RESEARCH OUTPUTS / RÉSULTATS DE RECHERCHE

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

De Smet, Audrey; Meunier, Fanny; Mettewie, Laurence; Galand, Benoît; Van Mensel, Luk

Publication date: 2015

Link to publication

Citation for pulished version (HARVARD):

De Smet, A, Meunier, F, Mettewie, L, Galand, B & Van Mensel, L 2015, 'The role of socio-affective variables in French-speaking CLIL and non-CLIL learners', LIF 2015, Cappadocia, Turkey, 4/03/15 - 7/03/15.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
 You may freely distribute the URL identifying the publication in the public portal?

- Tou may neerly distribute the ORL identifying t

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Download date: 03. Jul. 2025



Digital access to libraries

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

De Smet, Audrey; Meunier, Fanny; Mettewie, Laurence; Galand, Benoît; Van Mensel, Luk

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).

Document type: Communication à un colloque (Conference Paper)

Référence bibliographique

De Smet, Audrey; Meunier, Fanny; Mettewie, Laurence; Galand, Benoît; Van Mensel, Luk. *The role of socio-affective variables in French-speaking CLIL and non-CLIL learners*. Language in Focus - LIF 2015 - Contemporary Perspectives on Theory, Research, and Praxis in ELT and SLA (Cappadocia, Turkey, du 04/03/2015 au 07/03/2015).



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



Audrey De Smet

audrev.desmet@uclouvain.be

Institut Language & Communication, Université catholique de Louvain, Belgium

STUDY CONTEXT

ual (French & Du

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 reason:
- ⇒ 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
Dutch- speaking	Brussels (STIMOB)	2001	10	2	?	?	(2
	Flanders	2014	/	24	/	1760	(3)

- Statistics for school year 2013-2014 (Chopey-Paquet 2015)
 Statistics for school year 2013-2014 (provided by Scholengroep Brussel)
 Statistics for school year 2014-2015 (provided by Flemish Ministry of Education)



BROADER RESEARCH PROJECT

'Assessing CLIL' (French-speaking Belgium)

Gnals

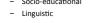
Compare processes and products of language learning

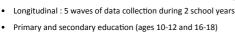
between CLIL and non-CLIL learners:

- 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





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. Hiligsmann, L. Mettewie, B. Galand, F. Meunier, A. Szmalec, K. Van Goethem

Research project funded by ARC (Association de Recherche Concertée) and carried out by Université catholique de Louvain and Université de Namui

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; Mettewie 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 & Kermarrec 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 & Mettewie 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

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

Method

Quantitative	Qualitative				
At beginning & end of data collection	Intermediary & complementary measures				
Questionnaire:	Focus groups				
Language background and use	Language use				
 School trajectories 	Intergroup contacts				
Contact situation	Attitudes & motivation				
Language attitudes & motivation	Evaluation CLIL/non CLIL				

Classroom observations

- · Construction of interaction
- · Engagement in learning activities
- · Willingness to communicate

CONTACT

- Presenter

Audrey De Smet (PhD-researcher, Université catholique de Louvain): audrey.desmet@uclouvain.be

- Team members (socio-affective study)

Prof. Dr. Philippe Hiligsmann (Université catholique de Louvain): philippe.hiligsmann@uclouvain.be

Prof. Dr. Laurence Mettewie (Université de Namur): laurence.mettewie@unamur.be

Prof. Dr. Benoit Galand (Université catholique de Louvain): benoit.galand@uclouvain.be

Dr. Luk Van Mensel (Université de Namur): luk.vanmensel@unamur.be

REFERENCES

- Allport, G. W. (1954). The nature of prejudice. Reading, MA: Addison Wesley.
- Chopey-Paquet, M. (2015). *Investigating teacher partnerships for CLIL: Developing a model for subject-content and language teacher pedagogic collaboration towards integration.* Unpublished doctoral dissertation. Aberdeen: University of Aberdeen and Université de Namur.
- Coyle, D., Hood, P., & Marsch, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
- De Smet, A. (2012). "L'immersion c'est pour quelqu'un qui parle bien néerlandais" . CLIL bij oudere leerlingen. Unpublished master thesis. Brussels : Vrije Universiteit Brussel.
- Dewaele, J.-M. (2005). Sociodemographic, psychological and politicocultural correlates in Flemish students' attitudes towards French and English. *Journal of Multilingual and Multicultural Development*, 26(2), 118–137.
- Dörnyei, Z. (2003). Attitudes, Orientations and Motivation in Language Learning: Advances in Theory, Research and Applications. *Language Learning*, 53, 3-32.
- Gardner, R. C. (1985). Social Psychology and Second Language Learning. The Role of Attitudes and Motivation. London: Edward Arnold.
- Ginsburgh, V. & Weber, S. (2006). La dynamique des langues en Belgique. Regards économiques, 42, 1-10.
- Janssens, R. (2008). Taalgebruik in Brussel en de plaats van het Nederlands. Enkele recente bevindingen. *Brussels Studies*, *13*, 1-15.
- Lasagabaster, D., & Sierra, J. M. (2009). Language Attitudes in CLIL and Traditional EFL Classes. *International CLIL Research Journal*, *1*, 4–17.
- Lochtman, K., Lutjeharms, M., & Kermarrec, G. (2005). Langues étrangères à Bruxelles : recherche sur les attitudes d'étudiants Bruxellois des écoles d'ingénieur commercial ULB et VUB. In Witte, E., Van Mensel, L., Pierrard, M., Mettewie, L., Housen, A., & De Groof, R. (Eds.), Language, attitudes and education in multilingual cities (pp. 211-223). Brussels : Koninklijke Vlaamse Academie van België voor Wetenschappen en Kunst.
- Lorette, P., & Mettewie, L. (2013). CLIL in Wallonië: Franstaligen leren graag Nederlands. *Levende Talen Magazine*, 100(7), 26–29.
- Mettewie, L. (2004). *Attitudes en motivatie van taalleerders in België*. Doctoral dissertation. Brussels: Vrije Universiteit Brussel.
- Mettewie, L. & Van Mensel, L. (2009). Multilingualism at all costs: Language use and language needs in business in Brussels. *Sociolinguistica*, *23*, 131-149.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, *90*(5), 751–783.
- Pierrard, M., Janssens, S., & Housen, A. (2002). *Le français face à l'anglais dans les écoles secondaires en Flandre*. Coll. Français et société (15), Brussels: Communauté française Wallonie-Bruxelles.
- Van de Craen, P., Surmont, J., Mondt, K., & Ceuleers, E. (2012). Twelve years of CLIL practice in multilingual Belgium. *Primary CLIL around Europe: Learning in Two Languages in Primary Education*, 81–97.