

## RESEARCH OUTPUTS / RÉSULTATS DE RECHERCHE

### Assessing Dutch and English immersion education in French-speaking Belgium

Van Mensel, Luk; Hiligsmann, Philippe

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## STUDY CONTEXT

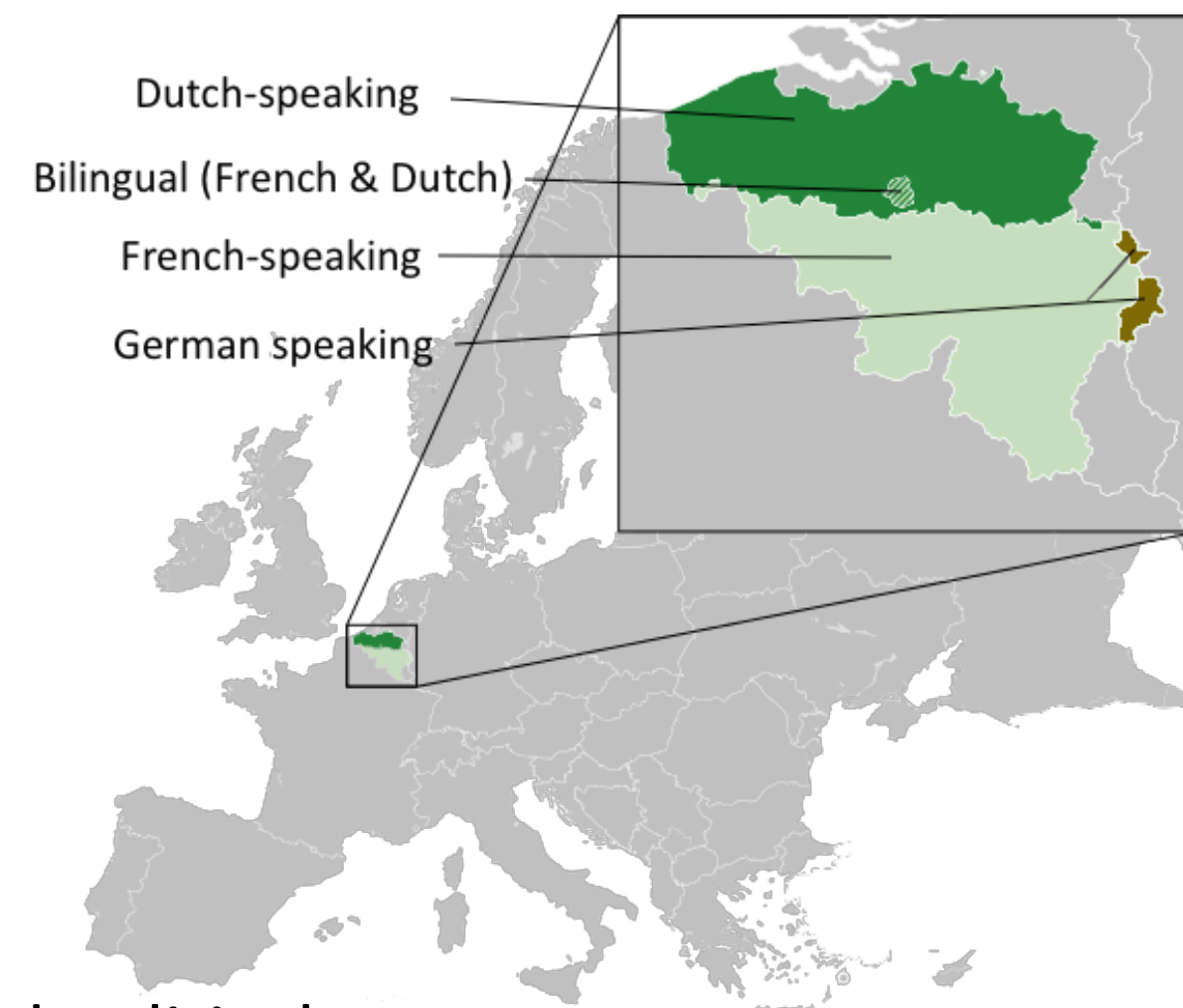
### Content and Language Integrated Learning (CLIL)

- Dual-focused educational approach: content & language
- « *Language of, for and through learning* » (Coyle, Hood & Marsch 2010)
- Besides main educational aim, also socio-economic and socio-cultural aims

### Relevance for the Belgian context

- Bi-/multilingual workers needed on the job market (Mettewie & Van Mensel, 2009)
- Language learning often seen as problematic (Janssens 2008; Ginsburgh & Weber 2006)
- Polarisation of the two main linguistic communities (Dutch- and French-speakers) for economic, social and political reasons

