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Questions to EMILE

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Questions to EMILE

ABSTRACT

EMILE is the French acronym for CLIL. It means Enseignement de Matières par Intégration d'une Langue Etrangère. In this paper we shall have a look, institutional, historic and didactic on the specificity CLIL in the primary schools of the French-speaking part of Belgium. As well Cognition, Competences, Culture as Content will be approached. The Strengths, the Weaknesses, the Opportunities and the Threats inherent to CLIL/EMILE in Wallonia are the following facts which will be analyzed. Finally, some results will be shared.

Keywords: CLIL/SWOT/Specificity/Results

Foreword

First of all, let us try to describe briefly the Belgian education system.

The country is divided into

- >10 provinces (Institutional division) -Antwerpen, Limburg, Oost-Vlaanderen, West-Vlaanderen, Vlaams Brabant, Brabant wallon, Hainaut, Namur, Liège, Luxembourg
- >3 regions (Geographical division) -Bruxelles-Capitale, Flandre, Wallonie
- >3 communities (Linguistic division) -flamande, germanophone, francophone (fédération Wallonie-Bruxelles)

Figure 1. Belgium: 10 Provinces



Figure 2. Belgium: 3 Communities



Figure 3. Belgium: 3 Regions



With the exception of the federal linguistic laws of 1963 which settle the use of the language in the education (1), every community for its part manages the education in an autonomous way.

Within every community, schools are still divided into three networks – Organized by the federation Wallonia-Brussels, official subsidized (cities and municipalities) and free subsidized (generally catholic).

In brief, to govern the school, there are three decision-making levels.

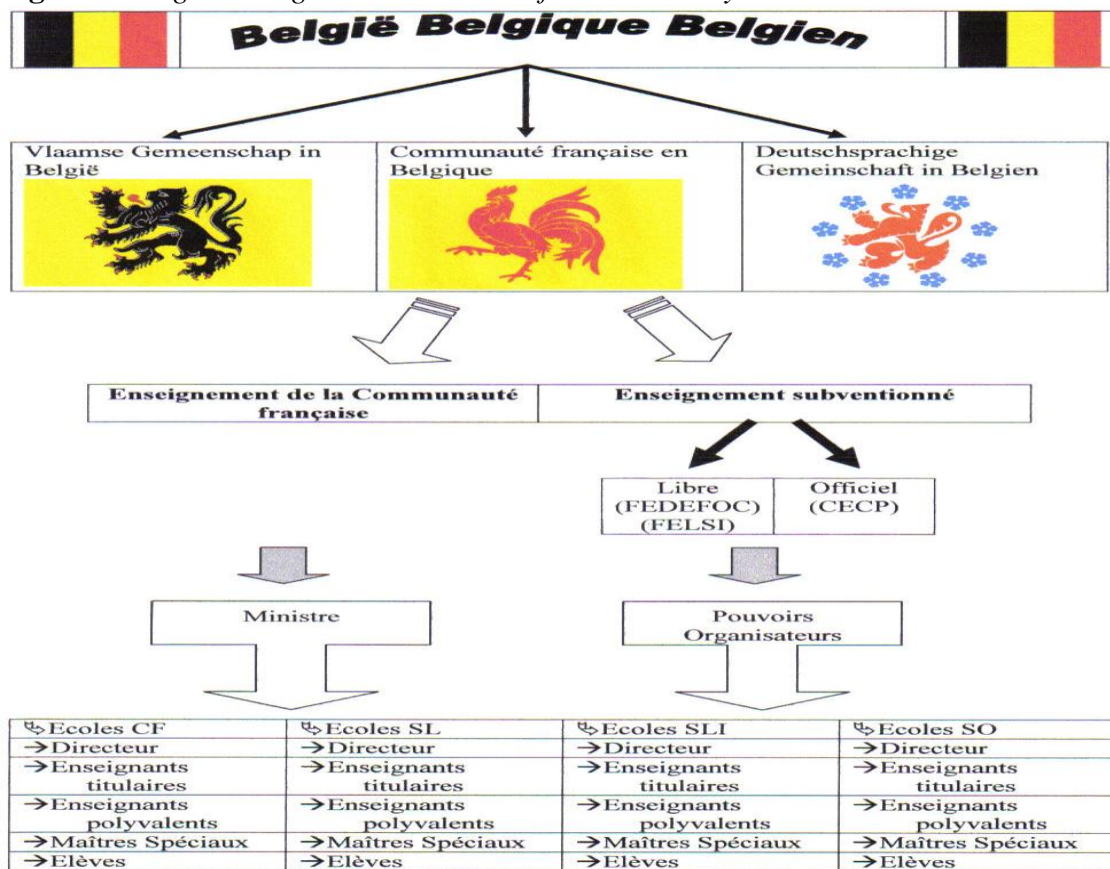
The federal state lays down general laws (for example the linguistic laws).

Communities promulgate decrees which specify the missions of the school and which purposes to reach (for example socles de compétences).

Networks publish their program clarifying how to reach the specified purposes (for example Programme de la Communauté française (fédération Bruxelles-Wallonie), Programme d'études pour l'Enseignement Primaire du Conseil de l'Enseignement des Communes et des Provinces, Programme Intégré Adapté aux Socles de Compétences de la Fédération de l'Enseignement Fondamental Catholique).

