The importance of sociocultural factors in CLIL related research

The CARLA Conference
October 20th, 2012
St Paul, MN, USA

Liss Kerstin Sylvén
Today’s presentation

- Overview of CLIL outcomes
- 4 general factors
- Specific comparison Spain-Sweden
- Conclusion
Quick summary of CLIL research results

<table>
<thead>
<tr>
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<th>CLIL in other European countries</th>
<th>CLIL in Sweden</th>
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<tbody>
<tr>
<td>Academic achievement</td>
<td>+/-</td>
<td>(+/-)</td>
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<tr>
<td>Classroom interaction</td>
<td>+/-</td>
<td>-</td>
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<tr>
<td>L1</td>
<td>+/-</td>
<td>(+/-)</td>
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<tr>
<td>TL (English)</td>
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The Spanish CLIL profile

- Pre-service
- Fully regulated
- In-service
- Extensive research
- Types
- Amount

- Teacher education
- Framework/Research
- Extramural English
- English
- Pre-service
- None
- Extensive research
- K
- Tertiary
- 0%
- 100%
- None
- Fully regulated
- In-service
- Types
- Amount

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The Swedish CLIL profile

- Pre-service: None
- Fully regulated: 100%
- In-service: None
- Extensive research: 0%
- Tertiary: 100%
- Extramural English: Types
- Teacher education: Framework/Research
- Age/amount: Faculty of Education

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Comparing two European countries
Location

SWEDEN

SPAIN

Faculty of Education

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History

Spain

Sweden
Speakers of the language

**SPANISH**

- L1: approximately 400 million
- L2/FL: approximately 600 and growing
- The most popular foreign language (after English) in Swedish schools
- 2nd largest language in the world

**SWEDISH**

- L1: approximately 8 million
- L2: approximately 1 million
- 50th most common language in the US (67,000 speakers)
- 91st language in the world
Extramural English

SPAIN

- English-produced films and TV-programs are dubbed
- Music
- Internet
- Digital games

SWEDEN

- English-produced films and TV-programs are subtitled
- Media
- Industry
- Education
- Music
- Internet
- Digital games
- English L2 rather than FL?
Extramural English among 5th-graders
Sylvén & Sundqvist (forthcoming)

Mean = 9.42
Std. Dev. = 7.855
N = 86
Some sources of English in Sweden
English in school

**SPAIN**

- Introduced in preschool
- Not obligatory
- Traditional approach

**SWEDEN**

- Introduced in 3rd grade at the latest, often already in preschool
- Obligatory subject throughout secondary education
- Communicative approach
• Introduced in primary school

• National focus on improving skills in English

• Some regions have specific teacher training programs

• Language assistants in CLIL classrooms

• Introduced in upper secondary

• No national consensus on CLIL

• No specific CLIL teacher training
Results and analysis

**SPAIN**
- Limited access to EE
- Traditional teaching in school
- Major L1

**SWEDEN**
- English abounds
- Communicative approach in school
- Minor L1

**Low motivation to learn**

**High motivation to learn**

Faculty of Education

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Low proficiency

SPAIN

CLIL input at an early age

Focus on language learning

Impressive results

Impact of CLIL = ?

High proficiency

SWEDEN

CLIL input late

No teacher training

Large amounts of EE

Results and analysis, cont’d
Should we have CLIL in English at all?

• EU recommendation: L1 + 2

• General interest in language studies is steadily going down

• Should focus be on CLIL in other languages, e.g., Spanish?

• Documented good results from CLIL in German
Content and Language Integration in Swedish Schools –
the CLISS project

Project funded by the Swedish Research Council (nbr 2010-5376)
2011-2014
Project description

• A multi-perspective analysis of CLIL in Sweden

• Informants aged 15-19 (high school level)

• Native and non-native Swedish students

• Focus on written language

• Different text types within academic language
Primary aims

• Shed light on the effects of CLIL on
  – academic receptive and productive proficiency in English and Swedish focussing written texts
  – the level of subject content knowledge
  – classroom interaction
  – Swedish curricular goals

• Gain an understanding of Swedish CLIL teachers’ and school boards’ views

• Compare CLIL in different national contexts

• Build a corpus of CLIL texts
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<th>Semester 1</th>
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CLIL vs non-CLIL

Gender

L1 Swedish vs L2 Swedish

Amount of EE

CROSS-SECTIONAL ANALYSES
The CLISS project

• Longitudinal study on CLIL in Sweden

• Use the same instruments in other national contexts – in Spain?

• Determine a priori differences before comparing results between countries
Conclusion

• Different sociocultural and sociopolitical factors cannot explain research findings but need to be taken into account

  A) when analyzing results from any given context, and

  B) when comparing research findings across national borders
¡Muchas gracias!

Tack så mycket!

Thanks for listening!
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Some references


The ESCL survey:


