



The importance of sociocultural factors in CLIL related research

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Today's presentation

- Overview of CLIL outcomes
- 4 general factors
- Specific comparison Spain-Sweden
- Conclusion





Quick summary of CLIL research results

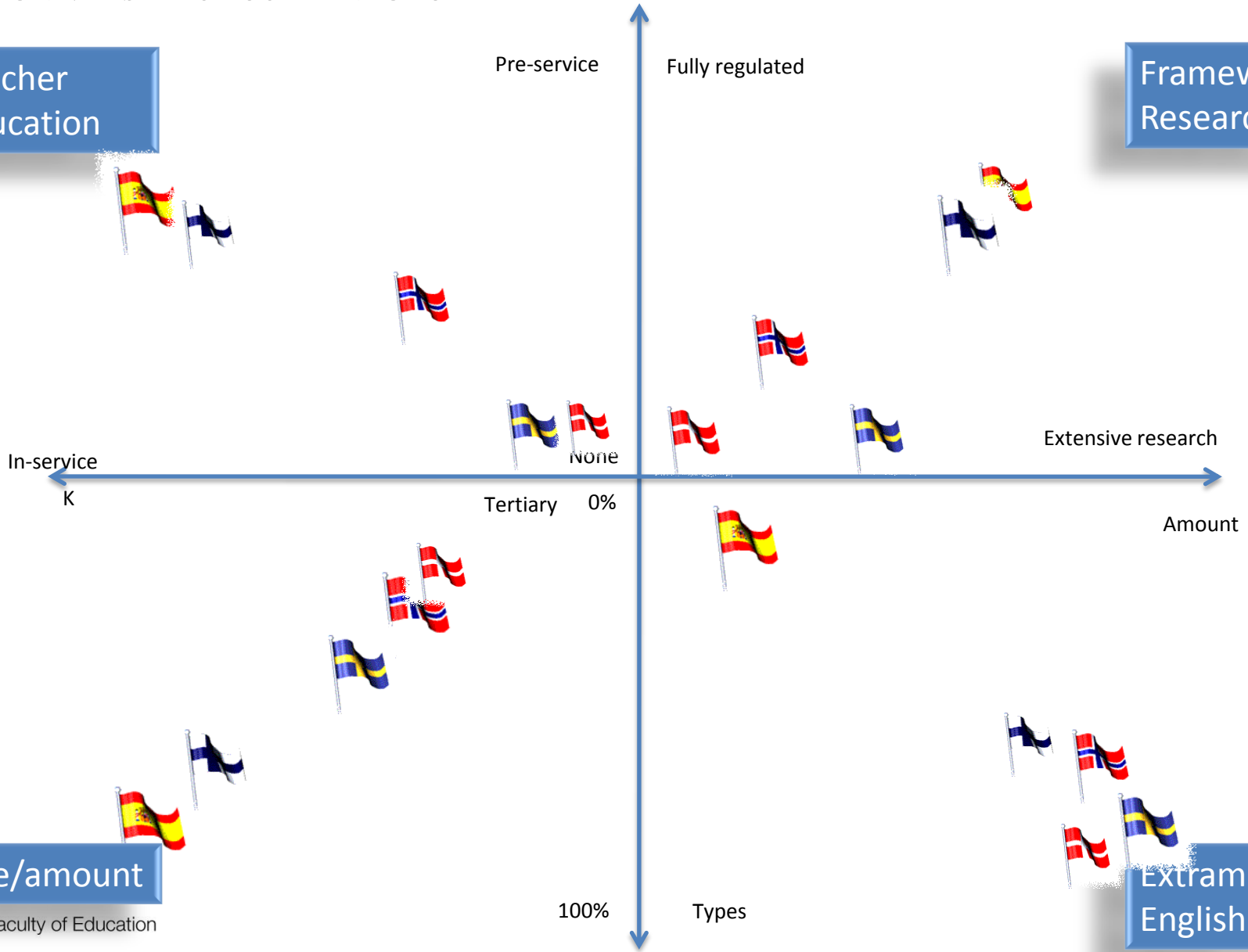
	CLIL in other European countries	CLIL in Sweden
Academic achievement	+/-	(+/-)-
Classroom interaction	+/-	-
L1	+/-	(+/-)-
TL (English)	++	-





