

Teachers' and learners' language use and patterns of interaction in hard and soft CLIL classes in a Japanese primary school



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ABOUT MY M.A. THESIS

Research question

- **What kind of different features of the language use can be observed between teachers' and students' in hard CLIL and soft CLIL classes?**

TYPES OF CLIL (IKEDA, 2011, P.10)

Strong

Weak

Hard CLIL

Soft CLIL

subject

Purpose

language

Frequent / regular

Frequency

Not frequent

Total CLIL

Weight

Partial CLIL

L2 mainly

L2

(L1 is permitted)

Language

(L2 is encouraged)

Content

Hard CLIL (math)

- **129-73**

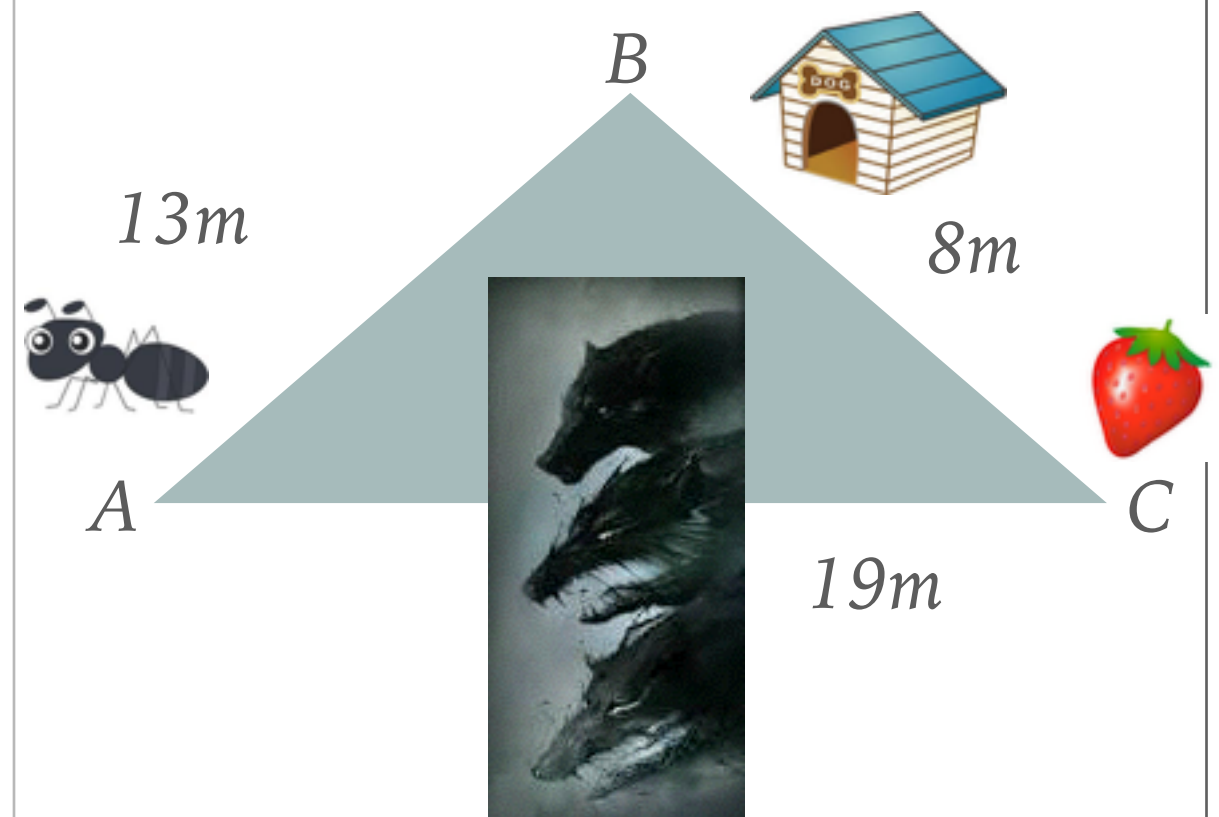
129

- 73

56

- **borrowing from the one hundred's place**

Soft CLIL (English)



- **via, shortcut**
- **which route do you want to take and why?**

About the study—Settings

- **Private all girls primary school in northern east prefecture in Japan**
- **The school offers CLIL (since 2016) and standard course.**
- **The content of math parallels with the L1 national course of study.**
- **The students in the CLIL strands take math and English classes separately from the standard strands.**
- **The examination for the CLIL course contains an English test (speaking and listening for instructions).**

About the study

Participants

	Hard CLIL (math)	Soft CLIL (English)
Teachers	T1 (NTE), T2 (JTE), T3 (JTM)	T1 (NTE), T2 (JTE)
Students	15 second graders in the CLIL course (one absence)	8 second graders in the CLIL strands

Data collection

- **Consists of one class (45 minutes) each of hard and soft CLIL's audio and visual recording (two fixed video recorders) and field notes taken during the class.**
- **An semi-structured interview was conducted individually to T1 (Native English-speaking Teacher) in English and T2 (Japanese Teacher of English) in Japanese to support the study.**

Data analyses

- **Quantitative analysis was conducted where possible to grasp the overview of the two classes. This was done by counting the frequency of the incident taking place in the two classes.**
- **Qualitative analysis was made through classroom discourse analysis.**

Results & Discussion

- 1. The three register variables (field, tenor, mode) (Halliday and Hansan, 1989)**
- 2. The vertical and horizontal discourse**
- 3. Four types of 'Communicative approach' (Mortimer and Scott, 2003)**
- 4. Interaction patterns**
- 5. Types of questions**
- 6. Types of feedback**

Four types of ‘Communicative approach’ (Mortimer and Scott, 2003)

	Interactive (interaction)	Non-interactive (monologic)
Dialogic (students’ ideas)	A. Interactive / Dialogic	B. Non-interactive / Dialogic
Authoritative (teachers’ or official ideas)	C. Interactive / Authoritative	D. Non-interactive / Authoritative

- **CLIL learners need language for understanding, thinking, discussing, expressing; opportunities to participate in all four types of communication system is necessary**

	Types of activities taken place in hard CLIL (math)	Types of ‘communicative approach’
1	Warm up1 (Crane game)	C. Interactive / Authoritative
2	Warm up 2 (greetings)	A. Interactive / Dialogic
3	Key vocabulary practice	C. Interactive / Authoritative
4	Explaining today’s goal	C. Interactive / Authoritative
5	Explaining today’s activities	C. Interactive / Authoritative
6	Checking the translation	C. Interactive / Authoritative
7	Conducting math calculations	C. Interactive / Authoritative
8	Group discussion	C. Interactive / Authoritative
9	Solving a math problem	C. Interactive / Authoritative
10	Wrap up	C. Interactive / Authoritative

	Types of activities taken place in soft CLIL (English)	Types of 'communicative approach'
1	Warm up1 (greeting)	A. Interactive / Dialogic
		C. Interactive / Authoritative
2	Warm up2 (self- introduction)	D. Non-interactive / Authoritative
		A. Interactive / Dialogic
3	Explaining today's goal	D. Non-interactive / Authoritative
4	Explaining today's activity	D. Non-interactive / Authoritative
5	Checking the key vocabulary	C. Interactive / Authoritative
6	Explaining the activity	D. Non-interactive / Authoritative
7	Conducting math calculation	C. Interactive / Authoritative
8	Group discussion	C. Interactive / Authoritative
9	Explaining the activity	B. Non-interactive / Dialogic
		D. Non-interactive / Authoritative
10	Group discussion	A. Interactive / Dialogic
11	Students' presentations	A. Interactive / Dialogic
12	Wrap up	B. Non-interactive / Dialogic
		C. Interactive / Authoritative

Four types of ‘Communicative approach’ (Mortimer and Scott, 2003)

- **CLIL learners need language for understanding, thinking, discussing, expressing; opportunities to participate in all four types of communication system is necessary**