(1)Loi concernant le régime linguistique dans l'enseignement du 30/07/1963

Figure 4. Belgium: Organization Chart Of The School System



The country is confronted with a ceaseless perpetual duality between the desire to promote and to develop a bilingual education anchored in the consensus of the necessity of mastering at least 2 languages (1) and the rigidity of the legal and political barriers which slow down any significant notorious progress. (2)

Finally, it is necessary to know that the requirement of a second language course was introduced during the last two years of the primary school at the rate of two periods a week only in 1998 at the same time as “immersion” (except for the schools of Brussels and some border municipalities.)

(1) White Paper on Intercultural Dialogue “Living Together As Equals in Dignity” Strasbourg, 7 May 2008

(2) Baetens Beardsmore H., 1982, *Bilingualism : basic principles*, Multilingual Matters

Introduction

EMILE is the French acronym for CLIL.

It means Enseignement de Matières par Intégration d’une Langue Etrangère

So let’s have a look on what they most of the time call “immersion” in the French speaking part of Belgium.

Note: the term “immersion” used collectively in Federation Wallonie-Bruxelles is not very happy. Actually, difficult to know what really hides behind this name: plunge a body into a liquid? This is definitely not what we wish to do with our children!

Educational principle allowing to learn subjects of the program in another language? We begin to get closer to the intention which we want to give here to this term!

enseignement de matières par integration d’une langue étrangère ? This is undoubtedly the definition which it is necessary to retain. It is moreover the definition used in most European countries.

By the way CLIL / EMILE is also the proposal formulated by the Organ of observation and accompaniment in its last report sent to the Minister. (1)

Methodology

1/ Institutional Overview

1.1 The 4C’s framework

Let us begin the institutional analysis by means of the four blocks described in the 4Cs framework by Do Coyle (2)

1.1.1 Communication

The decree of 1998 stipulates that with immersion it is a question of using the language as communication tool (art 3).

The foreign language taught by EMILE can be English, German or Dutch.

It is thus the school which chooses such or such language freely and in total independence.

In a school within which is organized the learning by immersion, this learning can be organized in at the most two languages without prejudice to the article 7. The same pupil can however attend the course in immersion only in a single language. (art. 5)

As regards the language of the learning by immersion pursues the control of the skills bound to communication oral and written in this language defined in the bases of skills mentioned in the articles 25, § 1st, 3 ° or 35, § 1st, 3 ° of the decree missions. (3)

- (1) *Rapport de l'organe d'observation et d'accompagnement de l'apprentissage par immersion EMILE/CLIL*, Bruxelles, 2016
- (2) Coyle, D., Hood, P., Marsh, D., 2010. *Content and Language Integrated Learning*. Cambridge University Press
- (3) *Décret définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre* du 24-07-1997

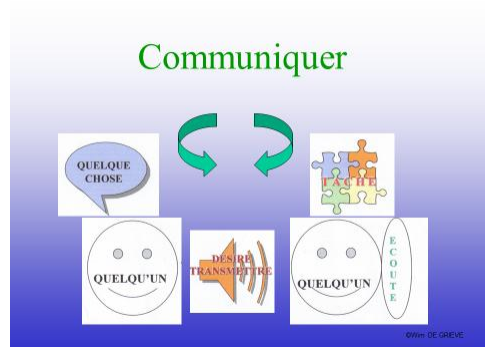
The focus therefore is clearly put on the communications skills.

At first receptive, productive in a second time.

In the assessment of communications strategies, both the knowledges (lexical, structural) as the know-how (listening, understanding, focusing, formulating hypothesis verifying the hypotheses, reviewing the hypotheses) are requested.

The pattern message-speaker-listener-task can so find a significant and functional application.

Figure 5. *Communication Scheme*



1.1.2 Content

As regards the courses and the educational activities assured in the language of the immersion, the master's degree of the skills defined, in the bases of skills, as mentioned in the articles 16, 25, 35, 39, 39bis, 44, 45 or 47 of the decree missions. (1)

All contents can be given in the foreign language except the philosophy courses.

Morality and religion are not a part of programming schedule which can be the object of a learning by immersion. (art4 §5)

It is one of the four blocks most clearly defined.

The benchmark "socles de compétences [which] and the programs [how] clarify exactly for every discipline what is expected by every child in the term of the various stages of his schooling.

The major difficulty lies in the good understanding of legal administrative texts by non-French speaking teachers.

Searching for an adequacy between language level, style of illustration and subject is a challenge of every moment.

(1) Already referred

1.1.3 Culture

The preference goes to a native speaker as EMILE teacher.

To achieve this, agreements of collaboration between the ministers of our three communities were concluded. (1)

An alternative solution exists with the possibility of hiring a French-speaking teacher certifying its thorough knowledge of the immersion language.

Then he has to pass an examination delivering the certificate of thorough knowledge of the immersion language organized every year by the Fédération Wallonie-Bruxelles.

But in this case the cultural aspect seems relegated well in the background.

However to promote the commitment of native speakers, a specific function was created for the charge of primary school teacher in charge of CLIL activities.

