A Case Study on the Factors Influencing the Implementation of Content and Language Integrated Learning (CLIL) at Mongolian International University

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Abstract

This thesis is a case study of Content and Language Integrated Learning (CLIL) at Mongolian International University (MIU). CLIL is a language education approach where the main focus is on using a target second language as a tool for learning and teaching content. CLIL is an umbrella term that shares certain elements and common characteristics with various other methodologies. Due to this, some linguists and teachers believe that CLIL is a name for the Content-based Instruction (CBI) in the European context. CLIL and CBI are similar in many ways, but they are not identical. Moreover, CLIL includes different variations by placing greater or less emphasis on either language or content to cover a wide range of classroom contexts at different levels of education. However, due to this feature, the concept and the structure of CLIL are becoming unclear.

The thesis aimed to investigate the awareness and experience of teachers, students and dean of academic affairs with CLIL, the current situation of CLIL implementation at MIU, and factors influencing the implementation of Modular CLIL, where the emphasis is on both content and language, at MIU. Multiple methods - students' questionnaire, interview with teachers and dean of academic affairs, and lesson observations - were used to generate the results. In total 21 students participated in the questionnaire, two teachers (one content teacher and one language teacher), and the dean of academic affairs were interviewed, and two lessons were observed twice.

The findings show that teachers, students and dean of academic affairs were unaware of what CLIL is. However, the lesson observation findings show that the content teacher was using Hard CLIL during the lesson whilst the language teacher implemented Partial CLIL on the follow-up activity during the lesson. However, neither of them were using modular CLIL. Interview results show that the factors influencing the implementation of Modular CLIL at MIU are teacher availability, teacher training, team teaching and balancing the content and language that are introduced to the students.

The present study was only conducted at MIU, therefore it only provides a tentative picture of CLIL implementation in Mongolia. However, it includes relevant questions that might be essential for the further implementation of CLIL in Mongolia in the near future.

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