A downside of diverse communicative system

Extract 3.4 soft CLIL (English)		
1	T1	Okay. Via can mean what? What does via mean?
2	S2	えっと。ぎざぎざみたいな。山っていうか。 (Japanese: Um. It's like
3		zigzag. Like a mountain.)
4	T1	Hmm. Not ろざろざ。 (Japanese: Zigzag) What do you think via
5		means?
6	S3	Long path.
7	T1	Long path? It sometimes can mean long path. But that's not the
8	S4	meaning. Yeah?
9	T1	遠回り。 (Japanese: A longer way)
10		遠回り？ (Japanese: A longer way?)
11	S4	遠回りってストレートがあっても、そこが大変なことがあっても、ま
12		あいいや、遠回りでも。 (Japanese: What I mean is there is straight
13		and even if it's hard, oh well, a longer way is fine.)
14	T1	But what does via mean? 今viaちょっと確認したい。 (Japanese: I
15		want to check via now)

Four types of ‘Communicative approach’ (Mortimer and Scott, 2003)

Hard CLIL (math)	Soft CLIL (English)
<ul style="list-style-type: none">• Heavy use of one approach could lead to a very limiting context for language development.	<ul style="list-style-type: none">• Diverse communicative system — not only interactive but also dialogic• Need to set the objectives clearly. “Swiss cheese moment” (interview by T1)

Interaction patterns

IRF (Initiation, Response, Feedback) pattern

Hard CLIL (Math)	Soft CLIL (English)
80	50

- **The more IRF patterns, the more opportunities for students' participation=better environment for language development?**
- **The over use IRF chains, where teacher knows the answer, is going to limit what students can do in class and their L2 development**

The total number of teachers' and learners' extended turn (Walsh, 2006)

	Hard CLIL (Math)	Soft CLIL (English)
Teachers' extended turn	16	34
Learners' extended turn	1	7

- **Extended turns: Turn of more than one clause**

IRF (Initiation, Response, Feedback) pattern

Soft CLIL

		Extract 4.2 Soft CLIL (English)	
1	T1	Very good. That's perfect Japanese. How do you	Initiate
2		say it in English? S1 has very sparkly eyes. Okay,	
3		S1?	
4	S1	Um, uh, what shortcut mean is if ant wanted to go	Response
5		the strawberry, then the ant can't, via is very long	
6		path but shortcut is short path, so the ant can go	
7		faster.	
8	T1	Wow. That's very good.	Feedback

Interaction patterns

IRF (Initiation, Response, Feedback) pattern

Teachers' and learners' extended turn

Hard CLIL (math)	Soft CLIL (English)
<ul style="list-style-type: none">• Rapid, frequent IRF patterns• Short answers by students• The content of the discourse is almost entirely subject knowledge• It does not leave enough space for students' development of their own ideas or participation in extended talk (Nikula, 2007).	<ul style="list-style-type: none">• Decent use of IRF patterns• Longer and more complex answers by students.

Types of questions

Display and referential questions (Mehan, 1979)

	Hard CLIL (Math)	Soft CLIL (English)
Display questions (Teachers know the answer)	53	31
Referential questions (Teachers don't know the answer)	5	21

- In many cases,

Display: trigger short, one-word responses

Referential: trigger longer and more complex responses

Display and referential questions (Mehan, 1979)

		Extract 5.3 Soft CLIL (English)	
1	T1	What else did you eat?	Referential
2	S1	Rice.	

		Extract 5.4 Hard CLIL (Math)	
1	T1	Okay. Is this okay?	Display
2	Ss	Yes.	
3	T1	Why?	
4	S1	Because hundreds is larger and ones is	
5		smaller and tens is a, um, middle.	

Different question types used in hard and soft CLIL

Dalton-Puffer (2007, p.98)

	Hard CLIL (Math)	Soft CLIL (English)
Questions for facts	44 (content-focused)	25 (form-focused)
Questions for explanation (how something happened)	6	0
Questions for reasons (why something happened)	3	0
Questions for opinions (What do you think?)	5	27

Different question types used in hard and soft CLIL

Dalton-Puffer (2007, p.98)

		Extract 5.5 Hard CLIL (Math)	
1	T1	Why ten's is no?	Questions for reasons
2	S	Because we don't have the place any more.	

		Extract 5.6 Hard CLIL (Math)	
1	T1	Okay. How do we do that? See, I want, all right, S?	Questions for explanation
2	S	One hundred twenty-nine minus seventy-three is	
3		nine minus three equals six.	

