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Limburg

MOVING MINDS

CLIL in Flanders

A study on the effectiveness of CLIL in
Flemish secondary schools

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Overview

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2. Research questions
3. Methodology
4. Results
5. Discussion & conclusion



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1. Introduction



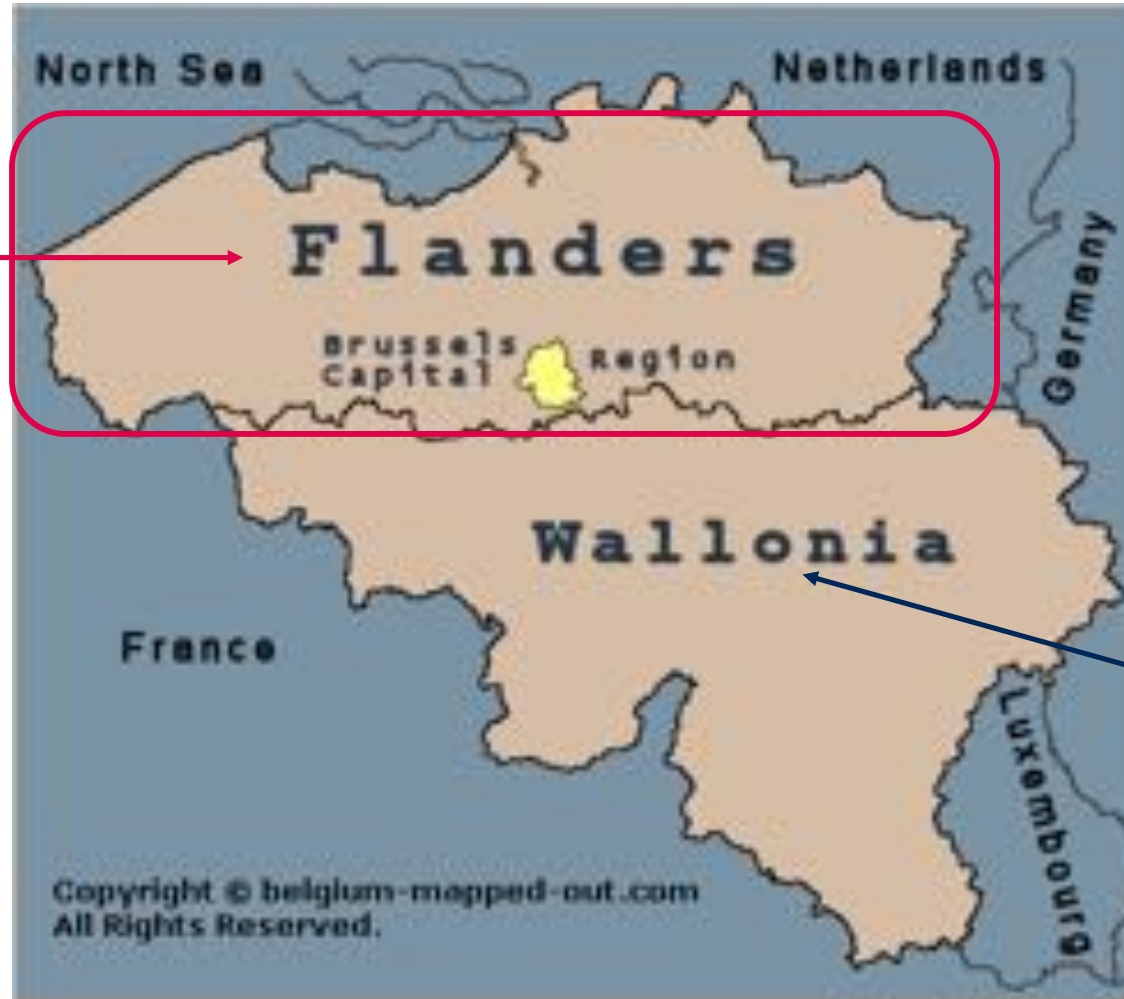
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regular language of instruction: Dutch



regular language of instruction: French



CLIL in Flanders: context

- CLIL is legally possible since 2014
- Only in secondary education
- Maximum 20% of the curriculum
- The choice of content course is free
- The choice of the target language for CLIL programs is threefold:
 - French
 - English
 - German
- How do schools make these choices?
 - Pragmatic choices rather than conceptual decisions
- Effect
 - ± 130 schools with a CLIL program
 - A wide array of different combinations of CLIL-target languages in schools



Why this study?

- No effect measurement since introduction of CLIL
- Previous investigations
 - In Flanders
 - Strobbe and Sercu (2011)
 - Evaluation pilot project
 - Education inspection (2017)
 - Only schools starting in 2014
 - Focus on implementation and policy
 - International research
 - Methodological questions
 - Relevance to the Flemish context?

2. Research questions



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Research questions

A. Pupils

1. How do pupils feel about CLIL?
2. What influence does CLIL have on:
 - i. general school motivation and school well-being?
 - ii. the motivation concerning the target language, the subject, Dutch as the language of instruction?
 - iii. the ability to listen and speak in the target language?
 - iv. reading skills in Dutch?

B. Teachers

1. Why do schools and teachers choose CLIL?
2. How is CLIL prepared and applied at school and in the classroom?
3. What are the needs, wishes and suggestions of CLIL teachers?

3. Methodology



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Pupils: sample

- Comparison: CLIL vs. non-CLIL
 - 2015-2017: 1st → 2nd year of secondary school (Cohort 1)
 - 2016-2017: 1st year of secondary school (Cohort 2)
- Certain criteria
 - e.g. age, Dutch as a home language, no French at home, enrolled in a study program open to both CLIL and non-CLIL

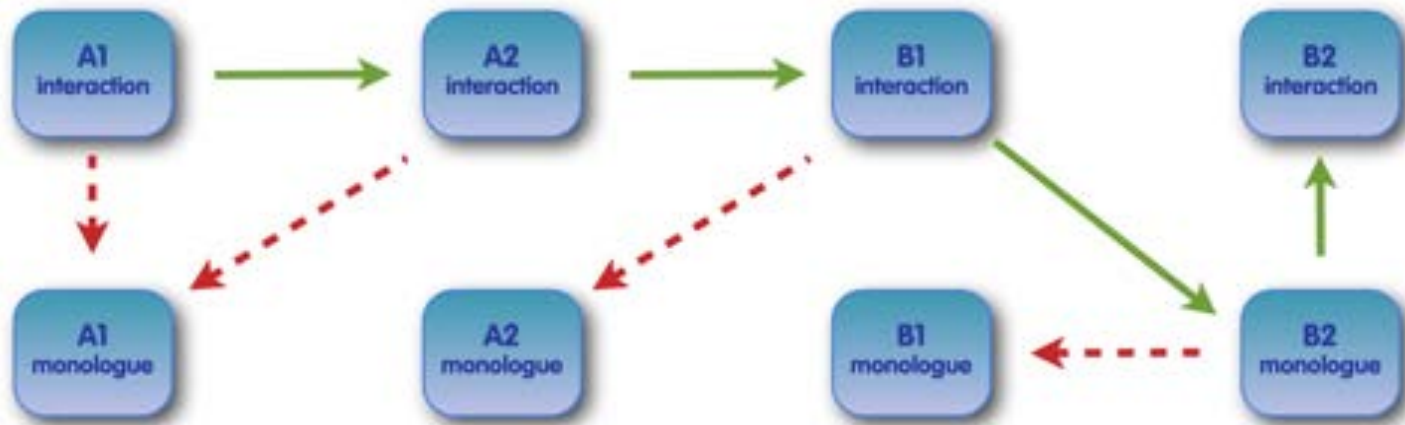
		L2 French listening	L2 French speaking	L1 Dutch reading
Cohort 1	CLIL	135	69	157
	Non-CLIL	182	69	227
Cohort 2	CLIL	94	52	83
	Non-CLIL	134	83	112
Total		545	273	579

Number of participants per cohort and per test



Instruments

- French listening
 - A compilation of the multiple choice test by Martens & Voets, 2011
 - Covering CEFR A1 → B2
 - Final score = correct answers * weighting factor
 - Duration: ± 45 minutes
- French speaking
 - Based on the test by Martens & Voets, 2011
 - Covering CEFR A1 → B2
 - An adaptive series of tasks: interactive speech & monologue



→ in the case of a positive result
- - → in the case of a negative result

Sequential design of French speaking tasks



		2015				2016								2017										
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
L2 French listening	Cohort 1																							
	Cohort 2																							
L2 French speaking	Cohort 1																							
	Cohort 2																							
L1 Dutch reading	Cohort 1																							
	Cohort 2																							

Timeline data collection



Statistical analysis

- Linear mixed model
 - Fixed factors:
 - CLIL or non-CLIL
 - Time
 - Interaction between CLIL and time
 - Backgroundvariables
 - Gender, school, type of study, SES, language- and learning problems, residence abroad, numbers of hours French, exposure to French outside school, language fear French, motivation to learn French)

4. Results



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Results

- French listening
 - Cohort 1: No difference at onset, both groups improve significantly, CLIL group biggest significant improvement
 - Cohort 2: No difference at onset, both groups improve significantly, CLIL group biggest significant improvement
- French speaking
 - Cohort 1: No difference at onset, both groups improve significantly, CLIL group biggest significant improvement
 - Cohort 2: No difference at onset, both groups improve significantly but no significant difference between two groups
- Dutch reading
 - Cohort 1: No difference at onset, both groups improve significantly but no significant difference between two groups
 - Cohort 2: CLIL better at onset, both groups improve significantly but no difference between two groups at last test.

5. Discussion and conclusion





Discussion

- CLIL students progress faster in listening and speaking proficiency in L2
- No CLIL effect on the reading proficiency in L1

=> Results in line with previous studies in different educational contexts

- Overviews: see
 - Cenoz et al., 2014
 - Dalton-Puffer, 2017
 - Pérez Cañado, 2012



Important note

- No CLIL selection bias, since we
 - also measured the **initial L2 proficiency** at the onset of secondary education
 - incorporated **variables** in our statistical models such as
 - L2 motivation
 - contact with the L2 outside school
 - socioeconomic status
 - ensured **comparability** between the **CLIL and non-CLIL** groups as much as possible



Discussion

- Results due to CLIL or due to more exposure to the target language?
- For policy makers:
 - CLIL allows to increase exposure to L2 without increasing L2 language lessons
 - Content classes in L2 do not affect the L1 reading proficiency



Need for further research

- Impact of CLIL on content knowledge?
 - Previous studies: no or positive impact
 - Admiraal et al. 2006; Meyerhöffer & Dreesmann, 2019
- Impact on a larger scale?
 - Longer period
 - More students
 - Other L2's
- Impact of variables like
 - CLIL teacher and pedagogical approaches
 - CLIL subject
 - Amount of CLIL instruction
 - Other home languages



Conclusion

- What influence does CLIL have on
 - The ability to listen and speak in the target language?
= Positive
 - Reading skills in Dutch?
= No impact