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

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AUDREY DE SMET, LAURENCE METTIEWIE, LUK VAN MENSEL, PHILIPPE HILIGSMANN, BENOIT GALAND

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, 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
- 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)

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<th>CLIL Dutch</th>
<th>CLIL English</th>
<th>Non-CLIL</th>
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<td>Primary (age 10-12)</td>
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<td>Secondary (age 16-18)</td>
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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 (Alport 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

- Attitudes towards the "other" major language and/or community in Belgium: marginally positive but clearly less positive than attitudes towards English

(Perrard, Janssens & Houwen 2002; Lochtman, Lutjeharms & Kemmeres 2005)

Socio-affective aspects in CLIL

- Attitudinal profiles and motivational processes of language learners in CLIL and 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
- Metalinguistic awareness
- Tolerance, appreciation, openness towards "the other" within Belgium polarized context

Hypotheses

Due to

- Possible wish-difference between learners
- Contact situation

CLIL contexts might influence
- Language attitudes
- Degree & orientations in learning motivation
- Self-efficacy beliefs & perceived task value

and, as such, interact with
- Cognitive
- Socio-cultural processes & products

Method

Quantiative

- At beginning, halfway & end of data collection

Qualitative

- Intermediary & complementary measures

Questionnaire

- Background & use of language
- School trajectories
- Contact situation
- Attitudes & motivation

Classroom observations
- Construction of interaction
- Engagement in learning activities
- Willingness to communicate

Focus groups
- Evaluation CLIL/non-CLIL
- Attitudes & motivation
- Intergroup contact

Socio-cultural dimensions

Current Study

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 (10) including perceived conflict, similarity, status, ...
- Multiculturalism (11) in general & in Belgian context

- Target language
- Perception of target language (10) (inspired by Mettewe 2004)
- Anxiety (15) (inspired by Horwitz, Horwitz, Cope 1986 - Foreign Language Classroom Anxiety Scale)
- Positive emotions (10) (inspired by Deawake & 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)

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<td>Secondary</td>
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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


