

Monitoraggio e validazione del percorso di verticalizzazione dell'educazione bilingue (IBI/BEI) - CLIL Excellence - 2017-2018

# **Monitoring and evaluation of CLIL in the lower secondary school: context and preliminary findings**

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# Outline

- Aims
- Key research areas
- Schools
- Method
- Preliminary findings

# Aims

- Monitor the teaching and learning activities in selected lower secondary classes taking part in the *CLIL Excellence* project.
- Evaluate the *CLIL Excellence* project in terms of teachers and headmasters' attitudes and learners outcomes.

# Key research areas

- Headmasters and teachers' attitudes towards the CLIL Excellence experience
- Main practices in CLIL classes (focus on feedback strategies and learner uptake in teacher-learner interaction)
- Learners' outcomes in English written production.

# Schools

1) IC Como Lora  
Lopomo, Como

2) IC Fermi  
Oggioni, Villasanta  
(Monza-Brianza)  
**(coordinator)**

3) IC Cialdini,  
Meda (Monza-  
Brianza)

4) IC Ciresola,  
Milano

5) IC Diaz, Milano

6) IC Copernico,  
Corsico (Milano)



- **Background**

→ **2010-2015**

*BEI* (Bilingual Education Italy) Project

primary classes

**Implementation options:** class teacher; 25% curriculum taught in English (6-7 hours a week); Art, Geography, Science

→ **2015-2018**

*CLIL Excellence* Project

lower secondary classes

- **Implementation options in CLIL Excellence classes**

- **Teachers:** subject teacher supported by the English teacher during lesson planning and delivery; language assistant during class activities

- **Subjects:** choice varies according to school/grade/ (Geography, Art, Science, PE, Technology, Maths

- **CLIL curriculum:** no. of hours in a school year varies according to school/ grade (average of 10-20 hours; IC Diaz 36 hours; IC Ciresola 60 hours)

# Method

- **Monitoring and evaluation team**

2 researchers and 4 graduates from the University of Milan); 2 permanent staff from the regional school office

- **Steps (April 2017-September 2018)**

- Meetings and seminars with headmasters and teachers (April 2017-April 2018)
- Data collection (January-April 2018)
- Data analysis (March-June 2018)
- Evaluation report (September 2018)

- Data collection

Tools	Participants
Interviews	6 headmasters 18 teachers
Lesson observation (audio-recording, observation grids, note-taking)	12 classes (2 classes in each school)
Production task (Dictogloss)	36 groups (6 groups in each school): about 100 students

# The dictogloss task

A dictogloss is a collaborative output activity in which learners are asked to write a text in pairs or small groups based on an input text that has been read to them by the teacher.

(Wainryb 1990: 6)

- **Data analysis**

- **Trascription** of data from interviews, classroom observation and production tasks
- **Data-coding**: feedback strategies in T-S interaction; language related episodes (LRE) during text reconstruction; constructions in written production

# Preliminary findings (1)

## Teacher feedback strategies

### Research question 1

What types of strategies are most frequently used to provide corrective feedback?

- recast, explicit correction, metalinguistic feedback (IC COPERNICO)
- mainly elicitations (IC CIALDINI)

# Teacher feedback strategies

## Findings (RQ 1)

S: because she refused to give her seat to a white woman

ST: a white man

S: a white man

ST: ok

ST: what is the name of this building?

S: Congress

ST: mh, mh, mh... the congress is not the name of the building but?

S: US Capitol

ST: US Capitol, yes

(IC CIALDINI)

S= student

ST= subject teacher

# Teacher feedback strategies

## Research question 2

What type of errors are most frequently corrected?  
And through which strategies?

- errors of form (pronunciation, vocabulary and grammar)
- mainly through recast and explicit correction

# Teacher feedback strategies

## Findings (RQ 2)

S: allowed [pronuncia scorretta]

L2T: mh, scusami allowed [pronuncia corretta]

S: allowed [pronuncia corretta]

(IC COPERNICO)

LA: ok, so it's in the speech but it's also somewhere else. "free at last" it's in the speech and?

S: on the grave

LA: on the?

SS: grave

LA: on the tombstone, well done

S= student

L2T= English teacher

LA= language assistant

(IC CIALDINI)

# Teacher feedback strategies

## Research question 3

What types of strategies lead to student uptake and what type of uptake is it?

- Recast → repetition or no uptake
- Explicit correction → uptake
- Metalinguistic feedback and elicitation  
→ uptake

# Teacher feedback strategies

## Findings (RQ2)

ST: he want... wanted slavery?

SS: no

LA: no he didn't. Hey guys in English yes or no isn't enough. No he didn't.

SS: *no he didn't*

ST: did he want oppression?

SS: *no he didn't*

(IC CIALDINI)

SS= students

ST= subject teacher

LA= language assistant

# Preliminary findings (2)

## Student production (dictogloss)

### Research question 1

To what extent do students fulfil the dictogloss task?

- Is the procedure of task implementation correct?
- Do students manage to reconstruct the input text?

# Student production

## Findings (RQ 1)

- Successful implementation of the dictogloss
- Reconstruction of input text
  - overall meaning of the input text
  - simplification and some inaccuracies

## Student production in the CLIL classroom

### Example of reconstructed text: What is Apartheid?

#### Original version

Apartheid in South Africa officially ended when Nelson Mandela was democratically elected President in 1994. “Apartheid” is an Afrikaans word that means “separateness”. It was a system of racial segregation in South Africa for nearly 50 years. The British believed that the white race was superior. In South Africa the white people dominated over non-whites in every aspect of life. Before Mandela’s election, there were 148 apartheid laws in South Africa. Blacks could not use banks, hospitals, shops and churches that white people used. Marriage between whites and other races was banned. Non-whites had no political rights.

#### Student version

*Apartheid in South Africa was official banned when Nelson Mandela was elected on 1994. Apartheid means “separatness”, it dured 50 years. British people thought that withe races were superior than other. There were 148 laws about apartheid in South Africa, that descriminated black people. Black people couldn’t use hospitals, banks, shops and churches, that used white people. Marrieges between withe and different races were banned. There weren’t any political rights.*

# Student production (dictogloss)

## Research question 2

Do students produce language related episodes (LREs) during the dictogloss?

- What aspects of language do the LREs relate to?
- Do students manage to solve the episodes correctly?

# Student production (dictogloss)

## Findings (RQ 2)

Language related episodes (LREs)

- Type

Lexical	Grammatical	Spelling/ pronunciation	TOT LREs
62	37	38	137

- Resolution

Correct	Incorrect	Unresolved	TOT LREs
96	25	16	137

## Student production (dictogloss) Language Related Episodes (LREs)

M-LRE 113 IR

S3: Così that... così si scrive?

S2: Sì... that... (dictates) de-scri-mi-na-ted

S3: Descrì?

S2: ...minated

L-LRE 119 IR

[...]

S2: The... the... come si dice matrimonio?

S3: Matrimony

S1: Marriage (English pronunciation), marr-i-ege (Italian pronunciation) [sic in the output text]