Different question types used in hard and soft CLIL

Hard CLIL (math)	Soft CLIL (English)
<ul style="list-style-type: none">• The majority of question types were asking for facts• The students them in short, one-word responses• Asking for “why” and “how” played the key role in eliciting students’ longer and more complex responses	<ul style="list-style-type: none">• An adequate balance of display and referential questions• No questions for explanations or reasons were observed.

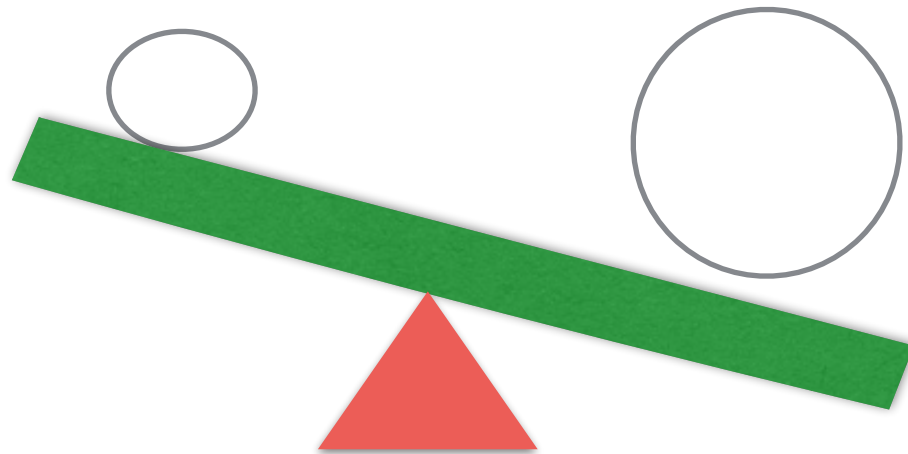
- IRF patterns have the potential to engage students cognitively and communicatively, as long as they use a wider variety of questions types

Conclusion

Hard CLIL (math)

Language

Content

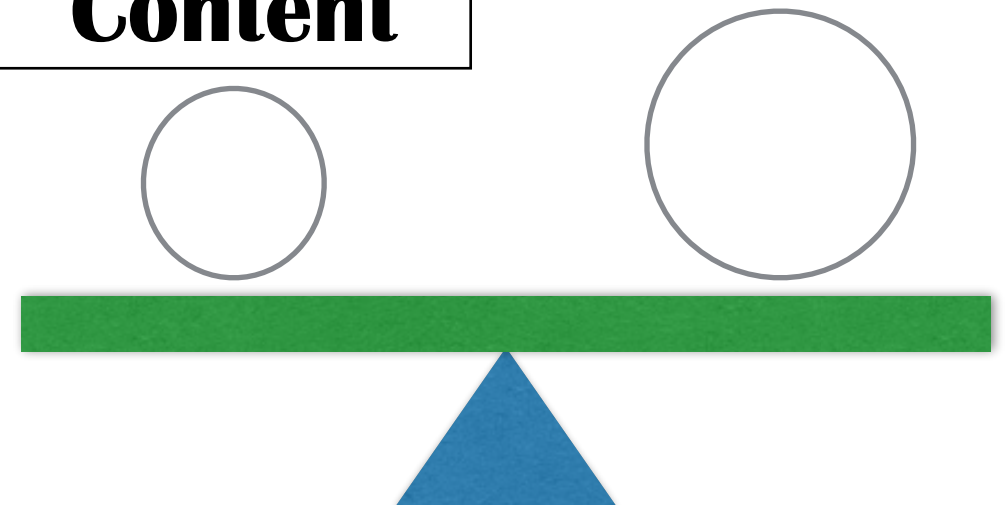


- **Highly context-dependent language**
- **Fall into sequence of facts after facts after facts, limiting context for language learning**
- **Exploring different types of questions, tasks are the key**

Soft CLIL (English)

Content

Language



- **Diver usage of communicative approach, referential questions =Rich environment for language development**
- **Need to decide language aims concretely**

