LONGITUDINAL STUDY OF TWO CLIL CLASSROOMS IN SPAIN: RESULTS FROM WRITTEN AND SPOKEN DATA

Anne McCabe (Saint Louis University, Madrid Campus)
Ana Llianares, Rachel Whittaker
(Universidad Autónoma de Madrid)
Tom Morton (Birkbeck College, University of London)

Thanks to high school teachers Marcela Fernández (IES Profesor Máximo Trueba) and Clara Mimbrera and Juan Carlos Frías (IES Joaquín Araujo)

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**UAM-CLIL PROJECT**

**Data:** spoken and written production on a topic from the social science syllabus in 2 state secondary schools:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Students Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/2006</td>
<td>1º ESO</td>
<td>(12/13-year-olds)</td>
</tr>
<tr>
<td>2006/2007</td>
<td>2º ESO</td>
<td>(13/14-year-olds)</td>
</tr>
<tr>
<td>2007/2008</td>
<td>3º ESO</td>
<td>(14/15-year-olds)</td>
</tr>
<tr>
<td>2008/2009</td>
<td>4º ESO</td>
<td>(15/16-year-olds)</td>
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</tbody>
</table>

**Spoken and written tasks:** (@ 22 students average per group/school/year)

1. End-of-topic group session + whole-class discussion
2. Composition
3. Individual interviews (6 students per school)

[http://uam-clil.com](http://uam-clil.com)
UAM-CLIL PROJECT: PROMPTS

YEAR 1: We have been studying the origins of ancient civilizations. Explain why they started in the places where they did, and how they developed. Include information on the characteristics of ancient civilizations, why they were so important at that time and compare them with present day society.

YEAR 2: We have been studying Feudal Europe. What were the characteristics of rural life in feudal Europe? Refer to the obligations and rights of the peasants. Why did cities grow? Compare them with the city where you live today. What were the causes and consequences of the plague?

YEAR 3: Write a composition about “The Modern State: Strong and Weak Monarchs; Economy and Society”. Make sure you include the following ideas: Describe the evolution of Philip II and whether you think he was a good or a bad monarch and why. Focus on how mercantilism influenced economic activity and compare the way rich and poor people lived at that time and how they live today. Evaluate the impact of European nations on indigenous civilizations.

YEAR 4: Write a composition about the First World War. Try to include the following ideas: Explain why WWI broke out and in what ways it was different from previous wars. Explain what happened during the war and why it came to an end. Refer to the consequences of the Treaty of Versailles and justify whether you agree with its terms or not.
THEORETICAL FRAMEWORK

• **Work on genre and register in educational contexts** (eg. Christie 2002; Christie and Martin 1997; Rothery 1994; Veel 2006; McCabe et al, 2007; Whittaker et al, 2006); **analysis of the language of history in L1 contexts** (Coffin 2000, 2006a, b; Groom 2004, Veel and Coffin 1996)

• **Systemic Functional Linguistics** (Halliday & Matthiessen 2004)

  • **Study of language choice in context: focus on meaning**

  • **Metafunctions**: all texts (no matter the mode)
    
    • depict/enact/display/explain some content, whether real, fictional, physical, mental experience: = **Ideational metafunction**
    
    • establish and maintain social roles and relationships AND express attitudes towards content = **Interpersonal metafunction**
    
    • sequence the first two metafunctions into coherent wholes = **Textual metafunction**
UAM-CLIL PROJECT: PHASES

Phase I: Ideational Function
Phase II: Textual Function
Phase III: Interpersonal Function

Spoken and written language performance
Lexico-grammatical + Pragmatic/Discursive Features

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IDEATIONAL METAFUNCTION

1. Process types: (material, relational, mental, verbal, behavioural, existential)
   a. Geography texts: more material, or active, processes
   b. History texts: more relational, or stative, processes

Learners: used appropriate language for content
   a. construct geography around natural events which occur and have effects
   b. construct history around a description of civilizations at a particular moment, and human activities then and now.

2. Nominal group complexity: tended to rely more on clauses (because some cities separated), rather than phrases (because of the separation of cities), to express circumstances: L1 writer cohort use nominalizations to express circumstances, a resource which needs more development in the L2.
Feudalism in Europe was a very important historic moment.