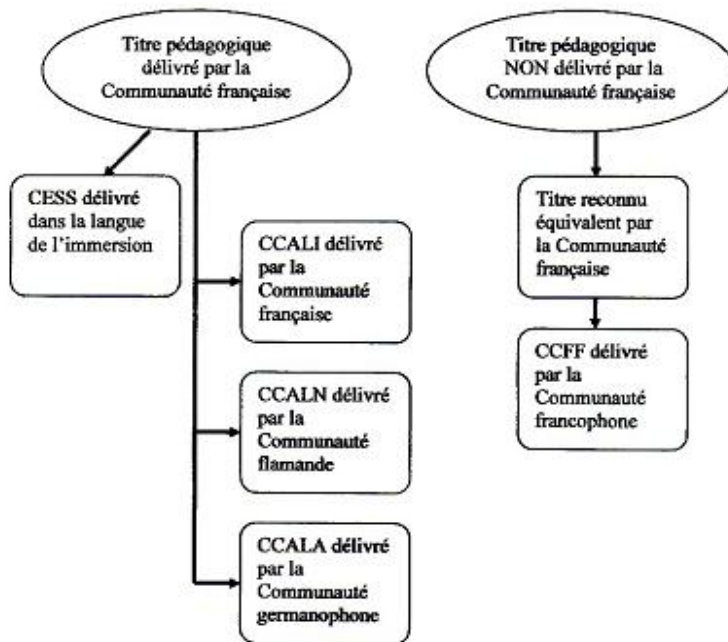
It allows a priority recruitment and a faster appointment.

There are nevertheless two constraints to be retained:

>native speakers must successfully complete the examination of functional knowledge of French;

>a commission has to rule on the recognition and equivalence of educational documents and academic titles.

Figure 6. Educational Qualifications



(1) Accord de collaboration entre les ministres de l'enseignement du 27-05-2009

1.1.4 Cognition

The accent is put on the interaction between Thinking Skills, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency (1)

Thinking skills are the mental activities you use to process information, make connections, make decisions, and create new ideas. You can divide them into cognitive thinking skills and strategic/reflective thinking skills.

Basic Interpersonal Communication Skills are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people.

Cognitive Academic Language Proficiency refers to formal academic learning this level of language learning is essential for students to succeed in school.

This is the weakest aspect of our four points.

Before we could imagine a real interaction, every element in particular already has to take advantage of a specific attention.

As well cognitive skills as strategic skills are rarely the object of a learning and training process.

BICS are the most visible and assessable concrete issues.

It is them who will usually serve to establish the evaluations which will be translated into points in the bulletin of the student.

CALP is too rarely defined yet the CECR (2) could bring a precious help.

This finding was identified in the last annual report 2015-2016 of the Inspection.

(3)

If culture and cognition are the poor relations of the evaluation, content and communication are actually present.

We find them in both certified and no certified external testing of pupils of elementary schools.

They are compulsory for all and sent to schools to assess the extent to which students have acquired the knowledge and skills essential in everyday life.

- (1) Cummins, J., 1979, Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. Working Papers on Bilingualism, No. 19, 121-129.
- (2) European Council, 2009, *Common European Framework of Reference for languages*, Cambridge University Press
- (3) Rapport synthèse année scolaire 2014-2015 du service de l'Inspection de l'enseignement fondamental

With the exception of the common external test leading to the granting of the Certificate of Basic Studies as planned by the decree of June 2nd, 2006 (1) concerning the external evaluation of the experiences of the pupils of the compulsory education and concerning the Certificate of Basic Studies qualification in the term of the primary education.

All assessments with education certified character organized in the term of a cycle, a stage or a degree are in the language of CLIL/EMILE as regards the disciplines being the object of a learning by CLIL/EMILE.

The pupils attending a class within which CLIL/EMILE is organized are submitted, in French, to the external evaluations with no certified character such as planned by the decree of June 2nd, 2006 concerning the external evaluation of the experiences of the pupils of the compulsory education and concerning the Certificate of basic studies qualification in the term of the primary education.

The school which organizes CLIL/EMILE watches that the pupils master the necessary specific vocabulary to participate in the evaluations referred to the previous paragraph.

1.2 Practice

We should now take time to analyze the practical modalities of organization.

1.2.1 Immersion is a teaching method that encourages mastery of the required skills by conducting some classes and subjects in a modern language other than French, to ensure the gradual acquisition of the other language.

1.2.2 Modalities to be filled to organize immersion (2)

Want to make it clear, no additional way is given to encourage the implementation of CLIL/EMILE.

The school principal or the education authority introduces an educational file including at a minimal level

- the opinion of the participation council referred to article 69 of the decree missions (3) ;
- a description of the project.

This description covers

- a) for every year of studies, the disciplines about which will be organized CLIL/EMILE as well as, for every aimed discipline the number of weekly periods organized in immersion;
- b) the composition and the operating procedures of a local support committee asked to accompany the teaching staff in the implementation and the follow-up of the project.

(1) Décret relatif à l'évaluation externe des acquis des élèves de l'enseignement obligatoire et au certificat d'études de base au terme de l'enseignement primaire du 02-06-2006

(2) Décret relatif à l'enseignement en immersion linguistique du 11-05-2007, CHAPITRE V. - Des modalités à remplir pour organiser de l'apprentissage par immersion

(3) Décret définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement secondaire et organisant les structures propres à les atteindre du 24-07-1997

It addresses the measures taken to

- a) make available appropriate educational tools to pupils and teachers;
- b) ensure the continuity of the project;
- c) help the low achievers in particular those who would leave CLIL/EMILE

It also describes the measures taken to inform the parents on:

- a) the characteristics of CLIL/EMILE training;
- b) as regards the fundamental or primary schools, the possibilities of pursuing within the same zone or at a reasonable distance in a nearby zone the CLIL/EMILE training at the level of the third stage of the continuum (secondary);
- c) where appropriated the agreements of collaboration evoked to articles 8 and 10.

