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The role of socio-affective variables in French-speaking CLIL and non-CLIL learners

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"The role of socio-affective variables in French-speaking CLIL and non-CLIL learners"

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Abstract

This poster presents the context and methodology of a study on the role of socio-affective aspects in CLIL as dependent, dynamic and predictive variables as well as sociocultural outcomes. This study is part of the broader ARC project 'Assessing Content and Language Integrated Learning (CLIL): linguistic, cognitive and educational perspectives' (French-speaking Belgium).

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The role of socio-affective variables in French-speaking CLIL and non-CLIL learners

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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 implementations 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 (1)
	Brussels (STIMOB)	2001	10 2	? ? (2)
Dutch-speaking	Flanders	2014	/ 24	/ 1760 (3)

(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)

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 ?
- + Focus on and contrast between one official state language (*Dutch*) and one high prestige foreign language (*English*)

Methodology

- Multidisciplinary approach
 - Cognitive
 - Socio-educational
 - Linguistic
- Longitudinal : 5 waves of data collection during 2 school years
- Primary and secondary education (ages 10-12 and 16-18)
- Comparison CLIL in Dutch, CLIL in English, non-CLIL: 5 classroom groups of each in primary and secondary programmes (30 classroom groups, about 600 pupils)



Research team

PhD-researchers: Audrey De Smet, Isa Hendrikx, Morgane Simonis

Post-doctoral researcher: Luk Van Mensel

Academics: P. Hilgsmann, L. Mettwie, B. Galand, F. Meunier, A. Szmalec, K. Van Goethem

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THEORETICAL FRAMEWORK

Socio-affective variables in second language acquisition

- 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 & Kermerrec 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

The role of 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 & end of data collection	Intermediary & complementary measures
Questionnaire: <ul style="list-style-type: none"> Language background and use School trajectories Contact situation Language attitudes & motivation 	Focus groups <ul style="list-style-type: none"> Language use Intergroup contacts Attitudes & motivation Evaluation CLIL/non CLIL
	Classroom observations <ul style="list-style-type: none"> Construction of interaction Engagement in learning activities Willingness to communicate

CONTACT

- **Presenter**

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