Title of example of practice:	Analyzing various CLIL-type practices at BA level at the Faculty of Science of the bilingual University of Fribourg, Switzerland.

Author
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Institution and initiating department/faculty
(i.e. where example of practice takes/took place):
University of Fribourg (UniFr), Faculty of Science.

Departments/faculties in which initiative implemented/to be implemented:

Departments of: Mathematics, Biology and Physics at the Faculty of Science of the University of Fribourg.

Abstract
(QA question: What are/were you trying to do?)
Our ultimate goal was to observe and analyze various CLIL-type practices inside different *travaux pratiques*[1] (*TP*) courses at BA level at the Faculty of Science of the officially bilingual University of Fribourg, Switzerland. We were particularly interested in examining (1) the interactional sequences during which code switching occurred and (2) the general approach of teachers and students towards CLIL performance (didactic tools, communication skills, etc.).

Background – contextual issues giving rise to the initiative
(QA questions: Why are/were you trying to do it? / What are/were the aims and objectives?)
The reason why we chose to prepare such a case study was to present a multilingual environment and CLIL-oriented methods in a Swiss University context, and above all in the multilingual scientific framework. As already mentioned above, the main aim was to observe and investigate CLIL-type practices at BA level inside mainstream subjects such as mathematics, general biology, physics and vegetal biology. We opted for presenting a case study at BA level, as we were concerned about analyzing code switching occurrences and CLIL performance between French, German and English. At MA level, we would not have such an opportunity, as tutorials are exclusively provided in English. Furthermore, it seemed highly important to us to present an example with CLIL implementation in French and German, being two of three official languages of Switzerland. The analysis of CLIL implementation within a scientific *TP* experience appeared to us out of the ordinary for three reasons.

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[1] *Travaux pratiques* = tutorial in English. For the purpose of our case study, we will however use the French abbreviation *TP*.

Firstly, CLIL practices in this framework take place mainly inside *ad hoc* scientific activities affected in small groups of students and the construction as well as the transmission of knowledge is essentially verbal-based. Secondly, the CLIL-type methods we deal with are highly implicit and correspond typically to subject-focused teaching, what results in incidental learning[2] of the target language (that varies according to the mother tongue of each student). Finally, it was very valuable to illustrate and analyze CLIL-oriented practices within the higher education perspective in Switzerland. The national context requires the implementation of a considerable variety of CLIL-type methods. Therefore thanks to the above framework, functional bilingualism is promoted and successfully put into practice.

Description of activity or initiative

(QA question: How is/was the activity/initiative implemented?)
As already pointed out, in our case study we deal with implicit types of CLIL, where the main focus is put on content and where target language acquisition happens to be incidental. Although, CLIL is highly implicit in our examples, it still occurs at two different levels:

1) it manifestly shifts **around the teacher's discourse**, for instance by introducing the theory in one language (that can be but not necessarily is the target language for all students) and provide students with handouts and other *TP* documents in a different language. Moreover, the teacher's discourse is often carried on and linguistically supported by the bi-/multilingual assistants, whose co-presence and close collaboration with the teacher are particularly important. In other words, their role not only relies on helping students with subject knowledge but also with the language needed to comprehend the content.

2) it occurs **inside teacher's** (or the assistants) **discourse**, for example by switching two languages or by lecturing/teaching in one language but adapting the discourse to students' level (foreigner talk, see the full study for a more detailed definition).

Both levels of CLIL correspond precisely to the functional bilingualism resulting from the national linguistic context and to the immersive format of first generation CLIL (the type of CLIL successfully implemented for the very first time in Canada).

Evaluative comments

(QA questions: What are/were the outcomes? What is/was the impact? Is/was the activity/ initiative successful? How do you know whether or not it works/worked?)

Given the specific context based on functional bilingualism, where we deal with the implicit CLIL-type practices, we cannot consider all learning outcomes enumerated by our LANQUA CLIL team. However, the following outcomes can be taken into account at the end of BA term:

- students acquire a sustaining proficiency (at least a B1 level according to the CEFR) in the respective target language at both field-specific and professional level;
- they become much more aware of the importance of continuous professional development through different multicultural and bi-/multilingual tools and didactic supplies, which include seizing various opportunities within the ICT frameworks;
- they demonstrate receptive skills, since during their BA studies they are provided with them (rather than with productive skills) in order to understand, acquire and critically evaluate the content regarding their area of specialisation on academic and professional level; they become also capable of identifying, analyzing and solving problems in a professional and multilingual setting;
- they gain important skills and various strategies necessary to communicate and mediate between different languages at social and professional level (comprising code-switching and inter-comprehension strategies), as well as to negotiate knowledge in a multilingual environment.

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[2] Gajo, L. (2007). Linguistic Knowledge and Subject Knowledge: How Does Bilingualism Contribute to Subject Development? *The International Journal of Bilingual Education and Bilingualism*, Vol. 10(5), 563-581.

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Advice to others

In order to provide an effective CLIL practice, the following points *inter alia* should be considered:

- to determine the linguistic context and specific needs of the given group of University students;

- if necessary, to establish entry and exit criteria in order to synchronize the language level of students and as a result to enhance the quality of target language acquisition;

- to adapt the curriculum according to language acquisition, by providing different metalinguistic activities, that would promote code-switching, students' reflexion on the respective target language in relation to their mother tongue and allow a closer linguistic collaboration between teachers, their assistants and students,

- to implement different CLIL strategies that would aim language acquisition not only at the professional level, but also at the social level, etc.

Reflection/any other comments

QA question: Is/was that the best way to do it? Why/why not? What improvements or adjustments are needed?

To our understanding, incidental target learning should not be considered as the optimal content and language integrated learning. Although CLIL practices in our case study are successful, since in generally students acquire sufficient language skills at academic, professional and social level, the potential of the bi-/multilingual context is however decidedly underestimated. The *TP*s should be much more explicitly language learning oriented. As a result, the relation between the target language and the content learning would become smoother and students would certainly end up with enhanced outcomes.

Further details

e.g. web links; relevant references/publications; alternative contact names

The official website of the University of Fribourg (F/D): http://www.unifr.ch/home/welcomeF.php.

The official website of the Faculty of Science (F/D/E): http://www.unifr.ch/science/.

Programme of courses at the Faculty of Science (F/D/E): http://gestens.unifr.ch/sc.