

Symposium

Individual factors in CLIL teachers and learners

AILA Research Network
on Content and Language Integrated Learning and Immersion Classrooms

www.clil-ren.org

Rio de Janeiro, July 25th, 2017



Universiteit Utrecht



MELBOURNE GRADUATE
SCHOOL OF EDUCATION
Shaping minds, shaping the world



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

Programme

- ▶ Introduction (Rick de Graaff & Russell Cross)
- ▶ *CLIL students' motivation towards learning academic subjects in English* (Thomas Somers & Ana Llinares)
- ▶ *Individual factors influencing CLIL student choices in the transition from primary to secondary* (Elisa Hidalgo-McCabe & María Fernández-Agüero)
- ▶ *Under researched, but highly relevant in language learning: EFL self-concept as an individual factor in CLIL environments* (Dominik Rumlich & Julia Reckermann)
- ▶ BREAK
- ▶ *Chicken or egg? Motivation for or from bilingual education in the Netherlands* (Tessa Mearns, Do Coyle & Rick de Graaff)
- ▶ *CLIL can vary in each teacher and learner* (Shigeru Sasajima)
- ▶ Discussion and conclusion (Rick de Graaff & Russell Cross)



Introduction

Individual factors in CLIL teachers and learners

- ▶ Rick de Graaff (Universiteit Utrecht, NL)
- ▶ Russell Cross (Melbourne Graduate School of Education, AU)

- ▶ What is Content and Language Integrated Learning?
- ▶ Why are individual factors a relevant issue?
 - ▶ in CLIL practice
 - ▶ in CLIL research
- ▶ Learner differences
- ▶ Teacher differences



Universiteit Utrecht



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

What is Content and Language Integrated Learning?

- ▶ a curriculum organizational principle
- ▶ a pedagogical approach
- ▶ in which the teaching/learning of subject content and second language are integrated:
 - ▶ learning language in authentic/functional subject settings
 - ▶ learning content through academic language and interaction
- ▶ related to immersion education and content based language teaching



Why are individual factors a relevant issue?

- ▶ In CLIL teaching
 - ▶ students' heterogeneous language backgrounds
 - ▶ students' heterogeneous attitudes and motivations
 - ▶ teachers' heterogeneous language proficiencies
 - ▶ teachers' heterogeneous CLIL pedagogies
- ▶ In CLIL research
 - ▶ attributing learning outcome to CLIL only possible if:
 - ▶ we understand individual CLIL/non-CLIL student differences
 - ▶ we take the teacher and learning environment into account



Research perspectives on CLIL

- ▶ on classroom interaction / language use processes
- ▶ on content/language pedagogy
- ▶ on language proficiency outcome
- ▶ on subject matter/content knowledge outcome
- ▶ on curriculum design & implementation
- ▶ on learner and teacher characteristics



Universiteit Utrecht



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

CLIL

Research Network



Universiteit Utrecht



[Home](#) [About](#) [Researchers](#) [Register](#) [Contact](#)

SEARCH RESULTS FOR: AILA

www.clil-ren.org

[Submit News](#)

AILA 2017 CLIL ReN Symposium: Programme

Posted on March 19, 2017 in: [News](#) | [Post Comment](#)

On July 23rd -28th, the 18th World Congress of Applied Linguistics will be held in Rio de Janeiro. At this conference the ReN Day will be on July 25th. the CLIL Research Network is pleased to announce the programme of the symposium "Individual Factors in CLIL teachers and learners":

- INTRODUCTION (Rick de Graaff & Russell Cross)
- *Individual factors influencing CLIL student choices in the transition from primary to secondary* (Elisa Hidalgo-McCabe & María Fernández-Agüero)

[Search the archives](#)

[Archives](#)

[Events](#)

[Frontpage](#)

[News](#)

CLIL students' motivation towards learning academic subjects in English

- ▶ Thomas Somers (Universidad Autónoma de Madrid, ES)
- ▶ Ana Llinares (Universidad Autónoma de Madrid, ES)



Universiteit Utrecht



MELBOURNE GRADUATE
SCHOOL OF EDUCATION
Shaping minds, shaping the world



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

Individual factors influencing CLIL student choices in the transition from primary to secondary

- ▶ Elisa Hidalgo-McCabe (Universidad Autónoma de Madrid, ES)
- ▶ María Fernández-Agüero (Universidad Autónoma de Madrid, ES)



Universiteit Utrecht



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

Under researched, but highly relevant in language learning: EFL self-concept as an individual factor in CLIL environments

- ▶ Dominik Rumlich (Universität Wuppertal-Münster, DE)
- ▶ Julia Reckermann (Universität Dortmund, DE)



Universiteit Utrecht



WINDSOR BARRA HOTEL AND CONVENTION CENTER

Chicken or egg? Motivation for or from bilingual education in the Netherlands

- ▶ Tessa Mearns (Universiteit Leiden, NL)
- ▶ Do Coyle (University of Aberdeen, UK)
- ▶ Rick de Graaff (Universiteit Utrecht, NL)



Universiteit Utrecht



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

CLIL can vary in each teacher and learner

- ▶ Shigeru Sasajima (Toyo Eiwa University, JP)



