Former students’ experiences of CLIL education and its effect on their life courses

Anssi Roiha
University of Jyväskylä, Department of Languages, Finland

Content and Language Integrated Learning (CLIL) has been implemented in Finland since 1991 and it has gained a stable place in the Finnish education system. Previous CLIL studies have focused on its impact on students’ school attainment (e.g. Dalton-Puffer 2011; Pérez-Cañado 2012) leaving a research gap concerning the long-term effects of CLIL education on former students’ lives.

In this presentation I talk about my ongoing Ph.D. project which examines former CLIL students’ life courses (e.g. Green 2010). That is, what kind of meanings students give to CLIL education and how it has, in their view, affected their lives both on a practical and an attitudinal level. The research consists of two parts: (1) a qualitative part, which has traces of narrative research, in which a class of former CLIL students are interviewed and (2) a quantitative part, in which a survey is sent to a larger number of former CLIL students. The research gives a voice to the students regarding their CLIL experiences and provides valuable implications that can be applicable at an education policy level.

This presentation will focus on a pilot study of the qualitative part. Three former CLIL students participated in semi-structured interviews which were analyzed using content analysis. The results of this pilot will bring interesting insights to CLIL education through former students’ experiences. The implications derived from them are discussed in this presentation.

References:


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