

## RESEARCH OUTPUTS / RÉSULTATS DE RECHERCHE

### 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 |
|-----------------------|------------|--------------|----------|
| Primary (age 10-12)   | 100        | 100          | 100      |
| Secondary (age 16-18) | 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; Mettwewie 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; Lochtmann, Lutjeharms & Keramarrec 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 & Mettwewie 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  |   |
|--|--|---|
| <i>At beginning, halfway &amp; end of data collection</i>  | <i>Intermediary &amp; complementary measures</i>   |   |
| <b>Questionnaire</b>   | <b>Classroom observations</b>  | <b>Focus groups</b>   |
| <ul style="list-style-type: none"> <li>• Language background and use</li> <li>• School trajectories</li> <li>• Contact situation</li> <li>• Language attitudes &amp; motivation</li> </ul> | <ul style="list-style-type: none"> <li>• Construction of interaction</li> <li>• Engagement in learning activities</li> <li>• Willingness to communicate</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluation CLIL/non CLIL</li> <li>• Attitudes &amp; motivation</li> <li>• Intergroup contacts</li> <li>• Language use</li> </ul> |

### 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 Mettwewie 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       |