After three years an identical file must be reintroduced and completed by an opinion of the local support committee and a balance sheet of past activities.

This balance sheet approaches in particular the number of children following successfully the CLIL/EMILE training but also the number of children having left the project.

The balance sheet explores the reason for which they left the project and the way they reinserted in the education given exclusively in French.

The balance sheet also consider the difficulties met as well as the measures taken or planned to overcome them.

2/ History View

During the nineties several schools started with early learning of a foreign language beginning at the age of six.

This was a consequence of the conclusions written in the report of the second language in the elementary school committee. (1)

In September 1990, 30 schools (10 for each network, we are in Belgium you know) on voluntary basis were authorized to introduce an early learning of a foreign language.

Every year some new schools came to enlarge this initial number.

A little bit later in 1998 appeared a general law introducing immersion. (2)

(1) Rapport de la commission langue seconde dans l'enseignement fondamental, Bruxelles, ministère education et culture, 1990

(2) Décret portant organisation de l'enseignement maternel et primaire ordinaire et modifiant la réglementation de l'enseignement du 13-07-1998

This decision was confirmed in 2007 by a specific law for CLIL/EMILE. (1)

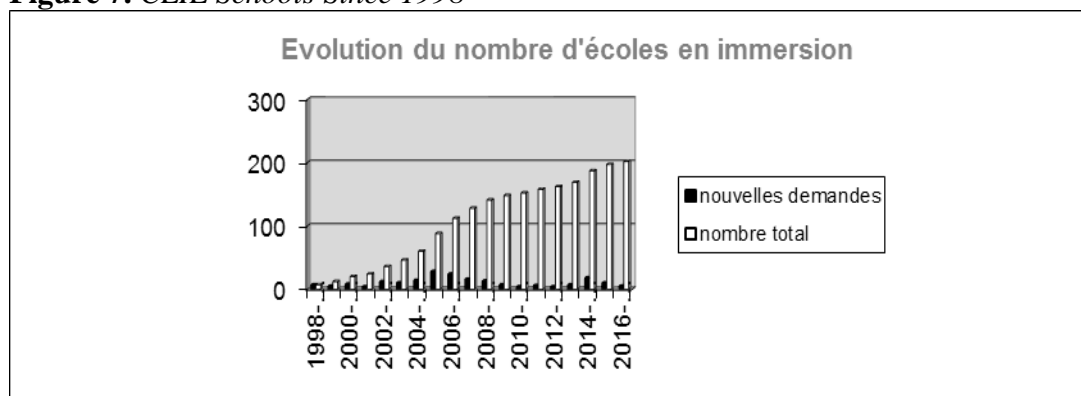
So now at this time there are about 200 primary schools working with CLIL/EMILE.

If the progress is constant, we observe a peak of demands between 2002 and 2006.

This results from a political attention given by the Minister of the time to the learning/teaching of the foreign languages.

Note: It is the second time that we evoke a Minister. You must know that between 1986 and 2016 the Fédération Wallonie-Bruxelles knew not less than 19 different Ministers!

Figure 7. CLIL Schools Since 1998



Two hundred primary schools working with CLIL means 8% of all primary schools in the French speaking part of Belgium.

Today this is an acceptable number of establishments.

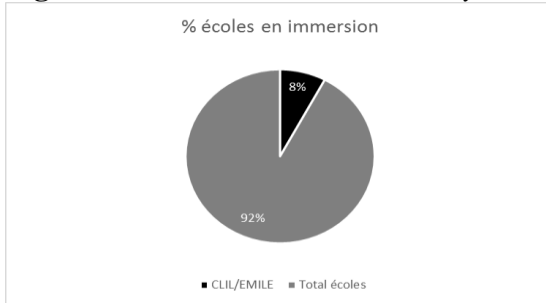
Of course we could wish that they were more numerous.

Moreover every year some new schools come to swell the ranks.

If theoretically we could wish we can offer to all the children the possibility of reaching another language by the way of CLIL/EMILE, it is however necessary to keep a cool head.

To generalize the CLIL/EMILE practice to all the 2370 fundamental schools is an illusion.

Figure 8. CLIL Schools Vs Ordinary Schools



(1) Décret relatif à l'enseignement en immersion linguistique du 11-05-2007
3/Organization in Primary Schools

3.1 languages

Schools can chose between three foreign languages. Most of them have chosen for Dutch, one of our national languages.

This choice being left to the school and on her own, we cannot really learn from it.

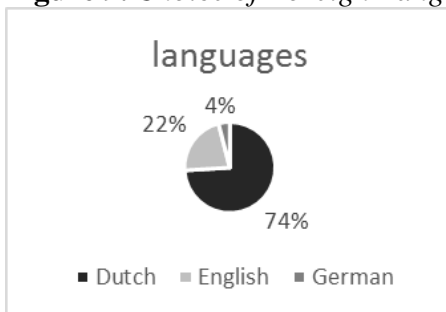
At the most we can mention some findings.

