

The role of interpersonal language in CLIL

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ConCLIL Project seminar

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INTER-CLIL project

(Llinares, Whittaker, Morton, McCabe, Dalton-Puffer, Nikula; PhD students: Basse, Pascual & Vázquez)

- Following studies on the *Ideational function* (Llinares & Whittaker 2007, 2009, 2010; Whittaker & Llinares 2009)+*Textual function* (Whittaker, Llinares & McCabe 2011)
- *Interpersonal function*
 - a) Language used to evaluate the information presented- the content of the subject (Appraisal Theory)**
 - b) Language used to interact and establish social relations in the classroom

A three-part framework for understanding the roles of language in CLIL

SUBJECT LITERACIES	ASSESSMENT	CLASSROOM INTERACTION	ASSESSMENT	LANGUAGE DEVELOPMENT
<p>GENRE</p> <p>REGISTER</p>		<p>Instructional and regulative registers (focus)</p> <p>Communication systems (approach)</p> <p>Interaction patterns and scaffolding (action)</p>		<p>Expressing ideational meanings (key concepts and understandings)</p> <p>Expressing interpersonal meanings (social relationships, attitudes)</p> <p>Expressing textual meanings (moving from more spoken to written forms of language)</p>

Llinares A., Morton, T. & Whittaker, R. (2012) *The Roles of Language in CLIL*. Cambridge: CUP

INTERPERSONAL LANGUAGE

Appraisal Theory in SFL

- Halliday's *Interpersonal Metafunction* (Halliday & Matthiessen, 2004), developed by Martin and White in *Appraisal Theory* (eg. Martin 2000, Martin & White 2005).
- What is Appraisal?

The study of the linguistic resources by which speakers or writers express evaluation, attitude and emotion.

Types of Appraisal:

Attitude, Engagement and Graduation

- *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*).

Example of Science Group Work

Attitude:
Judgement

8)

S2: **No, it can't be here**

S1: Yes, why? ((unintelligible)) NO3

Graduation: focus

S2: And where do you place it

S1: Maybe like.. **Something like that?** ((S2 laughs)) We don't know the.. maybe..

S3: ((unintelligible)) here

S2: It's a balanced already because we know where.. where goes everything.. Where to place this? Stir it

Engagement

S1: We check the experiment,

Graduation:
force

S2: Is broken

S3: **I think that** now we can take it out because they.. they have a different.. or **less** time.. ((S1 keeps on stirring for more seconds))

Attitude:
Appreciation

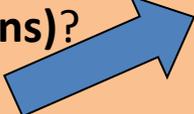
S3: Now

S2: Stir a bit more

S3: **Now it's perfect**

S2: Maybe you can

Research questions

- 1. Do secondary school CLIL students use the L2 interpersonally, both academically and socially? **What type of interpersonal language** is used?
- 2. Which difficulties do CLIL students show in their expression of the interpersonal function in English, in relation to the demands of the **register (spoken/written)**, the **genre (subjects)** and the **specific classroom activity (group work/whole-class discussions)**?
- 3. Are there any differences in the use of the interpersonal function between CLIL classrooms from **different European contexts** and with **parallel content classrooms taught in the students' mother tongue (Spanish)**?
- 4. Do the frequency and variety of interpersonal features in CLIL students' written and spoken production **persist in the long run**, two years after the end of the CLIL programme?
- 6. How does this compare with the use of interpersonal language in English by **students from non-CLIL contexts**?

Corpus: Stage 1 of the analysis (Spoken data)

	Spain	Austria	Finland
Whole-class discussion	1 History	1 Geography	1 Biology
Group work	1 History 1 Chemistry	1 History 1 History	1 History 1 Physics

Coding

UAM Corpus Tool

by Mick O'Donnell

Downloadable from <http://www.wagsoft.com>

Summary of results (Cross-sectional/Spoken)

I Activity type

- **More appraisal in group work** than in whole-class discussions.
- However, breaking this down by the different types of appraisal and how they interact with subject area, and national contexts, **engagement is more frequent in group work** than in whole-class discussions.



This means that in group work the students either acknowledge or ignore different points of view and negotiate a space for their own positions.

Summary of results (Cross-sectional/Spoken)

II Subject area

- Surprisingly, **more appraisal overall in the physical sciences** than in the social sciences.
- However, a closer look at the data shows that the appraisal area of **engagement was playing an important role in science, as well as epistemic self-judgement** (in terms of what students deemed themselves to know).
- On the other hand, **attitude seems to be more frequent in the social sciences**, where students seem to be showing more emotional reactions towards people and things.

Summary of results (Cross-sectional/Spoken)

III National Context

- The Spanish context showed more appraisal overall. The Spanish group work sessions were particularly rich in appraisal phenomena.
- The Austrian context stood out for its low levels of appraisal overall, and according to activity type and subject area. Much of this appraisal was done in German.
- The Finnish data had more appraisal in whole-class discussions than in the other two contexts.

Corpus: Stage 1 of the analysis (Written data)

16 students' essays in 4 grades
(grade 7-10)

Approx. 11,000 words

Coding

UAM Corpus Tool by Mick O'Donnell

Downloadable from <http://www.wagsoft.com>

Summary of results I (written/longitudinal)

- There seems to be some development over the 4 years in the use of APPRAISAL resources (e.g. move to recorder voice in Historical Account).
- This shows students are beginning to construct the "voices" of the secondary school historian.

Summary of results II (written/longitudinal)

- Better texts show **greater variety** of APPRAISAL SYSTEMS
- Better texts make **less** (and different) use of **Graduation**.

Further stages

- Analyse appraisal and other features of the interpersonal function in **other activities**
- Analyse **the language used for specific types of appraisal**
- Compare the same students' use of appraisal in **spoken and written texts** on the same topic.
- Compare the students' evaluative performance with that of **parallel classes in the L1**
- Study **CLIL students' development** in the use of interpersonal resources (from 7th to 12th grade)
- **Compare CLIL and EFL** students' use of interpersonal resources
- Use ethnographic information (carrying out qualitative analysis) to **look more closely at the specific types of activity** they were doing (i.e. classification task in lab experiment). Examining the relationship between CLIL students' use of evaluative language and the roles inherent in the different activity types they were involved in, focusing on possible differences and similarities across subjects and contexts (Goffman's 1981 notion of participation framework).
- Dig deeper not only into language use but also into **classroom cultures**.