Language Functions in CLIL Classrooms

A comparative Analysis of oral production in different classroom activities

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Motivations and Aim of the study

Need to fully exploit CLIL classrooms as real *communicative* contexts

Do a comparative analysis of students' language production in three group activities as compared with a whole class session.

- Do small group discussions and role-play activities favour the use of communicative functions independently of age?

- Do they promote different register phases?

Theoretical framework

- Theoretical Framework

- Systemic Functional Linguistics (Halliday, 1975; Painter 2000)

- Instructional and Regulative registers (Bernstein, 1990, 1996, 2000; Christie 2002)

- Functional Taxonomy of EFL (Llinares, 2006)

Methodology and Data

- Qualitative Analysis: Functional and register categorization

- Quantitative Analysis.

- Data: Second of Primary and secondary learner corpus.

Taxonomy: 1. Registers

Instructional Register

T (1): So if we have a car, it brings smoke into the air, and that is the way it pollutes

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P1 (2): They have land but part of their land they give them to their nobles and to %X% and the king …

Regulative register

T (2): So start talking now…The important thing is talking, you have to talk

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P1 (1): .but don't say it to anybody, eh?

P2 (1):Your turn, Cristobal! Cristobal, your turn! ..

P3 (1): No, your turn! (I)

Taxonomy: 2. Functions

Heuristic:

P1(1): What do you want? no?

Regulatory:

P1 (2): Do you got to discuss, to discuss…we just have to give the reasons,

Informative:

P1 (2): and knights they are benefied but… that kings and nobles are the most benefied…

Instrumental:

P1 (4): I don't hear…
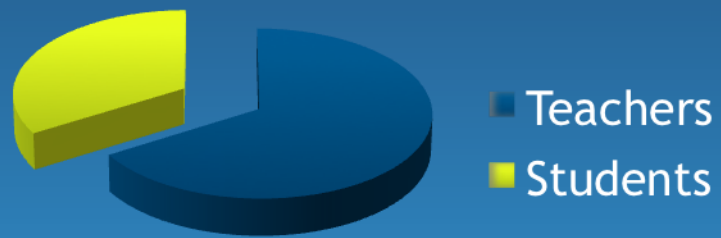
P2: I don't understand!

P3: I don't understand you

Personal:

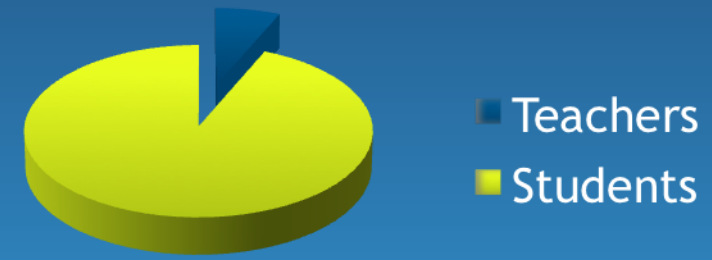T (1): Very good, this group have shown the idea of recycling..

Interactive:

T (2): Okay, thank you, they didn't have any rights, so thank you everybody

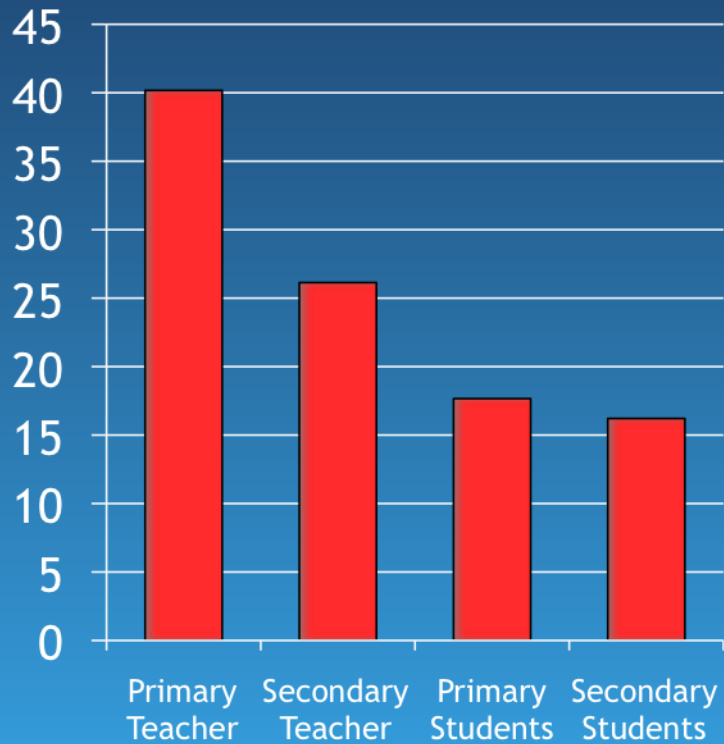# Teachers and Students Oral production in the different activities

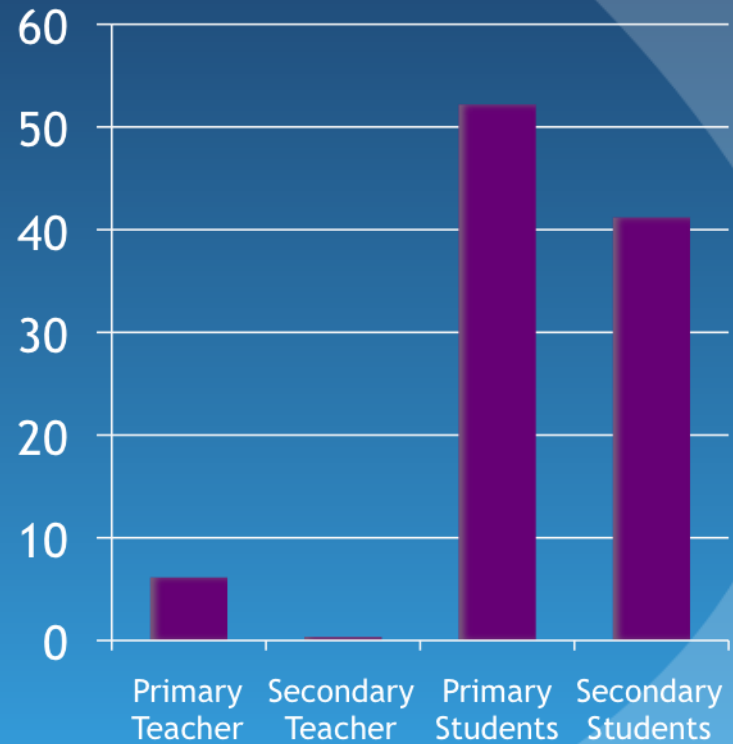# Primary and Secondary oral production distribution in the different activities
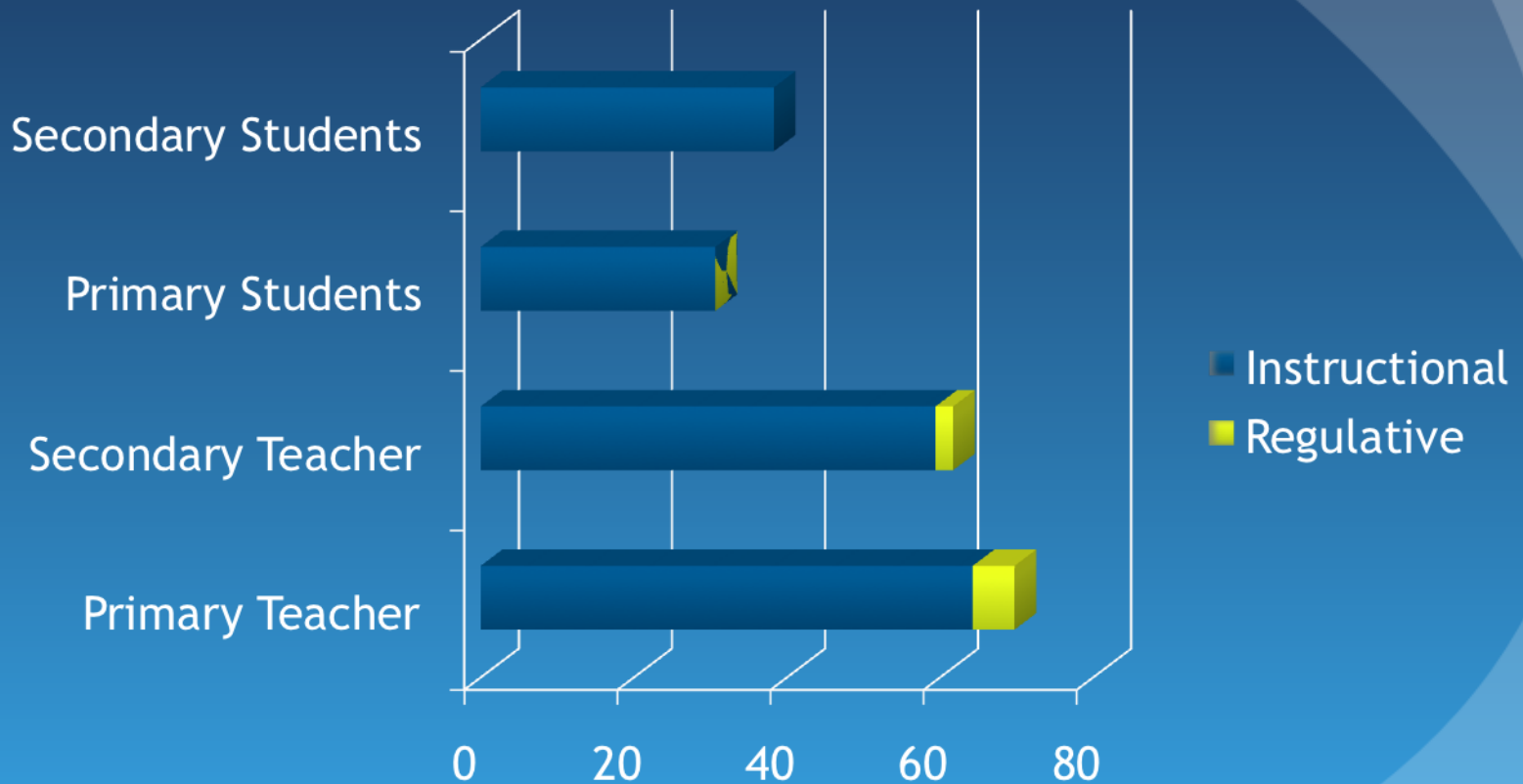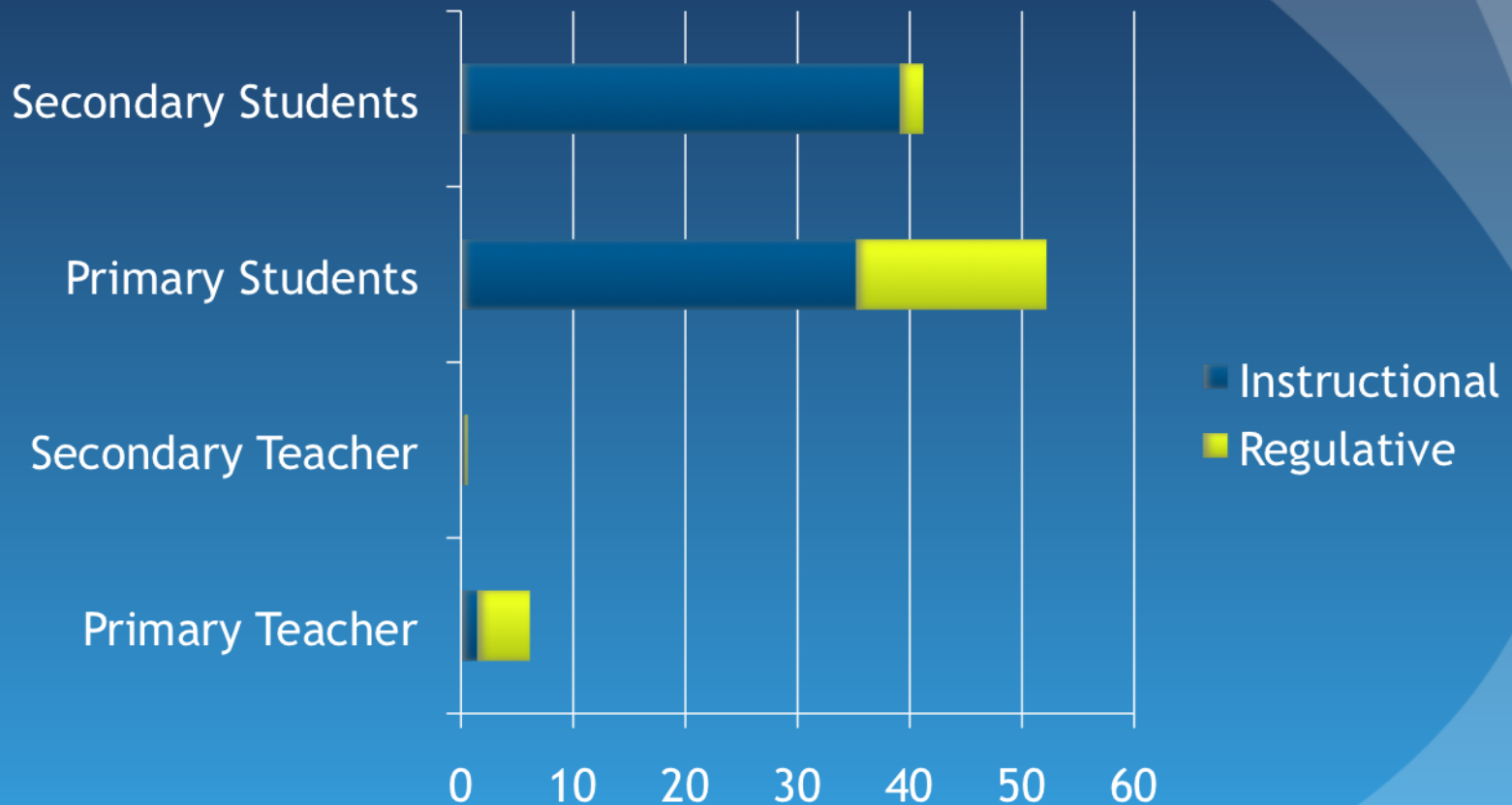
# Instructional and Regulative register distribution in whole class activity

Instructional and Regulative register distribution in 3 group activities

Examples of regulative register by primary and secondary students in group activities

- Primary students (Activity 1):

P1: Give two ideas to

P2: No! It's not your turn!

P3: Patricia, read number five

P4: give two...

P5: No, but wait, wait

P3: Adrián don't read, it doesn't read

P6: Yes , he reads

P2: yes, yes reads

P6: The third.. you read Teresa..

- Secondary Students (Activity 2):

P1: Silence, please! I think, I think that..

P2: What do you think? Ana, don't smile

(Activity 3)

P1: This is unfair, I don't like the feudalism...

P2: Listen María,... Listen, María, if king, well, if king David give you more land,

Distribution of Communicative functions in the whole class activity
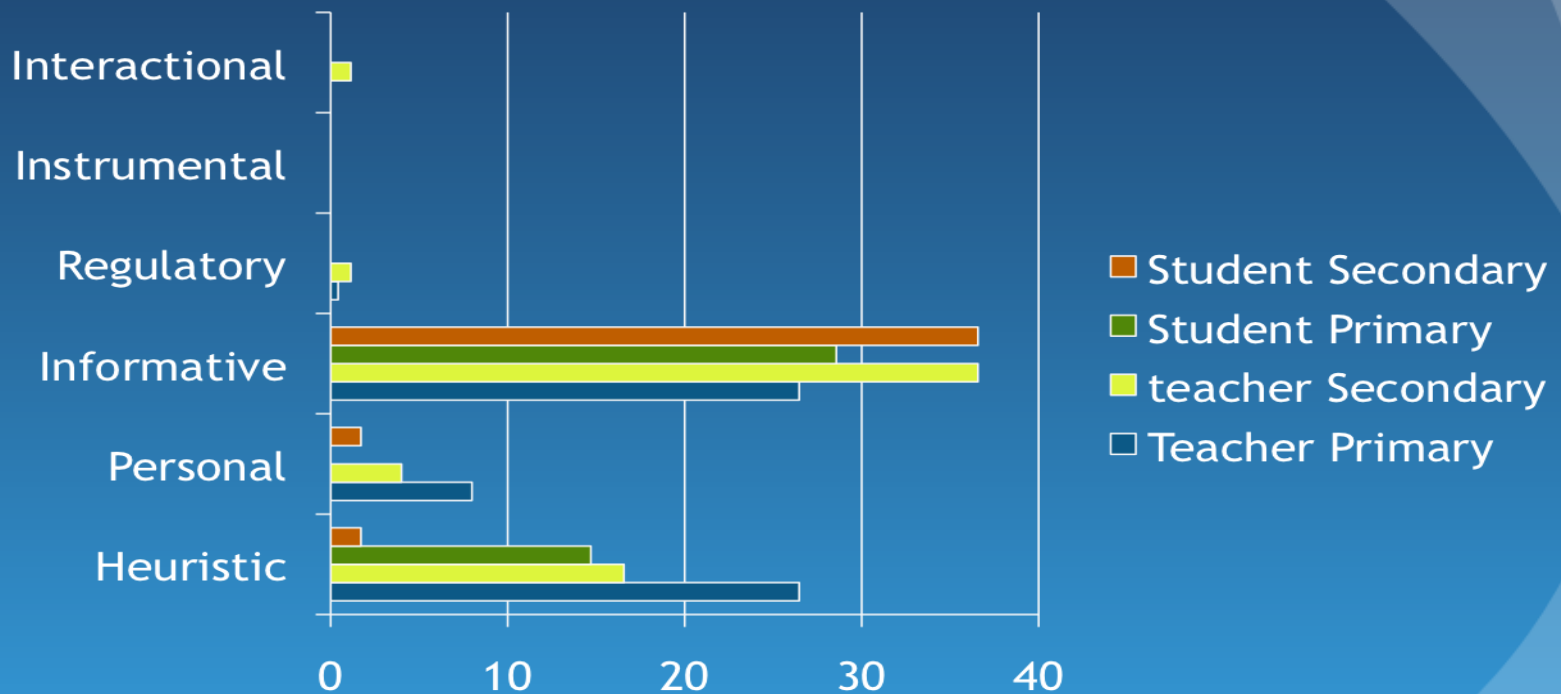
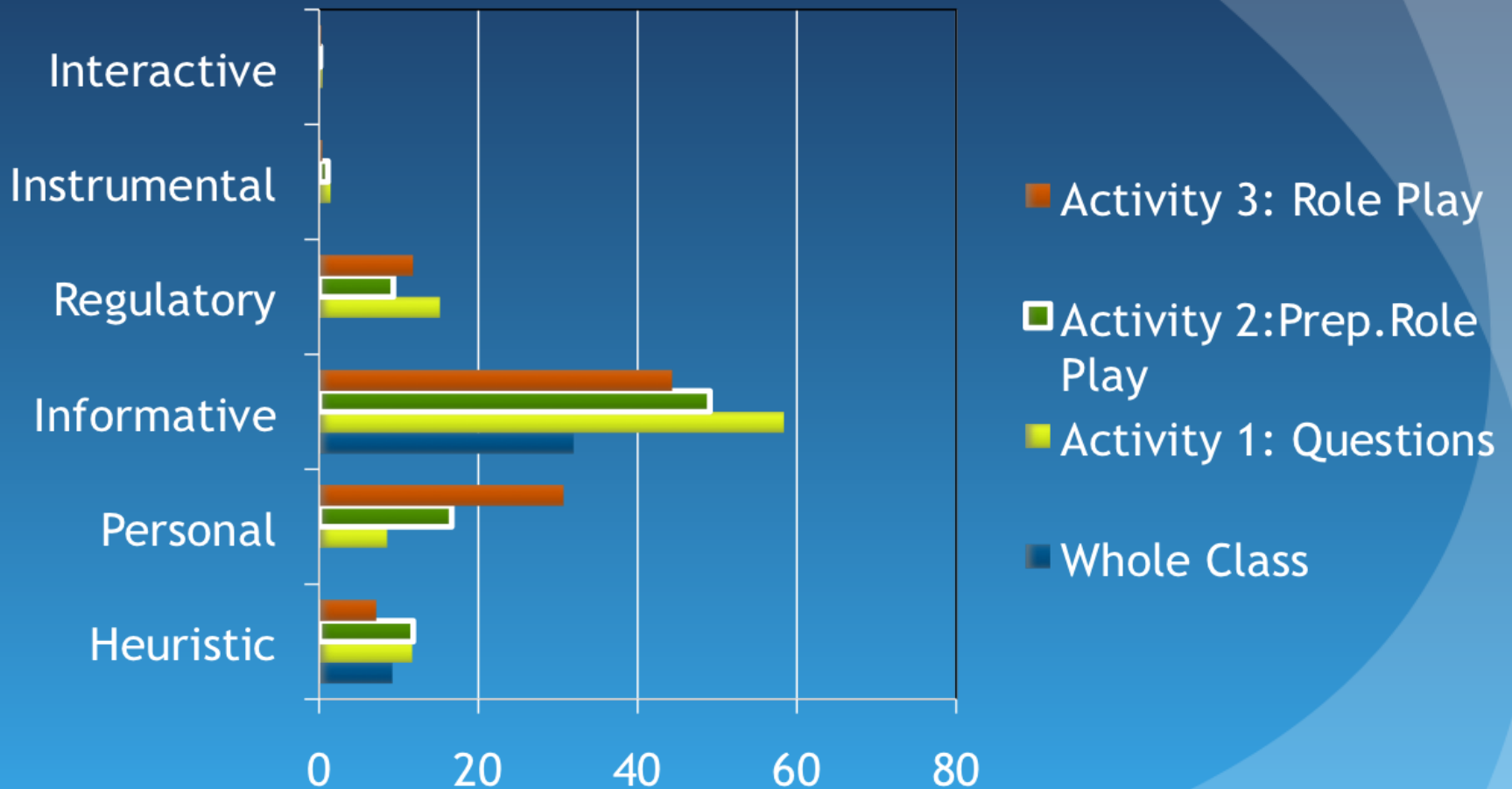# Examples of communicative functions in the whole class activity

(1) Informative, Heuristic (teacher) Informative (student)

- P1: Air, land, water

- T: Air, land and water.. What did you write, group number two? Jose

- P2: Air, land, water

- T: Eh.. Group number three what did you write?. Eh.. Teresa

- P3: Water, the land, the grass

- T: The grass.. water, land, and grass.

(2) Heuristic, Informative, Personal (Teacher) Informative (Students)

T: To get more power, how did they get more power? Sofia

P1: By getting more land

T: By getting more land so is, more soldiers, more land, more taxes.. Did knights benefit from feudalism? Why? Rocio

P2: In part they benefit and in part not, they benefited because (...) but they didn't benefit because they had to go to fight.

T: Okay, they had to go to fight, okay, That's good

Distribution of Students' Communicative functions in the 3 group activities

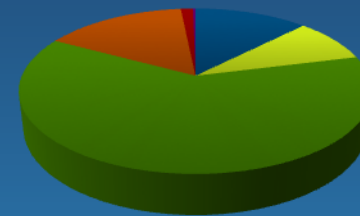# Students' distribution of communicative functions in the different activities

Whole Class

A1: Questions Discussion

A2: Prep.Role Play

A3: Role -Play

- Heuristic
- Personal
- Informative
- Regulatory
- Instrumental
- Interactive

Examples of students' communicative functions in group activities

- Heuristic Secondary (A1):

  - Regulatory Primary (A2):

P1: Silence, please! I think, I think that..

P1: Read!

P2: What do you think?

- Instrumental Primary (A1):

P2: And how do you say it in English %X%?

- Personal Secondary (A3):

P1: And you read, Daniel, you read

P3: Ana, what do you think

P1: you have to say a thing about what you read

P2: .. One moment!

P1: you are free, well no you are not free, okay

P1: You read

P2: You can go away because %X%

P2: One moment!

P3: I can't go.. because if I go

Results

- The register phases and communicative functions used by primary and secondary teachers and students appear to follow similar patterns.

- There seems to be:
  - More change of register
  - A wider spectrum of functions

  by students in group activities (student to student and without much intervention by the teacher) than in the whole class teacher-student interaction.

Conclusions & Further Research

- The activities planned for this paper seem to create an alternative and more naturalistic environment than the classical whole class sessions.

BUT NEED TO…

- Increase the data and study more examples of CLIL classroom

POSSIBLE IDEAS..

- Take a further look into bigger stretches of classroom discourse, even a whole unit.

- Do longitudinal study reflecting possible increase in variation of registers and functions by these students.