation

Learning processes
remediated
by recourse to other languages when
communication problems occur
Clarification

Plurilingual interaction and *saturation*

• Gajo & Grobet, 2008:

Activity

Mediation – conceptualisation

re-mediation - clarification
plurilingual mode

Saturation of subject-specific content

A case study

- Psychology course taught in English
  - 2/3 ERASMUS students, 1/3 autochthonous students
  - No explicit course plan to integrate language and content

- Case study: The process of preparing a talk in English
  - Reading a scientific article (in English);
  - Group discussion;
  - Re-reading, preparing part of talk individually;
  - Giving a talk in English.
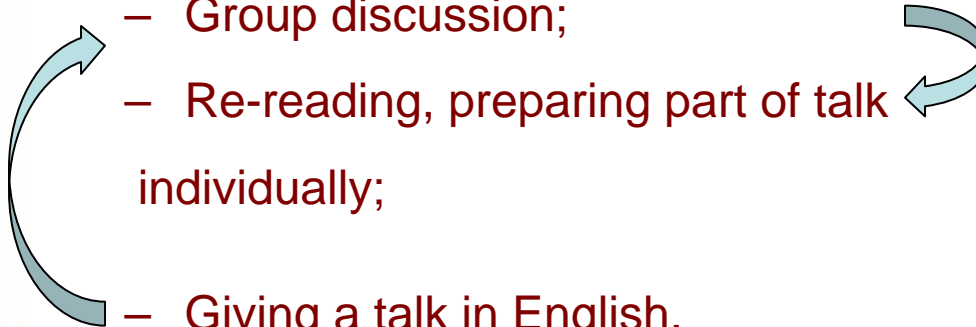
The Relationship Between Career Variables and Occupational Aspirations and Expectations for Australian High School Adolescents

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University of Missouri
10.1177/0894845307307471
http://jcd.sagepub.com
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http://online.sagepub.com

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The unilingual final product:

"Aspirations and Expectations"

An excerpt from Gisela's talk in front of the class

1. Gisela: m:\ (0.78) as we can see in the results: of riasec_(0.57) ah: categories that were most frequently expect- a: aspirated_ (0.32) by: students were investigative_ (0.48) social and realistic\ (0.72) and the categories that were least aspired by students were enterprising and conventional\ (0.88) a: for expectations happened a: more or less the same ah because the categories that were most expected by students_ (0.57) were social realistic and investigative\ (0.21) but with different percentage\ (0.52) and the categories that were mo: (0.56) hm: less ex- EXPECT by students were conventional_ (0.27) conventional and enterprising\ (0.8) categories\ (0.83)

2. Maria: Gisela\(0.6)

3. Gisela: yes\ (0.32)

4. Maria: can you remind us_ (0.28) what's the difference_
    (0.46) between the aspirations_=

5. Gisela: =oh yes\=

6. Maria: =and the expectations\ (0.16)

7. Gisela: aspirations is more idealistic_ (0.72) it's e:h
    what you aspire to do in:_ (0.53) in your life and
    expectation is e:h more realistic\ (1.5)

8. Maria: very good\ (1.94)

The plurilingual process: *"Aspirations and Expectations"*

Group discussion in the library about the article

1. Gisela: **ᵒés que jo XX què és career**\ᵒ (0.38)
2. Ariadna: **o sigui career és la carrera professional**\ (0.03)
3. Gisela: **sí sí**\ (0.69) **però**\ (0.52) **és que- l'ocupació**/ (1.61)
4. Ariadna: **clar tu dintre de la teva carrera professional tindras diferents-** sorry just a [moment\]
5. Emine: [*nada*] *pues*\ (0.05)
6. Gisela: [yeah] because I have a ((laughing)) difficult [with the:])
7. Emine: [yeah\]
8. Camilla: [((laughs))]
9. Ariadna: són difer[ents:_]
10. Gisela: [lan]guage\ (0.85)
11. Ariadna: **diferents ocupacions vull di:r**\ (0.83) **jo què sé com la carrera esportiu pues la carrera professional**\ (0.64) **és que no sé si entenc molt bé el que m'estàs demanant** [**potser**\]
12. Gisela: [**sí sí sí**] **sí sí**\ (0.36) **és que no entenc o sigui no entenc la diferència entre_** (1.45) **hm:**\ (0.08) **hm:**\ (2.15) **és que no em: no em recordo**\ (0.68)
13. Ariadna: **entre estatus i jo et l'ocupació**-=
14. Gisela: =**sí lo de l'estatus i: la aspiration la expectation i tot això**\ (0.51)
15. Ariadna well I think that aspiration is what you want\ (0.16) and expectation is so:me somehow more realistic what you think you will have\ (0.12)
16. Gisela: **sí** it's [more XX\]
17. Ariadna: [for example I wa- my] aspiration is to be rich\ (0.49) Ariadna: but I won't be rich\ (0.52) so I expect to not be rich\ (0.57)
18. Emine: yeah\ (0.12)
19. Ariadna: so perhap- perhaps I can aspirate to a: have to be a doctor_ (0.52) but as my:- I am not studying_ (0.12) for example I know that I won't be a doctor so I\ (0.45) I don't expect to be a: doctor\ (0.48) and they measure_ (0.28) this_ (0.53)
20. Gisela: but it's more realistic_ (0.32) the: the expectations that you [have\]
21. Ariadna: [yeah\]
22. Gisela: that- than the:\ (0.24)
23. Ariadna: aspiration [is the ideal-] idealistic [thing\]
24. Camilla: [aspirations\] (0.32) [like] dreams [yeah\]
25. Ariadna: [yeah\] (0.08)

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The plurilingual process:
"Aspirations and Expectations"

Re-reading of the article after group work

The Relationship Between Career Variables and Occupational Aspirations and Expectations for Australian High School Adolescents

Wendy Patton
Queensland University of Technology
Peter Creed
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Aspirations → algo més idealista.
Expectations → algo més realista.

This study surveyed 925 Australian high school students enrolled in grades 8 through 12 on measures of occupational aspirations, occupational expectations, career status aspirations, and career status expectations; it tested the association between these variables and career maturity, career indecision, career decision-making self-efficacy, and career barriers. Adolescents generally aspired to or expected to work within a small range of RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, or Conventional) occupational categories. One third of students reported occupational aspiration and expectation discrepancies. These differed across gender and across age for female students but not for male students. Students who demonstrated both occupational and status aspiration and expectation discrepancies reported more career indecision, were less confident about making a career-related decision, and were less career mature. Students generally held higher occupational status aspirations than expectations, and male students were more likely to choose professional occupations than were female students. Age differences were found for status expectations but not for status aspirations.

Keywords: career aspirations; career expectations; career maturity; career indecision; career decision-making self-efficacy; career barriers

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Conclusions

- Language and content ***integrated locally*** in group work ***interaction*** and in the student's individual work, not as an explicit curricular goal;
  - Language and content intimately linked → Students "naturally" problematise the ***discipline specific meaning*** of some everyday lexical items;
  - CLIL classrooms are an ideal space for teachers to consider, take advantage of and promote such local integration;
- ***Plurilingual mode*** may allow ***greater saturation*** of the subject discipline than does unilingual activity, in which content is simplified;
- **Plurilingual activity** may acts as a type of ***scaffolding*** for the construction of a ***unilingual product.***