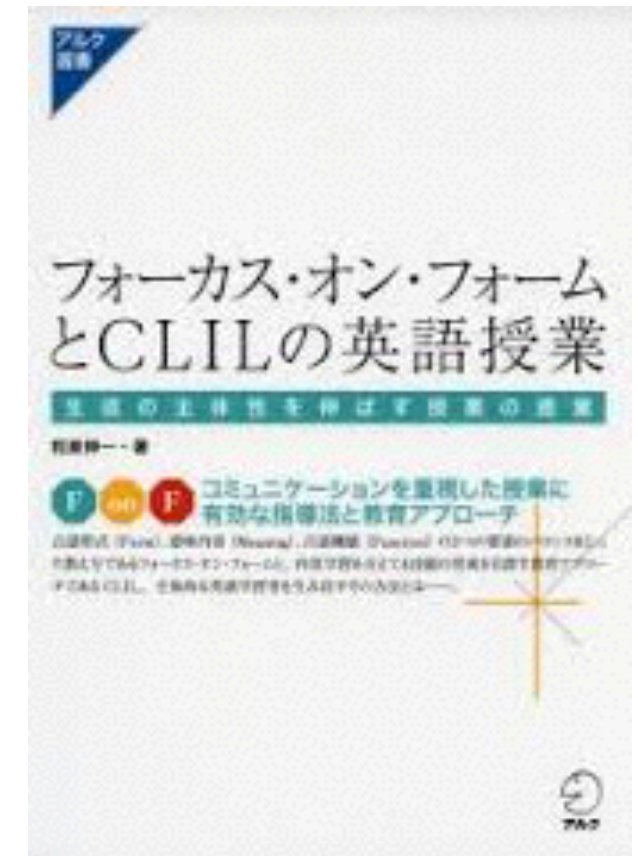
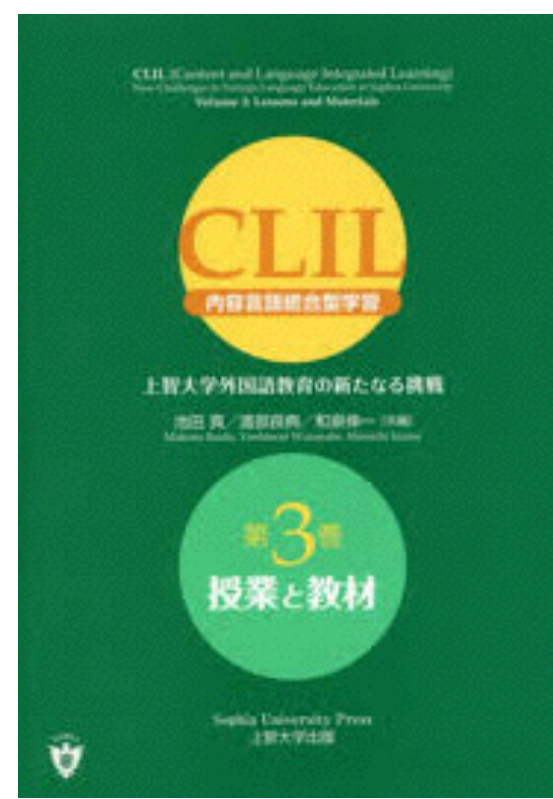
Discussion: Teacher interviews

	Hard CLIL program: The dilemma content teaching within limited time
T1	<p>“One serious issue with CLIL program that's difficult for me is that we work with the math program also...But within the CLIL class, we actually have to understand the concept, understand the Japanese, understand English AND express themselves in English as well as express themselves in Japanese...So because of that, it takes time. It takes more time to do something.”</p>
T2	<p>「日本の算数と同じことはできないので、日本語でやっている子たちのような算数をそのまま例えば英語で訳したものをCLIL算数ではどうしてもできないので、教科書のここが大事なところをピックアップして、ここは絶対覚えなきゃいけないってところピックアップしてCLIL算数ではやるので、で、その飛ばしたところを例えば、今日みたいなのは、まさにそうなんですけど、今日みたいなところを、英語の時間にやるとか。そういうスタイルにしていますね。そうしないと物理的に追いつかないことがあって。」</p>

Limitations / Future research directions

- **Technical recording issues, students' language use in group discussions**
- **More data of observations; longitudinal study**
- **Subject nature, investigate geography, science, history
hard CLIL**

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THANK YOU!!

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