

UNIVERSITY TEACHERS' CHALLENGES AND EXPECTATIONS IN BI/MULTILINGUAL DISCIPLINARY LITERACY INSTRUCTION: A QUALITATIVE CROSS-DISCIPLINARY STUDY

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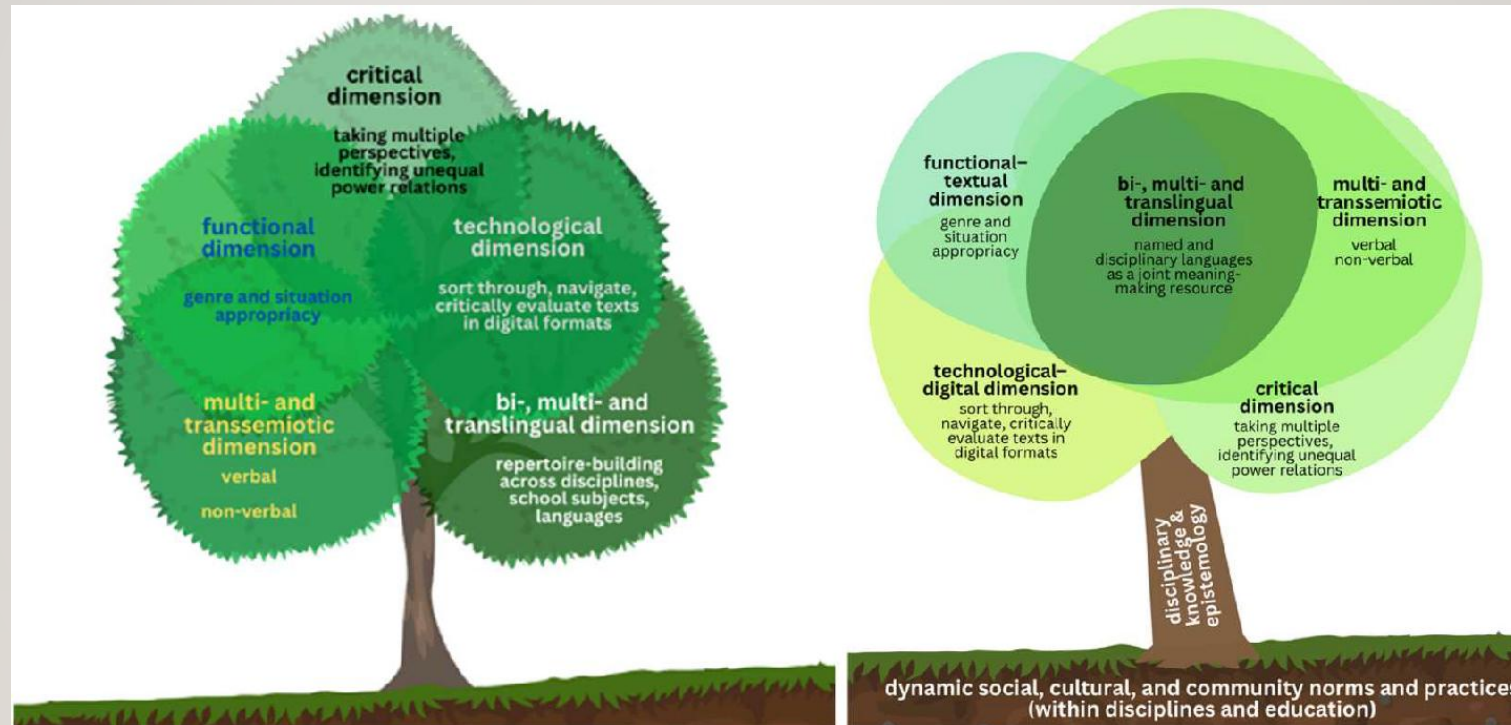
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THEORETICAL FOUNDATIONS

- COST network CLILNetLE (CA 21114): CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies
- conceptualisation of bi- and multilingual disciplinary literacies (BMDLs) (Nikula et. al., 2024; Nikula et. al., 2026)
- disciplinary literacy (DL): ‘the specialised ways reading, writing, and oral language are used in academic disciplines’ (Shanahan 2019, p. 1)