Dutch is the language chosen mainly.

The fact that Dutch represents one of the national languages is probably not strange to this choice.

We also notice another phenomenon in economically disadvantaged geographical zones where Dutch is the choice translates a will to find some employment in Belgium where the bilingualism is more and more required by the employers.

Figure 9. Choice of Foreign Language



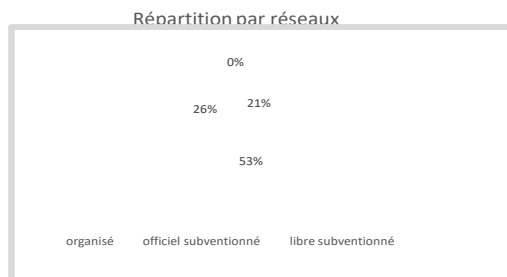
3.2 Networks

As you know education in Belgium is distributed between three networks. One of them counts more than half schools.

If a large number of schools (53%) comes from the subsidized official network, it is not the fact of a deliberated political choice of the network. But this is well the consequence of opportunities of organization existing there and not somewhere else.

For example the commitment of teachers in charge of CLIL/EMILE activities without the required title and thus under a school external status is only possible in the Subventionné Officiel network.

Figure 10. *Distribution of CLIL Schools between the Networks*



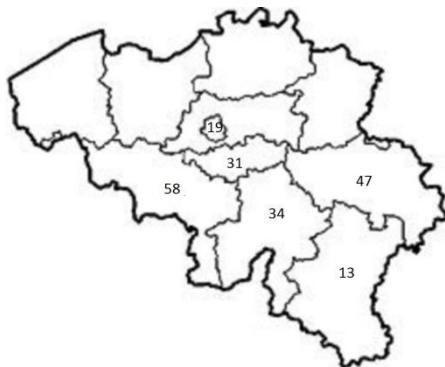
3.3 geographic coverage

Well, as luck would have it, today the 202 CLIL schools are proportionately distributed all over Wallonia. (1)

Although no coordination exists however the geographic cover answers the concern of a head of the family today who would like to register his child in CLIL/EMILE.

Nevertheless, let us take up in spite of what seems to be a favored situation in the organization chart of Belgium that the region of Brussels counts only 19 establishments or 5.5 % of this region.

Figure 11. *Number Of CLIL Schools For Each Province*



3.4 schedule

The decree of 2007 (2) determines exactly the minimal and maximum number of weekly periods which can benefit from CLIL / EMILE.

3.4.1 first possibility : starting at the age of 5

8 to 21 periods (50 minutes) a week between 5 and 8 years old

8 to 18 periods a week from 8 to 12 years old

3.4.2 second possibility: starting at the age of 8

12 to 18 periods a week until 12 years old

Note: the schedule of a primary pupil counts 28 periods a week.

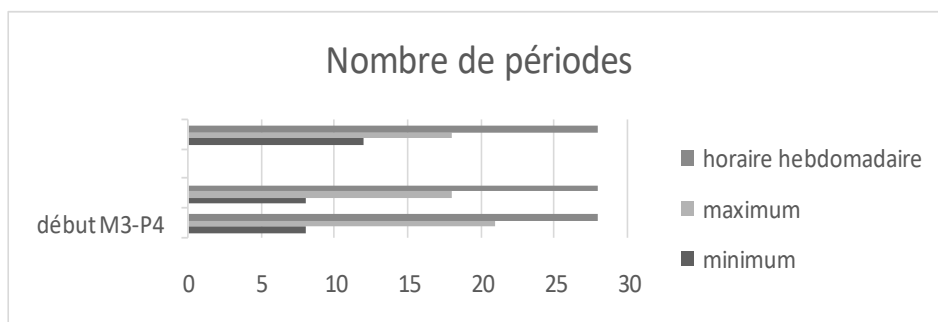
The use of the potential of available periods in CLIL / EMILE decreases with the years of studies. Beyond the regressive proportion wished by the legislator, schools still stress this effect.

Unlike in the past, a higher number of schools opt for the minimum allowed of 8 periods.

An explanation would be the fear of not knowing enough the French language. And thus not to succeed in French in the common external test.

- (1) The French part of Belgium counts 5 provinces: Brabant wallon/Hainaut/Liège/Luxembourg/Namur and the region of Bruxelles-capitale
- (2) Décret relatif à l'enseignement en immersion linguistique du 11-05-2007

Figure 12. *Number Of Periods*



4/ SWOT analysis

4.1 Helpful Internal Origin Strengths

Among the internal strengths to achieve the objective, we can release four of it.

4.1.1 The faculty to organize the schedule in the compulsory legal range.

The flexibility of organization inside the legal framework allows every school to adapt the project CLIL/EMILE to its ground truth.

This space of freedom is used to let express the creativity of all the partners of the school.

It allows every establishment to opt for the most adequate solution to meet the pursued purposes while taking into account specificities of the school, effects of competition and the problem of employment.

We noticed in the previous point that establishments tend to use less and less the authorized maximum potential.

4.1.2 The obligation to reflect and to set up a specific project.

All the members of the educational team are involved in the reflection and have to accede to the project.

The time spend on writing is conducive to a reflection on the relevance of the implementation of the project.

It also allows to glean useful and necessary information.

4.1.3 The motivation of the teachers and the parents.

The teachers in charge of CLIL/EMILE, often young, voluntarily propose their candidature. They are motivated and interested in this educational challenge.

Also, the parents deliberately choice to register their child in CLIL/EMILE.

As regards a new project, the challenges are left behind with more enthusiasm but also faced in team rather than individually.

4.1.4 Learning by doing.

The problems linked to communication in a foreign language incites teachers to apply a practice linking didactics and action.

The greater importance granted to the metacognitive aspects (how in spite of the slightest master's degree of the language achieve competences?), makes teachers imagine and set up innovative educational practices.

A reflexivity increased on behalf of the pupils follows itself. And so they obtain globally a better master's degree of the basic skills.

4.2 Harmful Internal Origin Weaknesses

Today still some recurrent shortcomings persist.

These were also pointed in the report 2015-2016 of the inspection department.

(1)

4.2.1 The major weakness lies in the lack of a clearly defined communicative and linguistic purpose.

Given the big disparity of the means assigned by every school to the CLIL/EMILE project it is up to everyone to define accordingly the pursued linguistic and communicative purposes.

Although the Common European Frame for Languages is a precious tool, he is not anchored in the customs yet.

4.2.2 To cross of the theory in the application of the principles of the CLIL/EMILE approach often raises problem in numerous cases.

Sometimes the principles of the CLIL/EMILE approach are not well assimilated; the activities in second language become then ordinary vocabulary lessons.

4.2.3 In certain cases it is also a choice not assumed with consequences on the status of the committed teachers and on the quality of the education.

The educational and linguistic abilities of the teachers in charge of the CLIL/EMILE activities are in accordance with the requirements of the titles and the specific functions in a too small proportion (62 %).

Beyond the difficulty of the recruitment, the staff turnover of the educational teams (17 % of departures) stays a frequent problem met by the establishments.

4.2.4 The triennial review planned by the legislator is often considered as an administrative constraint rather than an opportunity of formative self-assessment.

It would be an opportunity to analyze objectively the situation.

Here is the convenient moment to refocus the priority of each interests.

To whom does the project grant most importance? In the interest of the functioning of the system? In the interest of the teacher? In the interest of the child?

4.3 Helpful External Origin Opportunities

The existence of a legal framework is undoubtedly an undeniable advantage.

Other opportunities come to be added.

4.3.1 A new reference table in modern languages will arrive in September in schools and will allow them, according to their specificities, to define their linguistic goals with regard to the Common European Framework of Reference.

As we have already quoted repeatedly this reference to the document of the Council of Europe will largely help specify the pursued objectives.

(1) Rapport synthèse année scolaire 2014-2015 du service de l'Inspection de l'enseignement fondamental

4.3.2 In-service training targeting the CLIL/EMILE practice is proposed every year.

But to propose is not sufficient. The teachers have also to join to allow to organize the training.

Regularly in-service training must be cancelled because there are not enough registered teachers.

4.3.3 An organ of observation and accompaniment, planned by the decree, analyzes the situation every three years and proposes recommendations to improve the project.

The last report handed in 2016 asks for 7 points of attention:

1. cadastre and cartography of the CLIL/EMILE schools
2. teacher recruitment
3. specific support of the teachers in charge of CLIL/EMILE activities
4. accompaniment of the organizing authorities, the head teachers and the parents.
5. certificate of a CLIL/EMILE course
6. give up the term immersion for the benefit of the naming CLIL/EMILE
7. stimulate research

4.3.4 The obligation for the CLIL/EMILE schools to draw up every 3 years a report to assess their quantitative and qualitative performance supplies them valuable lessons.

We noticed in the point 4.2.4 that this opportunity was too rarely used by the educational teams.

4.3.5 Examples of best practice are centralized and shared between the various establishments.

Nothing is institutionally organized. It is some head teachers that organize networking of best practice.

In each network there is also an educational adviser to whom schools can appeal.

4.3.6 The requirement for the ownership of a double title, educational and linguistic, should be a guarantee of quality.

But as you know only a title is not a security of success.

At least he gets the insurance that the teacher has managed an initial or continued training leading to the master's degree of professional and educational skills.

4.4 Harmful External Origin Threats

In spite of an expertise of twenty years, certain threats persist.

4.4.1 The Belgian legislation in term of organization of the education, does not allow to assure a real continuity between the primary and secondary schools.

Primary schools are not directly bound to a secondary school.

The decree registration based on criteria of priority does not allow an automatic access to a secondary CLIL / EMILE school. (1)

(1) décret inscription du 18-03-2010 inséré au décret mission (art79/1 à 79/26)

The disparity of organization and the choice between 3 languages lead to a multitude of different possibilities.

Primary-secondary continuity is a real challenge!

4.4.2 The competition between networks prevents any rational approach as for the offer in terms of choice of the language, the conditions of organization and the geographical distribution.

To this it is necessary to add the management by every network of their own infrastructures as one of the consequences of the educational freedom registered in the "pacte scolaire". (1)

4.4.3 The requirement of the required titles sometimes exclude quality teachers who do not possess the wanted qualification.

It is necessary to put this point in tension with the point 4.3.6

Teachers with the required titles can sometimes supply a poor work and teachers without required title can make an extraordinary work.