Teacher education

Framework/ Research



Age/amount

Extramural English

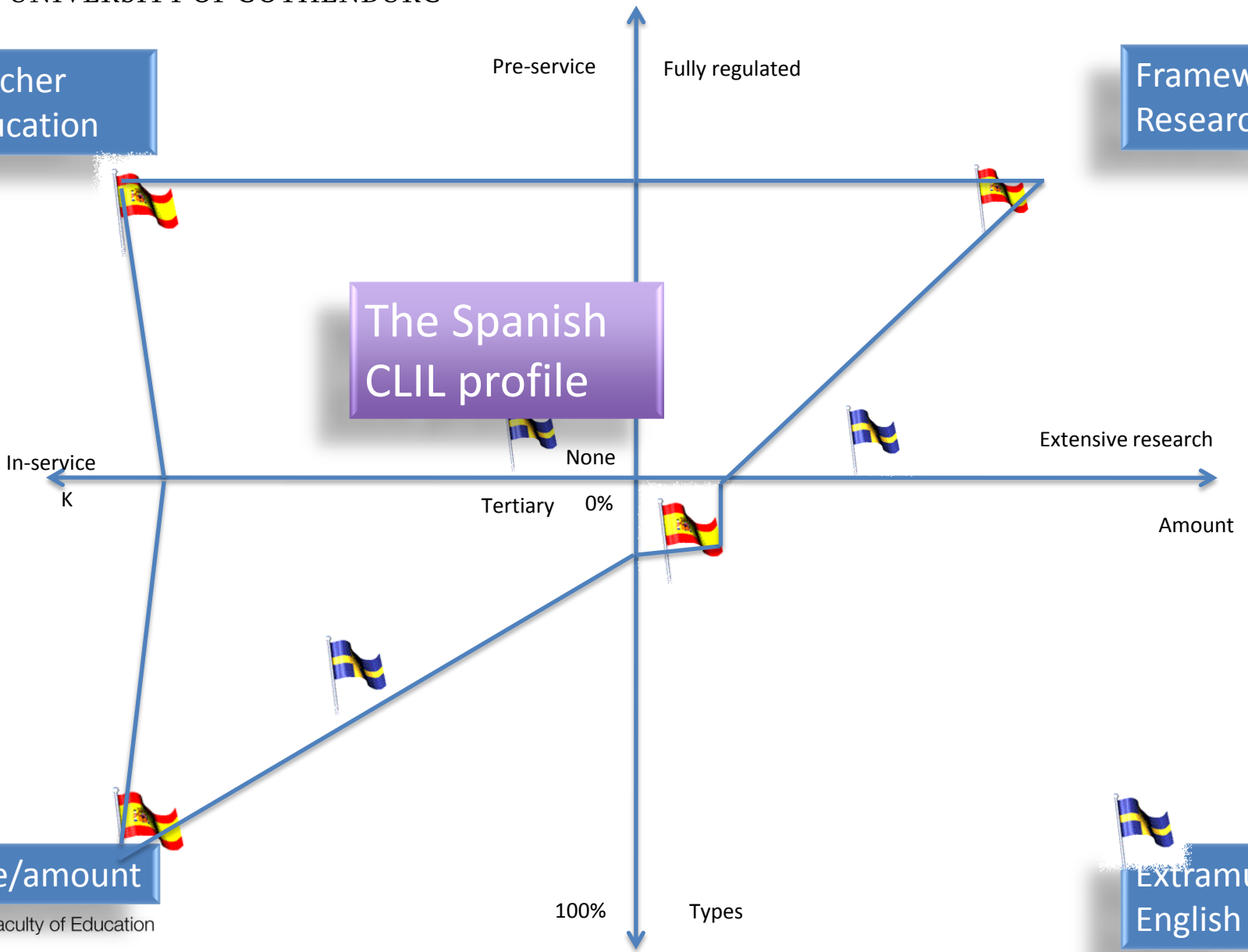
Faculty of Education



Teacher education

Framework/ Research

The Spanish CLIL profile



Age/amount

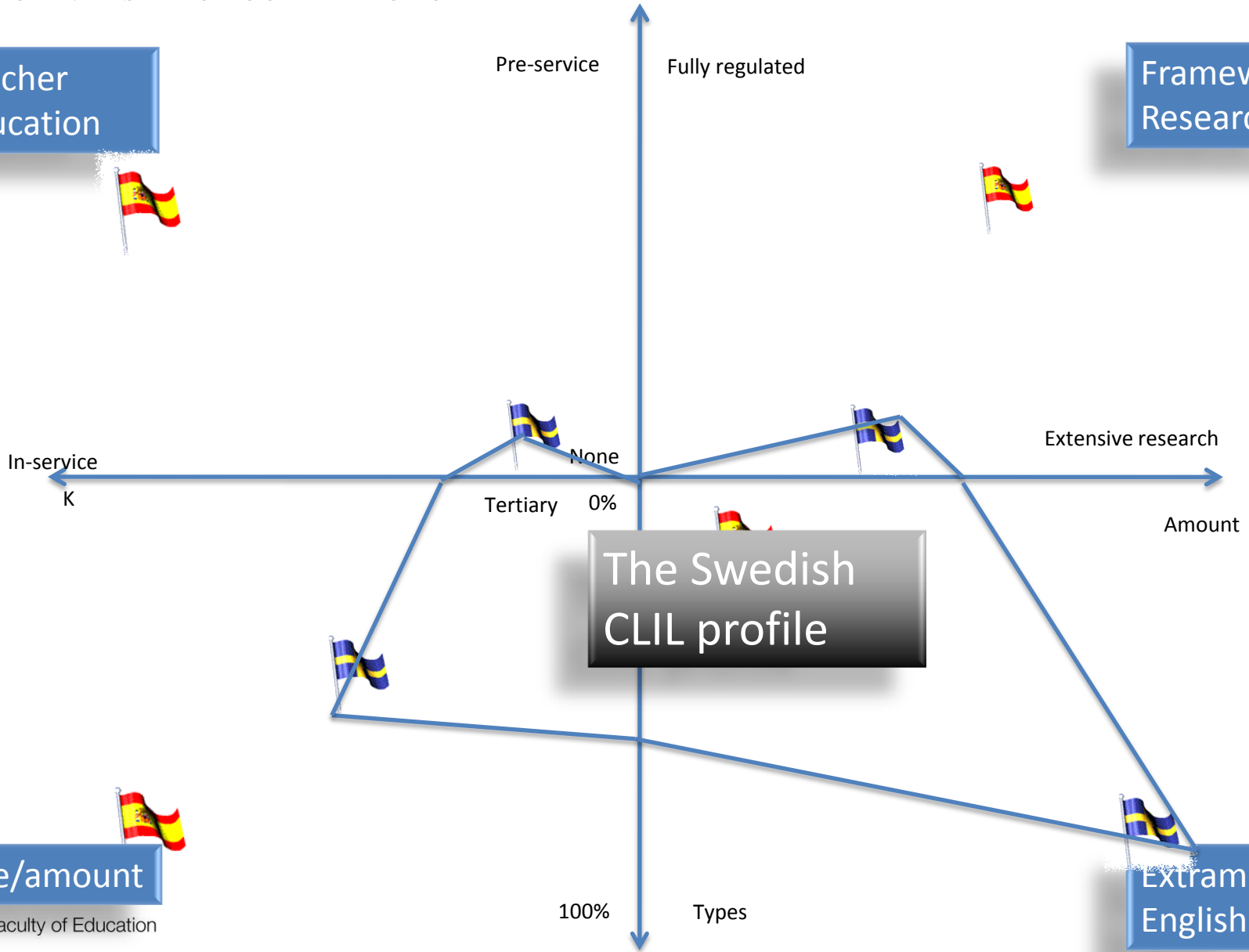
Extramural English

Faculty of Education



Teacher education

Framework/ Research



