



RT 3.5 – BABES-BOLYAI UNIVERSITY

CONTENT AND LANGUAGE INTEGRATED LEARNING AT BABES- BOLYAI UNIVERSITY: ATTITUDES, REPRESENTATIONS AND PRACTICES

This working paper presents the results of a research undertaken by the Babeş-Bolyai University DYLAN team meant (1) to capture attitudes and discourses of students, academic staff and academic leadership associated with programmes/ classes taught in foreign languages (CLIL) at BBU, and (2) to offer an analysis of CLIL practices at this university. We have tried to carry out our task and thus design indicators on the basis of data collected (1) by administering 130 questionnaires to a representative sample of students taking different CLIL specializations and to academic staff from different faculties teaching such specializations; (2) by interviewing deans of several faculties and two vice rectors; and (3) by video-taping a 1st year CLIL course taught in German to a class in the German study-line at the Faculty of Biology; the video was then transcribed and discourse analysis was applied to the interpretation of the data.

The analysis is underpinned by a conception of multilingualism as familiarization with more than two languages, to which BBU has adhered. This has resulted in a multilingual education consisting in the teaching *of* languages, and in the teaching *in* regional languages, and *in* international languages, i.e., an education in the mother tongue and in the regional languages (Hungarian and German) offered through the special study-lines, as well as in international languages (English, French, German), which is intended to preserve cultural identities and to meet practical goals (mobility and dialogue, attainment of equal chances with EU graduates through *informatory effectiveness*).

The data collected in the questionnaires indicate the convergence among respondents on several issues relating to the teaching of specializations in widely spoken modern languages (e.g., the need for such specializations; the preference for English, followed by German and French; proficiency in the foreign language and access to labour market as key factors in the choice of CLIL specializations; improvement of language proficiency by taking these specializations; problems faced; switch to the native language during teaching viewed unanimously as advantage). The opinion is, however, divided on the issue of the impact of teaching in a foreign language on knowledge transmission, some considering this an advantage, others a disadvantage.

The answers to the interviews convey the academic leaders' favourable attitude to this practice. The respondents' major choice is English, but French and German are also invoked. The justification for CLIL courses or specializations range from *informatory effectiveness* to *cooperative* or *strategic effectiveness*, or *equity* in access and competences, including *intercultural* and *communicative competence*.

The analysis of the video-taped CLIL class reveals cognitive and metacognitive operations. It focuses on lesson sequences handled in terms of several dimensions: dialogue sequences, monologue sequences and varieties of these two, analysis of the content and of the manner of treating the information as the lesson unfolds, analysis of the metalinguistic sequences, metacognitive effects, interlinguistic strategies, focus on knowledge transmission, teaching aids, etc.

A broader perspective for the research is sketched in the end, and theoretical developments, along with research perspectives for the next six months, are pinpointed.