4.4.4 The ratification and the equivalence of the foreign degrees and other academic or professional qualifications still remains a thorny problem.

The necessary qualifications for every function are detailed in several decrees; it avoids any confusion but increases the difficulty when it comes to foreign diplomas.

Findings/Results

CLIL/EMILE was officially set up in Wallonia-Brussels since 1998.

At present nearly one in ten schools opted for this choice.

The pursued objectives were specified from the start in the article 4 of the decree. (2)

What can we observe about the announced objectives today?

Objective 1: Content

With regard to courses mastering the skills.

The last common external evaluation confirms the previous results.

The average of the results obtained by the CLIL/EMILE pupils in three disciplines is slightly superior to the averages obtained by the French-speaking unilingual pupils.

Figure 13. Results in the Common External Tests

Epreuve externe certificative (CEB) Juin 2015	Taux de réussite	Moyennes		
		Français	Math	Eveil
Moyenne échantillon	98%	78.40%	82.80%	81.80%
Moyenne Fédération Wallonie-Bruxelles	93%	74.56%	75.38%	78.62%

- (1) loi modifiant certaines dispositions de la législation de l'enseignement du 29-05-1959
- (2) décret Décret relatif à l'enseignement en immersion linguistique du 11-05-2007

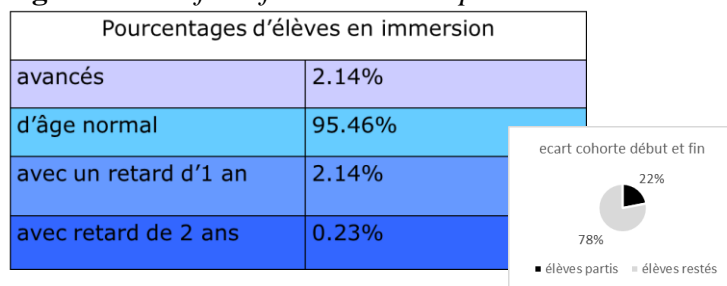
But to be honest it is necessary to specify that the typical profile of a CLIL/EMILE class differs from that of an ordinary class.

The great majority of the pupils have the normal age. (95.46%)

This proportion is reduced to 78 % in a classic class.

Also a high percentage (22%) left immersion before the end of the curriculum.

Figure 14. Profile of Immersion Pupils



Objective 2: Language

With regard to language mastering the communicative competences specified in reference tables.

The current reference table in foreign language specifies what is expected for a course of two hours a week.

The CLIL/EMILE project is obviously more ambitious.

But no upper level is specified. It seems that the level is situated around B1 even if no scientific supervision allows to assert it.

This is definitely an element which should be more investigated in the future.

Objective 3: Learning

CLIL/EMILE can also influence the conceptualization, literally, the way we think.

Several studies demonstrated the metalinguistic advantages as well as the positive effect on the divergent thought from the CLIL pupils. (1)

Unfortunately no research on this subject was specifically led on the CLIL/EMILE project in Wallonia.

(1) Bialistok (1986-2014), Pinto, Tarchner & Titone (1995), Lambert & Tucker (1972), Cummins & Swain (1998)

Conclusions

Twenty years old Emile is established well in Wallonia.

Today with the number of schools CLIL/EMILE is not anymore a passing fad.

It is the pedagogical practice which showed its ability.

His success cannot be denied.

But what about consistency of approach between aims, processes and assessment?

To answer this interrogation we began by trying to explain the organization of the Belgian education system. In particular in the French speaking part of Belgium (Fédération Wallonie-Bruxelles).

We pointed the existence of three networks.

But also the complex hierarchy between federal laws, decrees of the Fédération wallonie-Bruxelles and ministerial circulars.

Then, we focused more exactly what they call CLIL / EMILE

Answering a social interest with a wide media coverage, politics promulgates in 1998 a first decree followed by a second one in 2007 specifying by a legal frame the organization and the modalities of implementation.

We observed from a methodological point of view the institutional aspects. First, with the look of the 4C's of Do Coyle, we notice that culture and cognition are the poor relations of the evaluation, content and communication are actually present.

Then the historic aspects teaches us that since 1998 with the institution of a legal frame we are now counting two hundred primary schools working with

CLIL/EMILE. That means 8% of all primary schools in the French speaking part of Belgium.

Lastly some didactics aspects on the basis of the field observations, taught us five lessons.

- If schools can chose between three foreign languages, most of them have chosen for Dutch, one of our national languages.
- As you know education in Belgium is distributed between three networks.
- Today, the 202 CLIL schools are proportionately distributed all over Wallonia.
- The decree of 2007 determines exactly the minimal and maximum number of weekly periods which can benefit from CLIL/EMILE.
- The use of the potential of available periods in CLIL/EMILE decreases with the years of studies.

After that we proceeded to a SWOT analysis of CLIL/EMILE.

Strengths

The faculty to organize the schedule in the compulsory legal range.
The obligation to reflect and to set up a specific project.
The motivation of the teachers and the parents.
Learning by doing.

Weaknesses

The major weakness lies in the lack of a clearly defined communicative and linguistic purpose.

To cross of the theory in the application of the principles of the CLIL/EMILE approach often raises problem in numerous cases.

In certain cases it is also a choice not assumed with consequences on the status of the committed teachers and on the quality of the education.

The triennial review planned by the legislator is often considered as an administrative constraint rather than an opportunity of formative self-assessment.

