

How to measure and integrate socio-affective variables in the evaluation of CLIL

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STUDY CONTEXT

Content and Language Integrated Learning (CLIL)

- Dual-focused educational approach: content & language
- « *Learning to use language and using language to learn* » (Coyle, Hood & Marsch 2010)
- Promoted by European Union to reach “1 + 2 languages” target
- Besides main educational aim, also socio-economic and socio-cultural aims
- Research indicates higher target language proficiency for CLIL learners (Admiraal, Westhoff & de Bot 2006; Dalton-Puffer 2011; Lasagabaster 2008)
- However, it largely remains unclear
 - To what extent?
 - In what respect?
 - Thanks to which (internal & external) processes/factors?

BROADER RESEARCH PROJECT

‘Assessing CLIL’ (French-speaking Belgium)

Goals

Compare **processes** and **products** of language learning between **CLIL** and **non-CLIL** learners:

- what are the differences, if any;
- for which **linguistic** aspects; according to which **cognitive**, **socio-affective** and **instructional** factors?

Contrast: one official state language (*Dutch*) and one high prestige foreign language (*English*)

Methodology

- Multidisciplinary approach
- Longitudinal: 5 waves of data collection during 2 school years
- Sample: about 600 pupils
 - Primary (age 10-12)
 - Secondary (age 16-18)

CLIL Dutch	CLIL English	Non-CLIL
100	100	100
100	100	100



THEORETICAL FRAMEWORK

Socio-affective variables in SLA

- Research indicates a significant role of **language attitudes** and **learning motivation** in language learning (see amongst others Gardner 1985; Dörnyei 2003)
- Importance of **intergroup contact**: impact on attitudes towards the target community, depending on facilitating/impeding conditions (Allport 1954; Pettigrew & Tropp 2006)
- Research in Belgium confirms positive attitudes towards the target language and/or language community relate to higher language proficiency, whereas negative attitudes correlate with lower proficiency (Dewaele 2005; Mettwie 2004)
- Attitudes towards the “other” major language and/or community in Belgium: marginally positive but clearly less positive than attitudes towards English (Pierrard, Janssens & Housen 2002; Lochtman, Lutjeharms & Kermaer 2005)

Socio-affective variables in CLIL

- Use of foreign language to teach: substantial impact on students’ attitudes, possibly due to more intense exposure and more meaningful opportunities to use the target language (Lasagabaster & Sierra 2009)
- Research in French-speaking Belgium confirms very positive impact of CLIL on attitudes & motivation (Van de Craen, Surmont, Mondt & Ceuleers 2011; Lorette & Mettwie 2013)
- However, experimental CLIL-project in technical-vocational school in Brussels failed, mainly due to very negative attitudes and lack of motivation amongst the pupils. Numerous causes, including late starting age and French-speaking, underprivileged background of the pupils (De Smet 2012)

CURRENT STUDY

Socio-affective aspects in CLIL

as dependent variables

- Attitudinal profiles and motivational processes of language learners in CLIL/ non CLIL
- Impact of target languages and individual variables

as dynamic variables

- Influencing educational context ↔ influenced by educational context

as predictive variables

- For linguistic and cognitive processes and products (cf. multidisciplinary data collection)

as socio-cultural outcomes

- Metalinguistic awareness
- Tolerance, appreciation, openness towards “the other” within Belgian polarized context

Hypotheses

Due to CLIL-contexts might influence and, as such, interact with

a) possible initial differences
b) target languages
c) contact situation
d) specific CLIL approach

* language attitudes
* degrees & orientations in learning motivation
* self-efficacy beliefs & perceived task value

• linguistic
• cognitive
• socio-cultural
processes and products

Method

Quantitative	Qualitative	
At beginning, halfway & end of data collection	Intermediary & complementary measures	
Questionnaire	Classroom observations	Focus groups
• Language background and use	• Construction of interaction	• Evaluation CLIL/non CLIL
• School trajectories	• Engagement in learning activities	• Attitudes & motivation
• Contact situation	• Willingness to communicate	• Intergroup contacts
• Language attitudes & motivation		• Language use

Challenges

1. Analyze socio-affective aspects in multiple ways & for different purposes
2. Construct a relevant & reliable questionnaire

- Few scales appropriate for the specific contexts of Belgium & CLIL
⇒ Create items based on key concepts borrowed from the literature
- Different motivational theories & socio-affective variables to be integrated
⇒ Create comparative grid of items
- Delicate tasks of translating items & adapting the wording for children and adolescents
- Limited length & duration

Questionnaire: selected variables

- **Target language community**
 - Outgroup perceptions (15) including perceived conflict, similarity, status, ...
 - Multiculturalism (11) in general & in Belgian context
- **Target language**
 - Perception of target language (10) (inspired by Mettwie 2004)
 - Anxiety (15) (inspired by Horwitz, Horwitz, Cope 1986 - Foreign Language Classroom Anxiety Scale)
 - Positive emotions (10) (inspired by Dewaele & MacIntyre 2014 - Foreign Language Enjoyment Scale)
 - Perception of CLIL (4)
- **Motivation**
 - Degrees & orientations / expectancy-value-costs / ideal & ought-to L2 self (30) (selection based on comparative grid of items from different theories)
 - Sense of belonging (5) (inspired by Galand & Philippot 2005)
 - Goal (1)

Pilot study

- End of June 2015 (n = 91)

	CLIL Dutch	Non-CLIL
Primary	16	34
Secondary	25	16

CONTACT

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