BMDLS DIMENSIONS

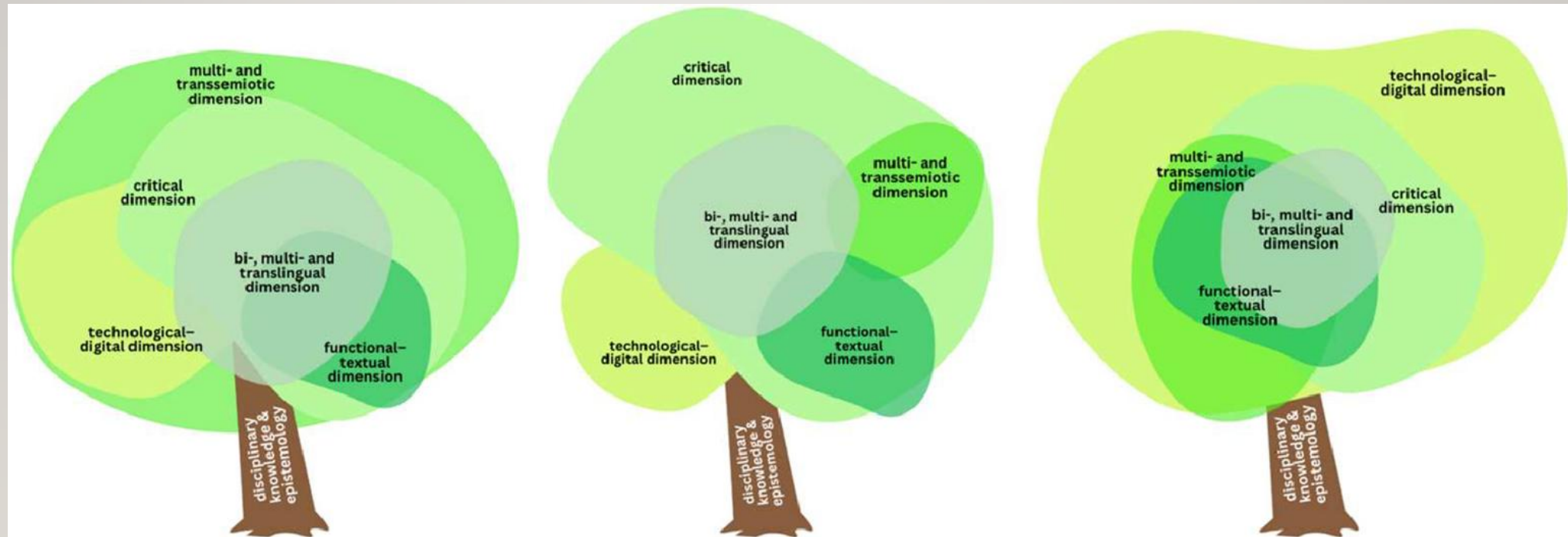


Nikula et. al. (2026, p. 3)

BMDLS DIMENSIONS

- **the bi-, multi- and translingual dimension:** disciplinary meaning-making through the dynamic language repertoires and multilingual practices (Hüttner et al., 2025)
- **the multi- and transsemiotic dimension:** semiotic resources, such as visual, spatial, embodied, material and linguistic essential to learning and teaching (Nikula et al., 2026)
- **the functional–textual dimension:** engaging with the forms, structures, and functions of communication (Nikula et al., 2026)
- **the critical dimension:** reasoning and inquiry strategies and practices (Nikula et al., 2026)
- **the technological-digital dimension:** assessing, constructing and presenting knowledge

BMDLS DIMENSIONS



Nikula et. al. (2026, p. 4)

RESEARCH

- **RQ1:** What challenges do tertiary teachers report in teaching BMDLs?
- **RQ2:** What are tertiary teachers' expectations of their students and their secondary education regarding BMDLs development?
- **Methods:** survey instrument (CLILNetLE) – interview protocol
- **Sample:** university teachers (n = 41) representing diverse disciplines (n = 26):
Czech Republic (n = 10), Turkey (n = 10), Kuwait (n = 8), and Albania (n = 13)
- natural (n = 12) and social sciences (n = 29)
- languages of instruction: English (n = 38), German (n = 1) and Arabic (n = 2)

DATA ANALYSIS

- thematic analysis (Braun & Clarke, 2006), deductive + inductive coding, a codebook + a manual
- high-inference categories → inter-coder reliability agreement: 2 rounds: acceptable agreement > 80%.
- NVivo qualitative data analysis software (compatible versions 14 and 15)

FINDINGS: CHALLENGES

- **Teachers' challenges:**
 - 1) challenges in teaching disciplines
 - 2) challenges in teaching in a FL
 - 3) challenges in teaching critical thinking
 - 4) challenges in cultural/background perspectives
- **Students' challenges:**
 - 1) comprehension of DL
 - 2) learning and applying DL

FINDINGS: EXPECTATIONS

- **2 themes** + sub-themes
- **university teachers' expectations of students** (coherence in writing/speaking, ability to read in English, understanding and speaking in English, knowing how to use technological tools, variety/diversity among students, analytical thinking skills, familiarity with concepts, basic disciplinary knowledge and skills, academic writing skills, awareness and basic knowledge of the field)
- **university teachers' expectations of secondary education teachers** (promoting (critical) thinking, teaching discipline-specific knowledge and practising, encouraging students to read, promoting interdisciplinary group work, teaching soft skills, promoting argumentation, designing student-oriented tasks, teaching learning strategies, curricular demands alignment, cooperation among teachers from various disciplines)

FINDINGS + MAJOR IMPLICATIONS

- 1) Teachers' own challenges, and their students' reported challenges, emerge as **a result of students' prior preparation**
- 2) There is a **perceived gap** between classroom reality and expectations
- 3) This problem is also related to pedagogical and curricular **transition** from secondary level to tertiary level

- **Stronger secondary education (SE)**
- **Transition support from universities**
- **Enhancement of alignment/cooperation between SE and TE**
- **Blended professional development courses for SE and TE teachers**

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