Faculty of Education

Comparing two European countries

SPAIN

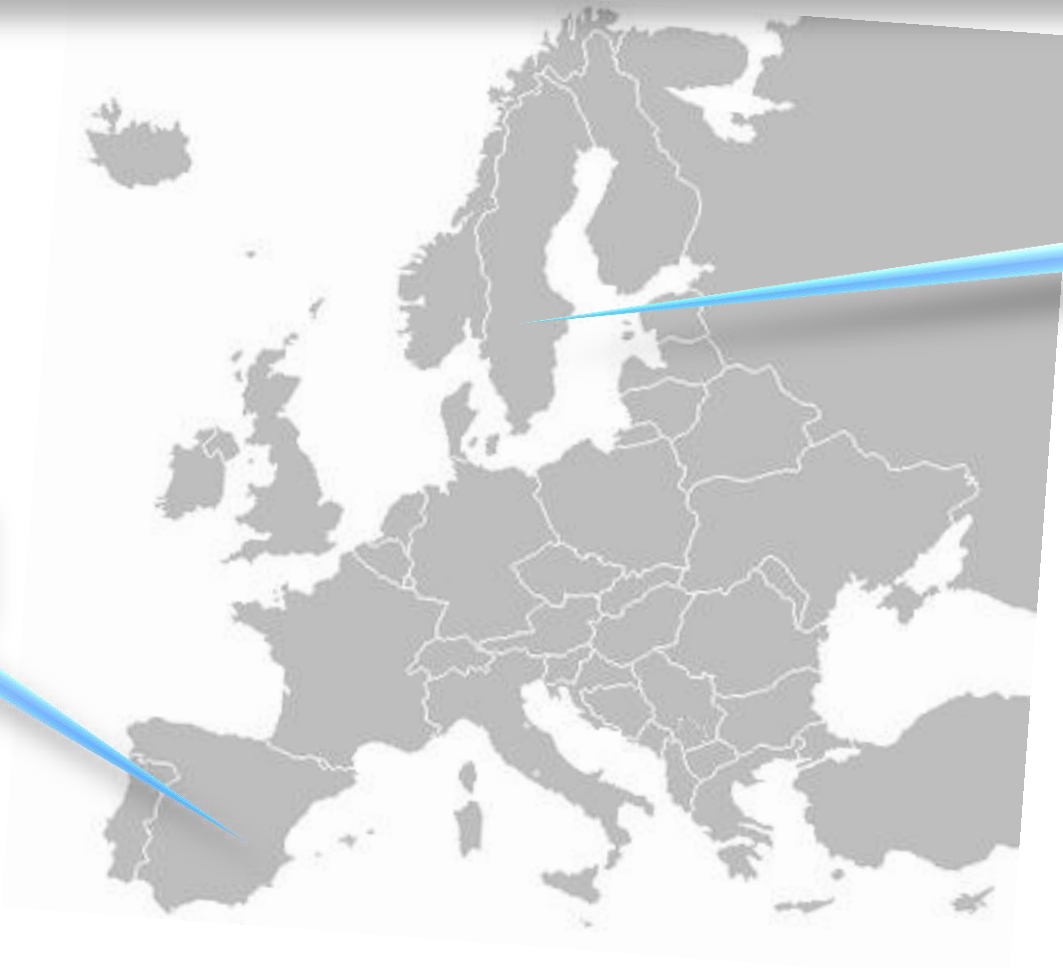


SWEDEN





Location



SPAIN

SWEDEN



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

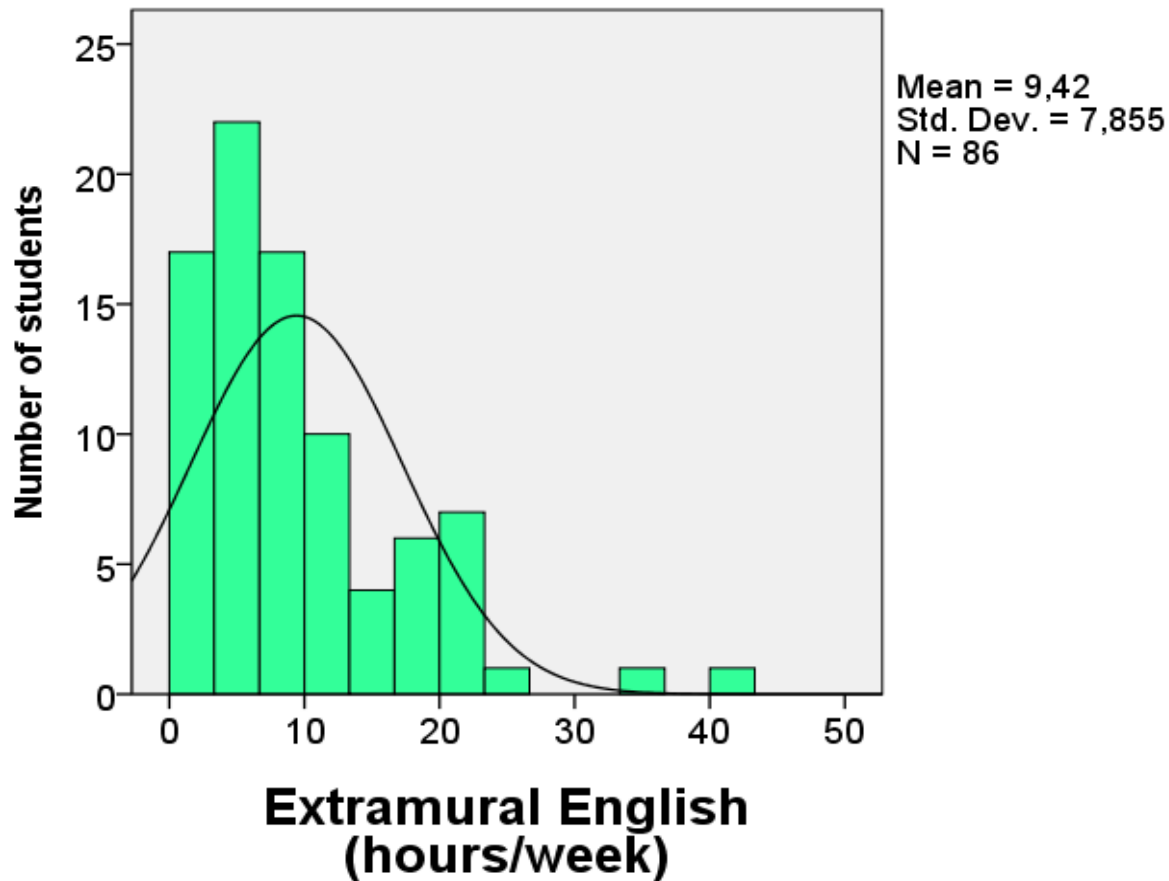
SWEDEN

- English-produced films and TV-programs are subtitled
- Media
- Industry
- Education
- Music
- Internet
- Digital games
- English L2 rather than FL?

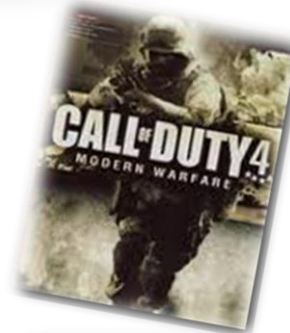


Extramural English among 5th-graders

Sylvén & Sundqvist (forthcoming)



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 pre-school
- Obligatory subject throughout secondary education
- Communicative approach





CLIL

SPAIN

- Introduced in primary school
- National focus on improving skills in English
- Some regions have specific teacher training programs
- Language assistants in CLIL classrooms

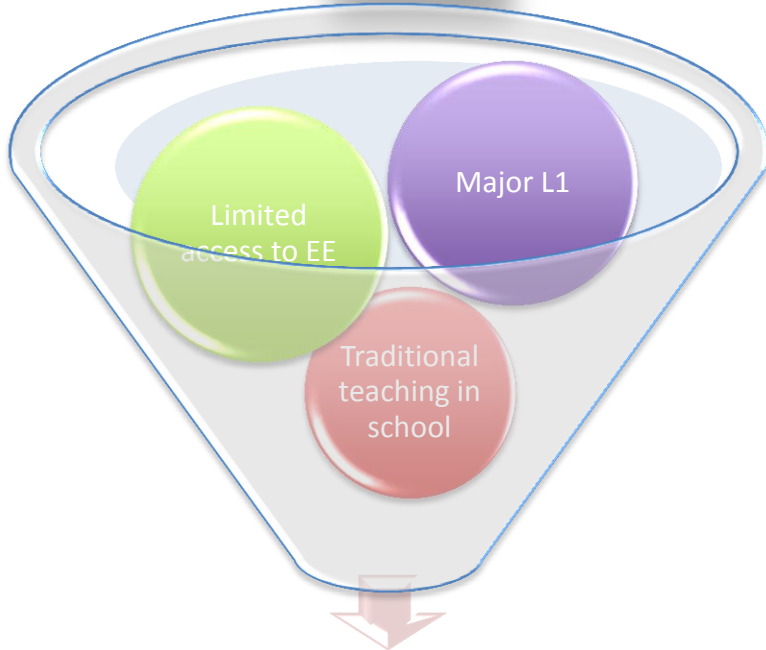
SWEDEN

- Introduced in upper secondary
- No national consensus on CLIL
- No specific CLIL teacher training



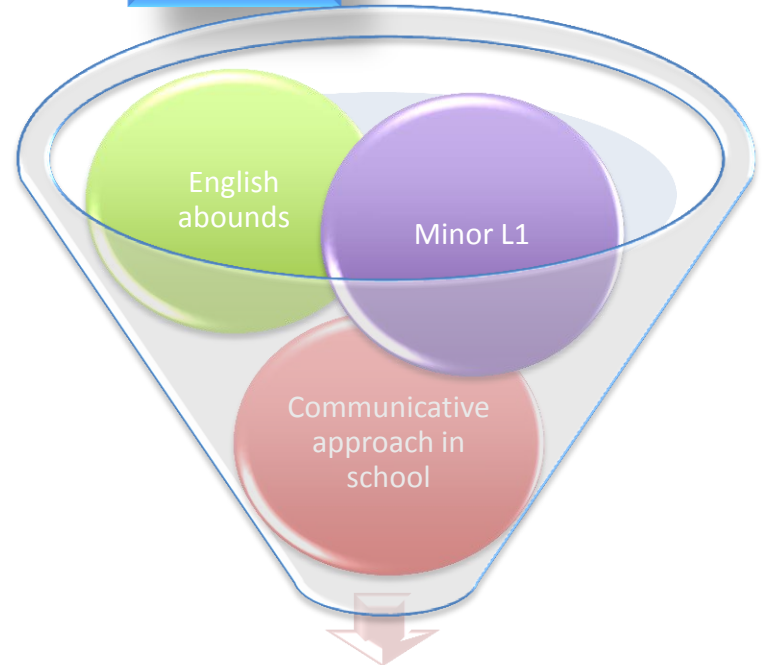
Results and analysis

SPAIN



Low motivation to learn

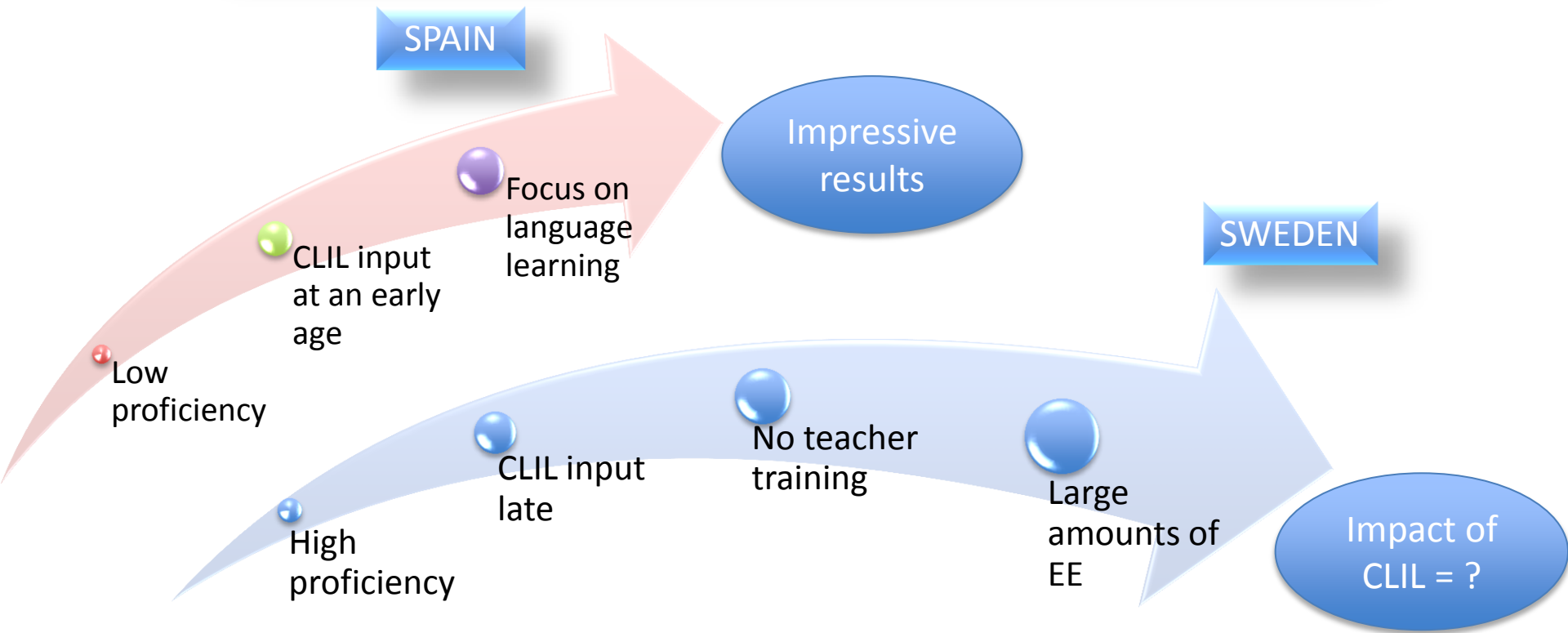
SWEDEN



High motivation to learn



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





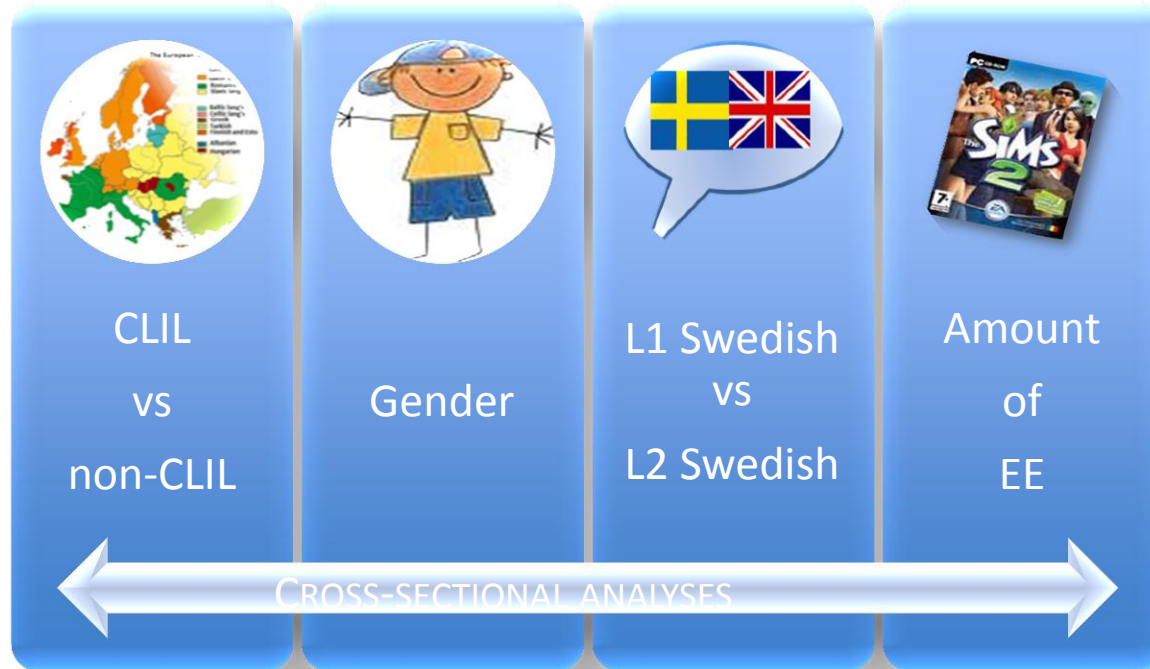
Primary aims

- 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





	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Questionnaires	X					
Reading comprehension	Sw/Eng		Sw/Eng		Sw/Eng	Sw/Eng
Text production	Sw/Eng	Sw/Eng		Sw/Eng	Sw/Eng	
Vocabulary tests	Sw/Eng		Sw/Eng			Sw/Eng
Subject content test				X		X
Classroom observations	X	X	X	X	X	X
Teacher interviews		X		X		X
School board interviews	X					



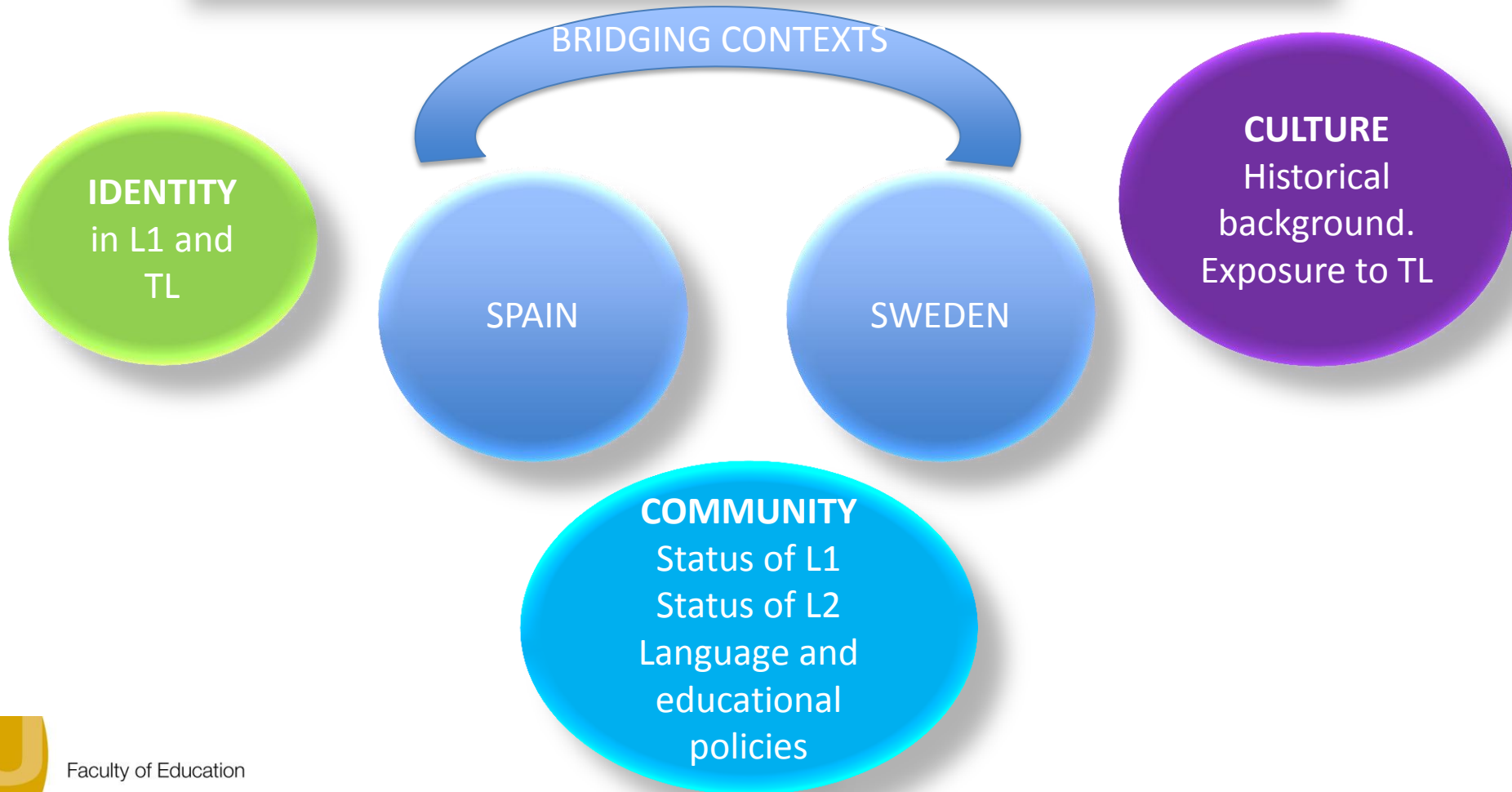


The CLISS project

- 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



Summing up





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





iMuchas gracias!

Tack så mycket!

Thanks for listening!





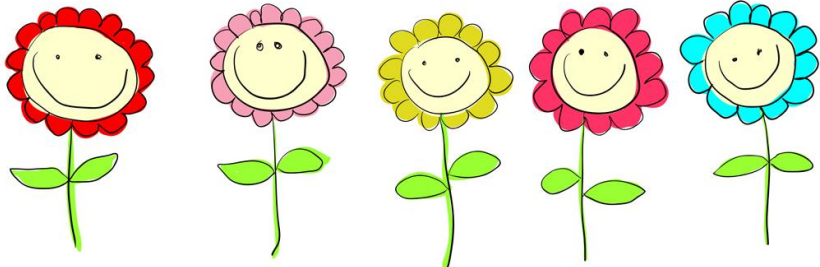
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