⇒ Linguistic, educational, socio-economic and socio-cultural issues at stake



### CLIL in Belgium

- Separate educational systems: different implementation of CLIL

Part of Belgium		Official CLIL since	# CLIL-programmes: Primary / secondary		# CLIL-pupils: Primary / secondary	
French-speaking	Wallonia + Brussels	1998	171	114	11 858	20 324
Dutch-speaking	Brussels (STIMOB)	2001	10	2	?	?
	Flanders	2014	/	24	/	1760

- (1) Statistics for school year 2013-2014 (Chohey-Paquet 2015)  
 (2) Statistics for school year 2013-2014 (provided by *Scholengroep Brussel*)  
 (3) Statistics for school year 2014-2015 (provided by Flemish Ministry of Education)

## RESEARCH PROJECT

### 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 (cognitive, socio-educational, linguistic)
- **Longitudinal** approach: 5 waves of data collection during 2 school years

YEAR 1 6 <sup>th</sup> primary / secondary school			YEAR 2 6 <sup>th</sup> primary / secondary school		
T1	T2	T3	T4	T5	
Student questionnaires			Student questionnaires		
Corpus data		Corpus data	Corpus data		
Computerized tasks			Computerized tasks		
	Classroom observations				
	Focus groups			Standardized achievement tests (SATs)	

- Sample (after first data collection, September-November 2015)

	CLIL Dutch	CLIL English	Non-CLIL English	Non-CLIL Dutch
➤ Primary (age 10-12)	175	103	106	71
➤ Secondary (age 16-18)	141	104	114	114

### Research team

PhD-researchers: Amélie Bulon, Audrey De Smet, Isa Hendrikx, Morgane Simonis  
 Post-doctoral researcher: Luk Van Mensel  
 Academics: Philippe Hiligsmann (spokesman), Benoit Galand, Laurence Mettewie, Fanny Meunier, Arnaud Szmalec, Kristel Van Goethem

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## WORK PACKAGES

### WP1: Linguistics: phonological dimension

- **Topic:** « Perception and production of vowel and word stress systems by CLIL and non-CLIL learners of Dutch and English »
- **Aims:**
  - Investigating if CLIL education leads to a better phonological awareness of the foreign language
  - Cross-linguistic differences? (WP 2, 3)
  - Differences between primary school and secondary school learners?

### WP2: Linguistics: morpho-syntactic dimension

- **Topic:** « Acquisition of intensifying constructions in Dutch and English by French-speaking CLIL and non-CLIL learners »

INTENSIFYING CONSTRUCTIONS	FRENCH	DUTCH	ENG
ADVERBS	<i>très malade, profondément, déçu</i>	<i>heel ziek, diep ontgoocheld</i>	<i>very bad, deeply ashamed</i>
PREFIXES	<i>superpuissant, surdoué</i>	<i>overgelukkig, aartsmoeilijk</i>	<i>hypersensitive, ultraconservative</i>
COMPOUNDS	?	<i>apetrots, beresterk, doodmoe</i>	<i>ice-cold, brand-new, stock-still</i>

### WP3: Linguistics: phraseological dimension

- **Topic:** « Phraseological language: receptive knowledge and productive use of target-like phraseological units in L2 English or Dutch by CLIL and non-CLIL pupils »

	FRENCH	ENG	DUTCH
Complementation patterns	<i>Je suis <u>bon</u> en maths!</i>	* <i>good in maths</i> * <i>good for maths</i> <i>good at maths</i>	<i>goed in wiskunde</i> * <i>goed voor wiskunde</i> * <i>goed op wiskunde</i>
Compounds	<i>jour et nuit / nuit et jour</i>	* <i>day and night</i> <i>night and day</i>	<i>dag en nacht</i> * <i>nacht en dag</i>
Collocations, routines, speech formulae, idiomatic sentences, etc.			

### WP4: Cognitive aspects

- **Topic:** « The cognitive profile of the immersed brain »
- **Aims:**
  - Identifying the cognitive demands of CLIL
  - Understanding how CLIL itself may influence cognitive functioning
  - Interplay with linguistic and socio-affective variables? (WP 1-3, 5)

### WP5: Socio-affective variables

- **Topic:** « The role of socio-affective variables in CLIL »
- **Aims:**
  - Integrating pupils' individual and socio-affective background
  - As dependent variables
  - As predictors for linguistic and cognitive variables (WP 1-4)
  - As dynamic factors influenced by the teaching and learning CLIL processes
  - As sociocultural outcomes due to the specific language contact situation of CLIL in Belgium

### Interplay between various components (work packages)

➡ *integrated approach*