Europe grew and new countries were found. Many people lived in rural places. These people worked the lands. They lived in small houses in villages near to forests.
TEXTUAL METAFUNCTION: FINDINGS

• Across modes:
  • little difference in findings of positioning of presenting and presuming
  • however, written texts use more variety of tracking devices, including
    inference, topic reference and textual reference.

• In writing:
  • demonstrated proper positioning of given and new participants
  • however, writers did at times miscue the reader, e.g. by presenting new
    participants as given

• Development:
  • miscues diminished over the four years
  • reference through nominal, as opposed to pronominal, means increased
  • by year 4, students were using more presuming reference in later positions in
    the clause, demonstrating greater development of ideas.
  • greater amount of direct reference to something in the text = increase in
    cohesion
  • decrease in reference to situational context (1st and 2nd person pronouns)

Resources for participant identification and tracking are a part of the linguistic
system which can be explicitly focused on through subject
INTRODUCTION

**APPRAISAL Theory in SFL**

- Halliday’s *Interpersonal Metafunction* (Halliday & Matthiessen, 2004), developed by Martin and White in *Appraisal Theory* (e.g. Martin 2000, Martin & White 2005)

- **ATTITUDE** is concerned with feelings, either construing emotional reactions (*AFFECT*), assessing people’s behaviour (*JUDGEMENT*) or valuing things (*APPRECIATION*).

- **ENGAGEMENT** has to do with sourcing attitudes and the play of voices around opinions in discourse.

- **GRADUATION** has to do with grading phenomena, either through softening or sharpening (*FOCUS*) or through intensification or amount (*FORCE*).
**APPRaisal: Analysis**

<table>
<thead>
<tr>
<th>historical recount</th>
<th>I'll start talking about the monarch Phillip II. Phillip II was the monarch of Spain, in his sovereignies reigned past 3 important steps: first, Spain lived years of Crisis, 2nd triumph and finally the Decline of Spain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>historical argument</td>
<td>Some say that he was a bad monarch and others he was good, but in my opinion I think is both. We can see that he was a bad monarch because he left a lot of people fighting against England, also because he doesn't let Spaniards study in foreign universities, but in the other hand he conquered the New Lands (the Americas) and created 'La Armada Española'. That at the beginning was very good.</td>
</tr>
</tbody>
</table>

- I think both because he... he was a bad monarch because he... he left a lot of people fighting against the.. England but... and also because he don't let the Spaniards study in foreign universities.
- Because eh.. he thinks that the Spaniards should..
- Because he think that the Spaniards should study and stay in Spain but also I think it's good because he conquer a lot of new lands such as the Americas and.. and also he create the Armada Española that was very powerful that was very pow- very powerful and fight with a lot of countries but he the Armada eh le- no that doesn't win against the Englands.
APPRAISAL: SOME FINDINGS

• Development over the four years
  • discipline-appropriate use of AFFECT in year 4: e.g. countries presented as Emoters, e.g. *when Germany wanted to expand*
  • countries as participants are targets of JUDGEMENT, and their behaviour is evaluated positively or negatively.
  • more expressions of SOCIAL ESTEEM (e.g. *the king at that time was very very powerful*) in Years 1 and 2 (= horizontal discourse)
  • in later years: more expressions of SOCIAL SANCTION (e.g. *he was arrogant, they were a little bit unfair*) = historical argument.
  • Year 4: greater use of tokens of SOCIAL VALUATION = a more dispassionate recorder voice when writing historical accounts
  • ENGAGEMENT: = more EXPANSION in later years (ATTRIBUTE, ENTERTAIN)
  • higher use of ENGAGEMENT in small group interaction
  • more FORCE (with expressions such as *very or extremely*) than FOCUS (through expressions like *really or something like that*) in both contexts, but FOCUS emerges only in small group interaction.
CONCLUSIONS

- the choices from the systems adequate with respect to the prompts, which demonstrates the importance of prompt design in CLIL contexts.

- the systemic-functional perspective on CLIL learner language allows for study of both the language and the content represented through it, from an integrated perspective.

- this can help CLIL teachers explain their students’ achievement in linguistic terms, and in relation to the demands of different school disciplines.