Opportunities

A new reference table in modern languages will arrive in September in schools and will allow them, according to their specificities, to define their linguistic goals with regard to the Common European Framework of Reference.

In-service training targeting the CLIL practice is proposed every year.

An organ of observation and accompaniment, planned by the decree, analyzes the situation every three years and proposes recommendations to improve the project.

The obligation for the CLIL schools to draw up every 3 years a report to assess their quantitative and qualitative performance supplies them valuable lessons.

Examples of best practice are centralized and shared between the various establishments.

The requirement for the ownership of a double title, educational and linguistic, should be a guarantee of quality.

Threats

The Belgian legislation in term of organization of the education, does not allow to assure a real continuity between the primary and secondary schools.

The competition between networks prevents any rational approach as for the offer in terms of choice of the language, the conditions of organization and the geographical distribution.

The requirement of the required titles sometimes exclude quality teachers who do not possess the wanted qualification.

The ratification and the equivalence of the foreign degrees and other academic or professional qualifications still remains a thorny problem.

Finally, some results and partial findings have been provided

Some findings are very positive.

Learning by CLIL/EMILE meets the initially assigned objectives:

- Linguistic profits (how better to know the foreign language but also the mother tongue).
- Cultural profits (to develop qualities of openness and tolerance).
- Cognitive profits (to develop the capacity to learn).
- The results in the external tests confirm an adequate master's degree of the notions in French language, mathematics, sciences, history and geography
- Other findings are less positive.
- On the other hand, rather strangely, the level reached in foreign language cannot be clearly defined by missed precision of the preliminary objectives.
- The linguistic and communicative purposes are very often absent in the initial projects.
- No standardized evaluation is proposed to estimate the level in the foreign language.

Given that no additional means are granted, the organization of a CLIL/EMILE education has deal with multiple organizational difficulties.

After reading the above, we can identify four major challenges for the future.

-A quite particular attention should be given to the training of Teachers in charge of CLIL/EMILE about the specificities of The French-speaking education in Federation Wallonie-Bruxelles. This Approach has to be made, if possible,

before beginning in front of a class or at least during the first weeks of the commitment.

-A precision of the linguistic objectives in CLIL/EMILE at the end of the fundamental education, beyond the minimum legal prescribed for every pupil in Federation Wallonia-Brussels, is imperative.

This initiative would to be led by every establishment on basis, for example, of the Common European Framework of Reference.

-It would be interesting to verify if the transversal skills are more exercised during the CLIL/EMILE learnings.

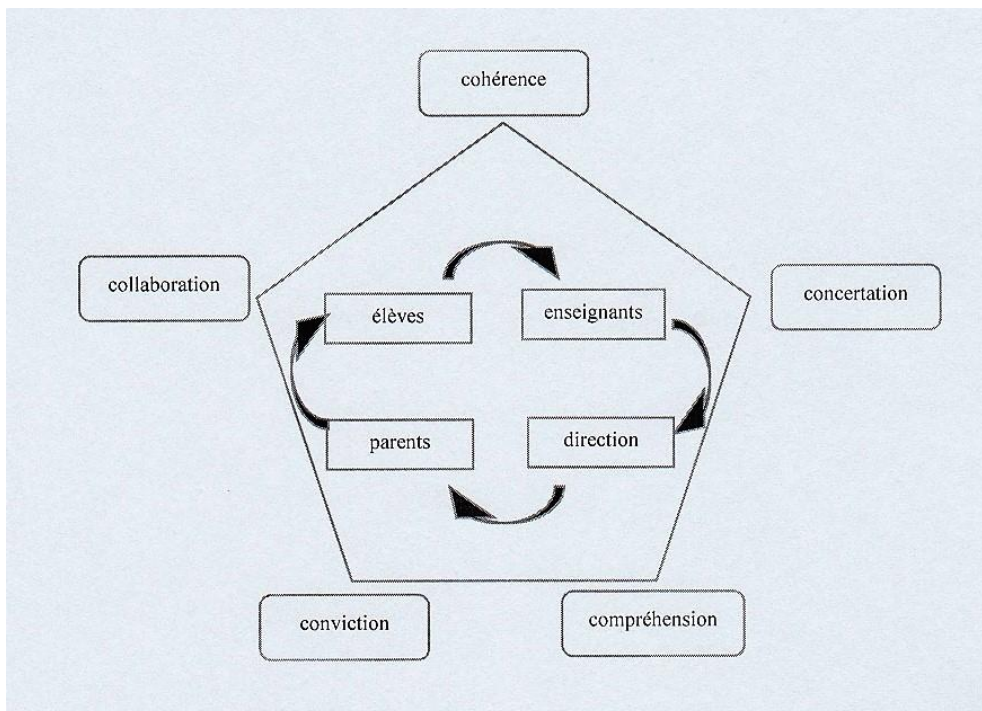
-The lack of teachers with required qualifications operating in schools reveals the crucial problem of the recruitment and the replacement of masters.

Closing Remarks

The fact remains that several aspects, in particular the evaluation must be more investigated.

However two main conclusions can be drawn for sure.

- The coherence between purpose and practice is the key of the success.
- Consultation collaboration comprehension conviction coherence are the pillars around pupils teachers parents directors of a well understood and successful CLIL/EMILE project.



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