

UAM-CLIL Colloquium 2018

Participation, discourse, and motivation in the CLIL classroom

20 November 2018

Modulo IV, Aula de vídeo II (planta 2)
Facultad de Filosofía y Letras

This colloquium addresses the roles of academic language development, classroom interactional practices, and participant perspectives in bilingual education/CLIL. Results from the Trans-CLIL project, carried out by the UAM-CLIL research group over the last four years, on the transition from primary to secondary education and comparisons across high- and low-exposure groups (*sección* and *programa*) in the CAM bilingual programme will be presented to the research and teaching community.

Registration: <https://uam-clil.org/uam-clil-colloquium>

16:00 – 16:15 Introduction to the colloquium (by Ana Llinares)

16:15 – 17:30 Theme I: Classroom practices

16:15 – 16:45 *CLIL classroom discourse and opportunities for learning* *Tarja Nikula*

Gaining a better understanding of CLIL classroom discourse as the key site for integrated learning of content and language requires acknowledging its multifaceted nature. Drawing on recent research insights, this presentation argues that the full pedagogical potential of classroom interaction is shaped by, for example, how content and language are conceptualised, the participant roles drawn on, and how language and other meaning-making resources are used to support learning.

16:45 – 17:00 *CLIL classroom practices and teachers' use of language from an SFL-based analytical perspective* *Natalia Evnitskaya & Ana Llinares*

Drawing on the notions of classroom registers, appraisal theory and sociocultural perspectives on teaching and learning, we will present a multi-layered analytical model designed to explore CLIL teachers' use of evaluative language and its effect on learning opportunities in different CLIL lessons in a bilingual secondary school in Madrid.

17:00 – 17:15 *The role of dialogic teaching in Science classrooms: a comparative analysis across high- and low-exposure CLIL groups* *Elisa Hidalgo*

I will present the ways in which teachers lead the students into the academic content of the lesson in Natural Science classrooms that belong to high- and low-exposure CLIL strands at the beginning of secondary and their use of different types of 'communicative approach' – interactive/non-interactive and dialogic/authoritative.

17:15 – 17:30 *Discussion (led by Tom Morton)*

17:30 – 18:00 Coffee break

18:00 – 19:00 Theme 2: Academic language performance

18:00 – 18:15 *Cognitive discourse functions: what do they look like in CLIL student texts?*

Rachel Whittaker

This talk briefly presents the rationale for the seven cognitive discourse functions (Dalton-Puffer 2013), and shows examples of the way CLIL students realize them in written texts collected in the TRANS-CLIL project.

18:15 – 18:30 *'Evaluating' in History and Art*

Anne McCabe & Rachel Whittaker

We will see different types of evaluation used by the students, analysed following the Systemic Linguistics Appraisal framework. The role of subject -History or Art- and of development – data collected from end of Primary through to end of Second year of Secondary school- are considered.

18:30 – 18:45 *'Defining' in Science and History*

Nashwa Nashaat & Ana Llinares

We present two main findings from our analysis of student-formulated definitions in English and Spanish, in both Science and History subjects. For the analysis, we followed a systemic functional approach (Martin, 2013) and based part of the structural analysis on a definitional construct developed by Trimble (1985).

18:45 – 19:00 *Discussion (led by Tom Morton)***19:00 – 20:15 Theme 3: Participant perspectives**

19:00 – 19:30 *An overview of motivations and beliefs of teachers and students in CLIL*

Victor Pavón

The analysis of the main drivers for the implementation of Content and Language Integrated Learning (CLIL) shows the importance of the human factor. Decisive elements in teaching these programmes seem to be the teachers' perception of their own professional identity, pedagogical standpoints, and performance; together with the views of the students, who have to struggle cognitively and academically under more difficult conditions. The aim of this presentation is to introduce their understanding of how CLIL influences content progression, and to describe language teachers' and students' perceptions of the roles they adopt, of the difficulties they have to overcome, and of their own professional and academic development.

19:30 – 19:45 *'CLIL motivation': A new way of looking at motivation in CLIL settings*

Thomas Somers

In this talk I discuss the idea of looking not merely at motivation to learn the foreign language, but at an integrated motivation towards both content and language learning, termed 'CLIL motivation'. This perspective yields a number of interesting insights, as gleaned from the data collected in this project.

19:45 – 20:00 *Individual factors influencing CLIL student choices in the transition from primary to secondary*

María Fernández & Elisa Hidalgo

We will address the factors informing students' choices when being streamed into high- and low-exposure CLIL strands at the beginning of secondary. Particularly, our findings indicate that instrumental motivation plays an important role in these students' choices, and that certain attitudes or beliefs vary depending on the strand.

20:00 – 20:15 *Discussion (led by Tom Morton)*