Universiteit Utrecht



MELBOURNE GRADUATE
SCHOOL OF EDUCATION
Shaping minds, shaping the world



THE 18th WORLD CONGRESS
of Applied Linguistics

INNOVATION AND EPISTEMOLOGICAL
CHALLENGES IN APPLIED LINGUISTICS
July 23rd to 28th 2017

WINDSOR BARRA HOTEL AND CONVENTION CENTER

Discussion

Individual factors in CLIL teachers and learners CLIL ReN 2017 - 2020

Rick de Graaff & Russell Cross; www.clil-ren.org

- ▶ *How* are individual factors a relevant issue?
 - ▶ in CLIL practice
 - ▶ in CLIL research
- ▶ Implications for learning, teaching and curriculum
- ▶ Implications for research
 - ▶ Focus for next CLIL ReN term 2017-2020



Universiteit Utrecht



WINDSOR BARRA HOTEL AND CONVENTION CENTER

How are individual factors a relevant issue?

- ▶ In CLIL teaching
 - ▶ students' heterogeneous language backgrounds
 - ▶ students' heterogeneous attitudes and motivations
 - ▶ teachers' heterogeneous language proficiencies
 - ▶ teachers' heterogeneous CLIL pedagogies
 - ▶ implications for socially just models of CLIL delivery/provision to account for such differences
- ▶ In CLIL research
 - ▶ attributing learning outcome to CLIL only possible if:
 - ▶ we understand individual CLIL/non-CLIL student differences
 - ▶ we take the teacher and learning environment into account
 - ▶ interrogating CLIL's positive and negative impact on dis/enabling access, achievement, and outcomes due to student differences and variable learning environments



Some questions raised by the symposium

- ▶ **Individual differences, social justice concerns, and CLIL**
- ▶ How students are selected into different tracks in the Spanish context (Somers & Llinares), for example
 - ▶ What kinds of learners are allowed into the programs in the first instance (to provide us with the samples to which we have access to for understanding motivation and efficacy)?
 - ▶ If we know that CLIL, when done well, is advantageous, how does CLIL contribute to the attainment gap if students are continued to be streamed/tracked?
 - ▶ e.g., the types of responses High-Exposure Track students could relate demonstrated (a) English as a form of symbolic capital which they recognized as having value for further social mobility, and (b) CLIL developing a “multilingual mindset” with potential as a similar form of capital to progress even further beyond their peers (i.e., even those who can “only” learn English through other/conventional pedagogic approaches)
- ▶ Hidalgo-McCabe and Fernández-Agüero’s findings on the effect of being in a Low-Exposure Track on student self-efficacy—and as self identifying as “less able” learners than those in HET—is worthy of further study
 - ▶ That the students generally felt satisfied to be where they were placed (i.e., “low” vs “high”) raises further questions around aspiration (Sen, 2009), and how that might be developed within the CLIL space (challenging vs comfortable ... aspiration to move from low to high, etc.)
 - ▶ CLIL and the reproduction of disparity? (e.g., HET say they expect high marks, LET less confident of their linguistic self-image and image as successful learners)



Some questions raised by the symposium

- ▶ Both link well the work presented by Rumlich and Reckermann which is significant for two reasons:
 - (a) advancing a new construct to complement motivation that might be an especially useful for early adolescence;
 - (b) developing statistical models that can identify, isolate, and help understand what is being studied.
 - ▶ But what might not captured in the model? (e.g., socioeconomic class, family stability, etc., that might also shape academic self-concept ... or at least influence the extent to which academic self-concept might be actualised)
- ▶ Mearns, Coyle, and de Graaff help address some points above by including a focus on what they call “**the middle child**”, and provide an example of how we might create data sets that include SES difference to understand how other core aspects of individual difference—motivation, etc.—might also co-relate/be affected by sociocultural circumstance; e.g., attitudes to schooling more generally, future aspiration, who has access, gender, etc.
- ▶ Sasajima’s paper introduces a whole new but important line of inquiry: teacher motivation for doing CLIL
 - ▶ Within this teacher-based data, interesting silences remain on “**who**” they see their students “**are**” (i.e. CLIL teacher sensitivity/awareness to individual student differences in their own work), and why/how that might motivate them to do CLIL as teachers (improving the quality of teaching for *all* learners; addressing gender differences within language enrolments; etc.)



Some thoughts for discussion

- ▶ If we study students' /teachers' CLIL perceptions, their answers may relate to language learning, to content learning and/or to integration perspectives
- ▶ To understand what differences in CLIL perception and motivation are about, we should relate motivation and appreciation outcomes to descriptions and observations of classroom practice



Focus for next CLIL ReN term 2017-2020

- ▶ Burning issues?
- ▶ Emergent perspectives?
- ▶ Cross-disciplinary opportunities?

- ▶ One proposal stemming from the papers/questions/discussion
 - ▶ Building on interplay between sociocultural context and individual differences, is it timely for a ‘critical’ CLIL agenda to emerge to understand CLIL’s potential as a more equitable and socially just form of language education?
This might be in terms of both:
 - ▶ Provision and access to high quality **model** of bilingual education (e.g., streaming, etc.)
 - ▶ How CLIL **pedagogy** itself might be more socially just/responsive (e.g., Mearn et al.’s intervention into “motivating” CLIL students (building aspiration capability (Sen, 2009))

