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

De Smet, Audrey; Mettewie, Laurence; Van Mensel, Luk; Hiligsmann, Philippe; Galand, Benoît

Publication date: 2015

Link to publication

Citation for published version (HARVARD): De Smet, A, Mettewie, L, Van Mensel, L, Hiligsmann, P & Galand, B 2015, ‘How to measure and integrate socio-affective variables in the evaluation of CLIL’. 
How to measure and integrate socio-affective variables in the evaluation of CLIL

Audrey De Smet, Laurence Mettetwie, Luk Van Mensel, Philippe Hilgsmann, Benoit Galand

audrey.desmet@uclouvain.be

Institut Language & Communication, Université catholique de Louvain, Belgium

STUDY CONTEXT

Content and Language Integrated Learning (CLIL)
• Dual-focused educational approach: content & language
• "Learning to use language and using language to learn" (Coye, Hoed & 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)

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 (Aluja 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 (Issinou, 2010; Meeweele 2013)
• Attitudes towards the “other” major language and/or community in Belgium: marginally positive but clearly less positive than attitudes towards English (Pierrard, Janssens & Smet 2010),

Socio-affective aspects 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 Graaf, Sumont, Meeweele, Siura 2011; Lorette & Meeweele 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

as predictive variables
• For linguistic and cognitive processes and products (cf. multidisciplinary data collection)

as socio-cultural outcomes
• Multilingualism awareness
• Tolerance, appreciation, openness towards “the other” within Belgian polarized context

Hypotheses

Due to
• possible real differences in target languages
• contact situation
• specific CLIL approach

CLIL-contexts might influence
• Language attitudes
• Degree & orientations in learning motivation
• self-efficiency beliefs & perceived task value
and, as such, interact with
• Cognitive
• Socio-cultural processes & products

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 Mettawe 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)
  (collection 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)

<table>
<thead>
<tr>
<th></th>
<th>CLIL Dutch</th>
<th>Non-CLIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Secondary</td>
<td>25</td>
<td>16</td>
</tr>
</tbody>
</table>

Method

• Multi-disciplinary approach

Research team: