EQUITY IN EUROPEAN BILINGUAL EDUCATION: SOCIOECONOMIC STATUS AND PEDAGOGICAL INTERVENTION

Francisco Lorenzo

UNIVERSITÉ D'ORLÉANS- FEBRUARY-2022

- I. Sociology
- II. Linguistics
- III. Education

BACKGROUND: SOCIAL CONCERNS

EL PAÍS POLÍTICA

Las sombras del bilingüismo

Profesores, sindicatos y expertos cuestionan el programa estrella de los 17 Gobiernos autonómicos

147

JAVIER MARTÍN-ARROYO

Sevilla - 08 OCT 2017 - 06:24 CEST

EL MUNDO

ENSEÑANZA Investigación de la Fundación de Estudios de Economía Aplicada

La educación bilingüe en inglés ralentiza el aprendizaje de Conocimiento del Medio

Fedea concluye que el efecto es peor si los padres tienen pocos estudios

OLGA R. SANMARTIN > Madrid

Actualizado: 18/12/2013 18:15 horas

LA VANGUARDIA

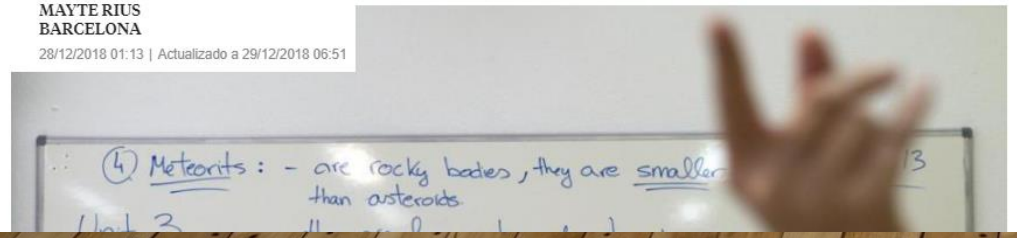
LA TRANSFORMACIÓN DE LA ENSEÑANZA

Estudiar en inglés: los beneficios de la educación bilingüe

• Nuevas investigaciones revelan que la educación bilingüe añade destrezas y afianza los conocimientos

MAYTE RIUS
BARCELONA

28/12/2018 01:13 | Actualizado a 29/12/2018 06:51



EL PAÍS

Educación

INFANTIL Y PRIMARIA · SECUNDARIA, BACHILLERATO Y FP · UNIVERSIDADES · INNOVACIÓN · FORO DE EDUCACIÓN

Los defensores del bilingüismo: "Es un error pensar que los niños hablarán el inglés como el español"

Profesores de la red pública y expertos defienden los avances en el nivel de inglés de las nuevas generaciones y señalan que el objetivo es que se defiendan en esa lengua en el ámbito laboral, no que la dominen a la perfección

BACKGROUND: RESEARCH CONCERNS

- CLIL as *evangelical* (Paran, 2013)
- CLIL as *neoliberal* (Relaño, 2015)
- CLIL as *elitist* (Broca, 2016)
- CLIL as *segregative* (Mediavilla et al. 2019)

Lorenzo & Granados (2020)

IS CLIL/EMILE/AICLE CLASSIST?

- SES is an aggregate of indicators relating to material possessions, income, occupation, neighbourhood character, spatial relations, cultural capital, and family reproduction modes (Loos, 2000).

- In the research context (Spanish Ministry of Education, Culture and Sport, 2017), it is computed by means of the:
  - number of household members;
  - number of information and communication technology (ICT) devices (computers, tablets, smartphones, smart televisions, e-readers, etc.) at home, and use;
  - number of books at home, and use;
  - parents' highest qualification and occupation.

RESEARCH QUESTIONS:

HOW IS THE PERFORMANCE OF CLIL STUDENTS FROM DIFFERENT SES LEVELS IN RELATION TO THEIR NON-CLIL COUNTERPARTS…

How is the performance of CLIL students from different SES levels in relation to their non-CLIL counterparts…

1. in second language achievement tests (English)?

2. in first language achievement tests (Spanish)?

3. in history tests?

METHODOLOGY

Sampling: 3800 students from 184 secondary schools. Stratified random sampling (location, ownership, SES & CLIL)

Data collection: Diagnostic tests ('local PISAs') from Junta de Andalucía. Spanish, English and History. June 2017

AGAEVE

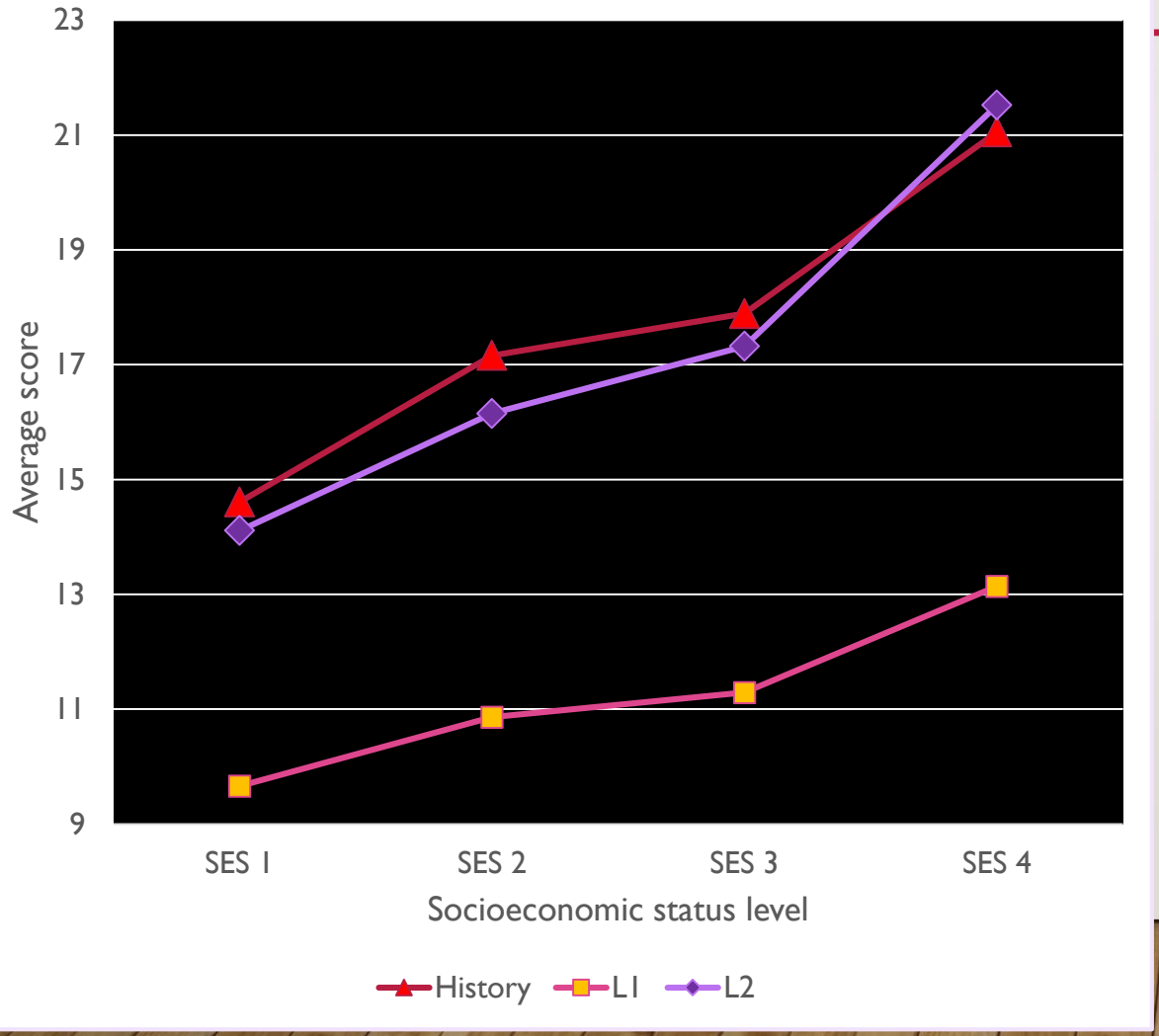
Data processing: Competence comparison between SES levels (CLIL & non-CLIL)

Statistical analysis:

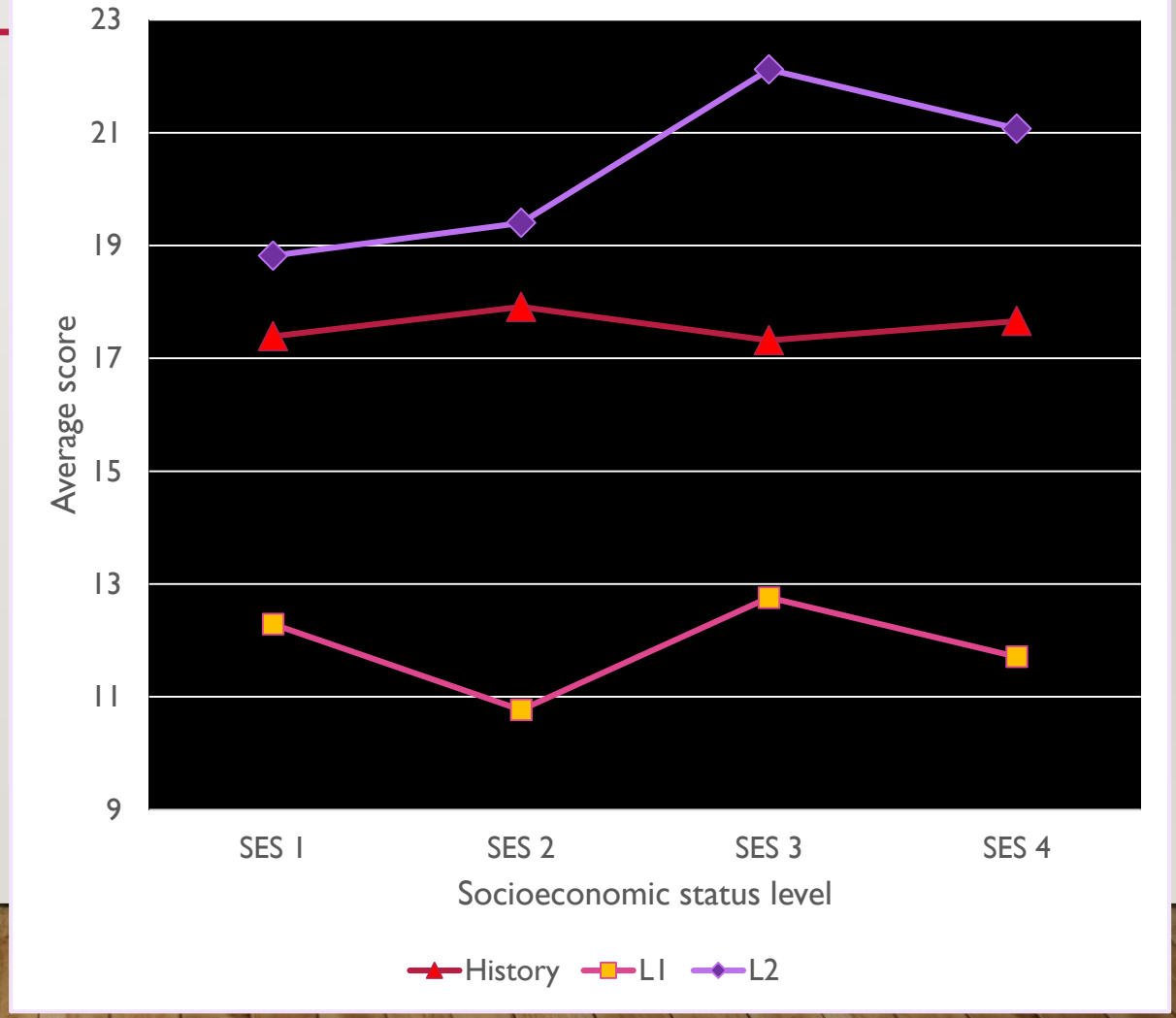
- Bonferroni tests for SES comparisons
- Spearman's ρ for correlations

RESULTS

Non-CLIL



CLIL



DISCUSSION & CONCLUSION

Bilingual egalitarianism

- The **staircase pattern** disappears in CLIL
- **Causality** is not addressed. Plausible explanations: participants' attitudes, curriculum organization, teaching coordination and methodology
- **Admission** bias should be eliminated everywhere

Matthew effect

- Language structures mirror social structures
- Means of production determine the distribution of language structures across social layers
- Language capital – cultural capital – social capital

Language regression

- PIRLS - PISA - PIAAC
- OECD strategies to tackle inequality: textualisation at schools, with pieces of text longer than 101 pages (OECD, 2021)

FIND OUT MORE

http://dx.doi.org/10.1093/applin/amaa037

II. Linguistics

HISTORY: CONTENT AND LANGUAGE

- History: "descriptions of long time spans with accounts of thresholds, ruptures, breaks, mutations and transformations" (Carrard 1995: 68) *Textual deregulation*.

  What happened in the world (*mythos*) and the narrative of what happened in the world (*logos*).

- mainly concerned with *change* and *causality*

  - *change*: external analypsis / prolypsis : what happened before, after and at the same time as the events recounted.

  - *causality:* multiple causation

- Here and now language (BICS) vs. there and then (CALP):
  - L1 historical literacy
  - L2 historical biliteracy

MATURATION STAGES IN HISTORICAL LANGUAGE AND HISTORICAL CONTENT

AGE	HISTORICAL LANGUAGE (Coffin, 2010); (Christie, 2013); (Llinares and Whitaker, 2010)	HISTORICAL CONTENT (Díaz Barriga et al., 2008)
11-12	-***Development of nominal groups***: pre/post modification: British soldiers in the trenches. -***Increase in sentence length***. -***Adverbial subordination***: time (when), manner, cause (because), result (so) and purpose relations (for).	-***Historical time / calendar time***: (Mexican Revolution (Nov. 1910) Spanish Conquest (Oct. 1492) -***Long time span units/ short time span units***: (days and years vs. centuries and decades). - ***Causality:*** changes in personal processes not historical processes: transportation system (affecting life but not society).
13-15	- ***Nominalization of processes:*** opposition to government policies. - ***Increase in sentence and clause length***. - ***Adverbial subordination***: hypothetical and conterfactuals).	- ***Synchronicity***: things happening at the same time instead of then, now and next - ***Multiple causation:*** - ***Stance***: assessments based on personal traits: villains and heroes.
16-17	- ***Taking a stance on past events*** -***Adverbial subordination***: concessives (nonetheless)	- ***Inferences*** - ***Historical not personal timeline*** - ***Multiple causation*** - ***Historical assessment***

MARTIN (2009): A SOCIAL SEMIOTIC PERSPECTIVE OF GENRES.

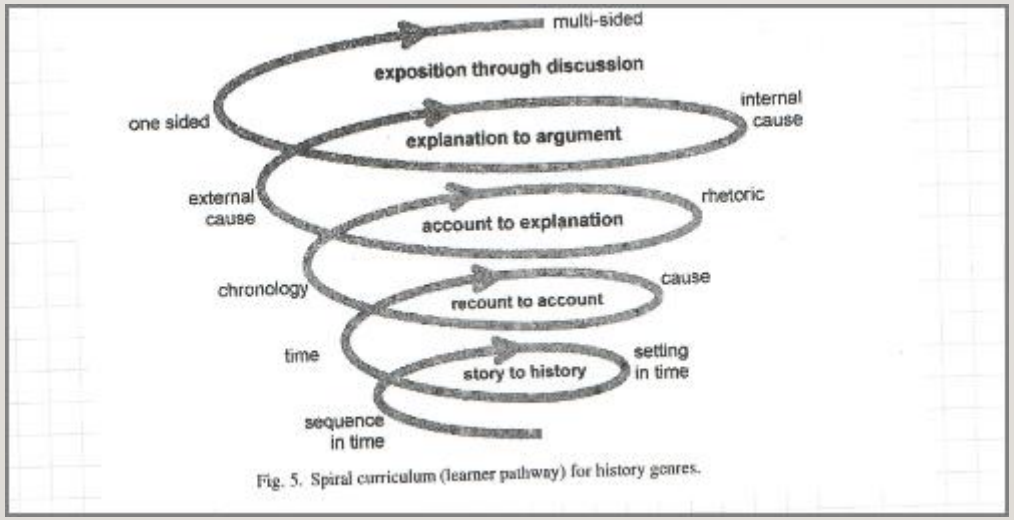


Fig. 5. Spiral curriculum (learner pathway) for history genres.

ACADEMIC FORM /FUNCTION MAPPINGS AND COMPLEX SYNTAX IN CLIL

- **Impersonal sentences for definitions**:

  -**Is the accumulation of CO2 that the cars produce.*

- **Existential structures for descriptions and predictions:**

  -*there won't be any glaciers and the water level will rise*

  -*there a bit of vapour*

- **Passives for descriptions of scientific processes:**

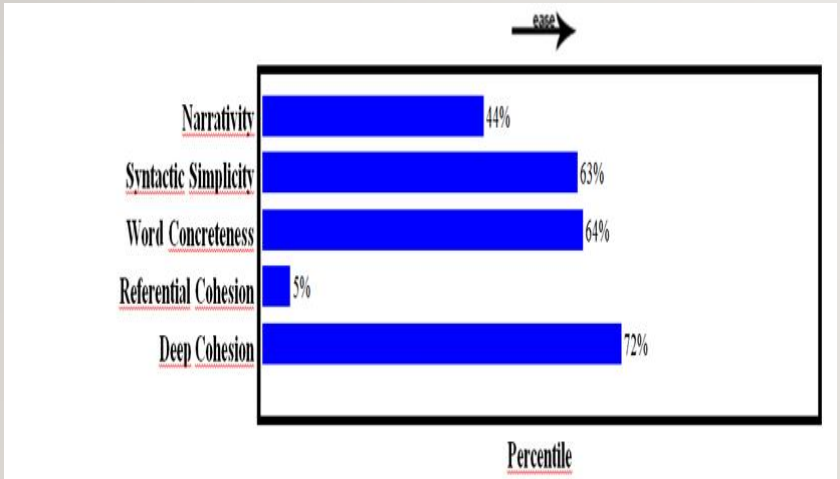
  -Its made when the rain is finished.

- **Complement clauses as hedges to mark stance:**

  -I think that they can live less than…

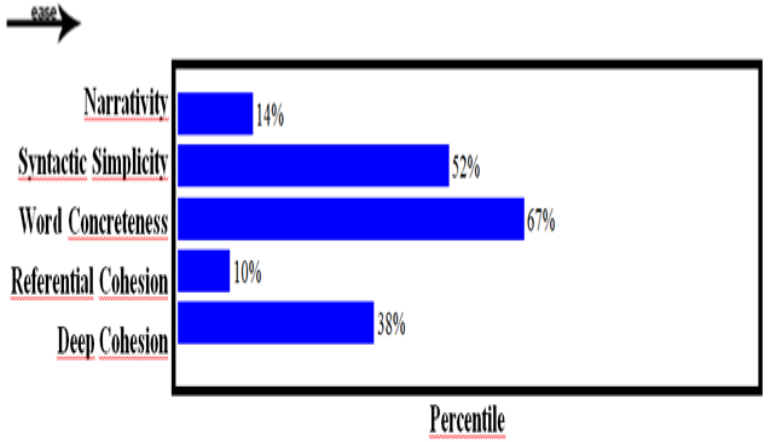
- (12th GRADE) Right after the death of Franco (**topicalization**), a process to launch a new political system started to take place in Spain directly (**adverbial modification**) helped by the nowadays Spanish king, Juan Carlos I. He had an important role when stopping all opposition to democracy, specially in the "coup d'état" by Tejero. This is probably (**hedging**)the reason why monarchy was widely accepted by the Spanish population at that time. Thanks to (**causality by means of lexical items**) his actions 36 years ago, we can now enjoy a democracy and everything it brings with it (equality, rights to respect and above all, freedom) (**abstract nouns, enumerations**). The problem now is that after this transition-to-democracy process, the monarchical system has become too old-fashioned to stay the same. The recent protests are just one more proof that monarchy is coming to an end. Besides the general discontent of the population due to the high unemployment rates and the low income an average family gets, the royal family is destroying his image with corrupt new members, private schools for their children and summer holidays in expensive places (**extreme embeddedness**).

SUBJECT 1(12) SUBJECT 2 (16)



Flesch Kincaid Grade Level 6.6 (6 - 7)

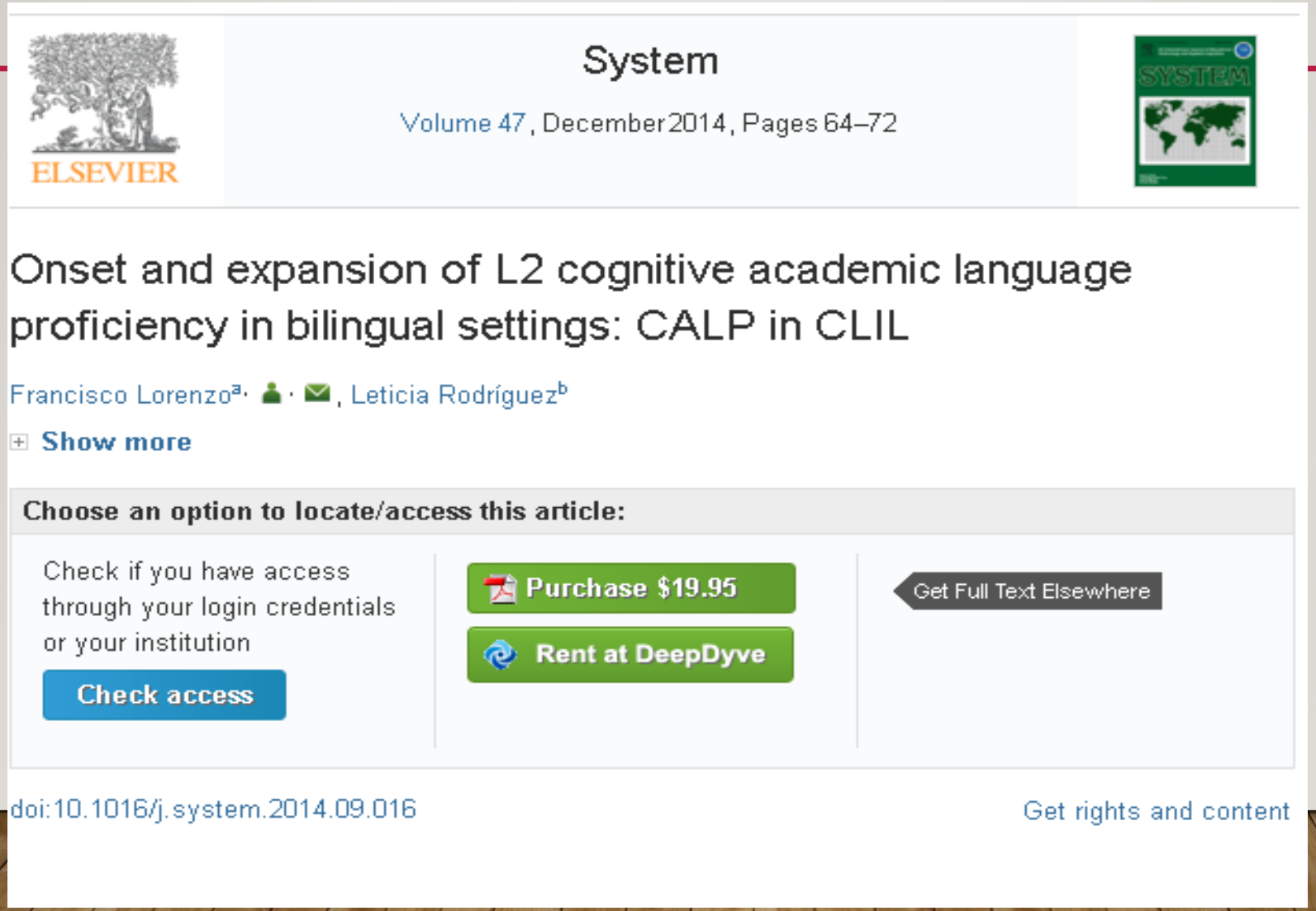
This text has low referential cohesion, indicating little overlap in words and ideas between sentences. Cohesion gaps require the reader to make inferences, which can be challenging and even unsuccessful without sufficient prior knowledge. It is high in deep cohesion. There are relatively more connecting words to help clarify the relationships between events, ideas, and information. Because of this added support, comprehension may be facilitated, especially when the topic is unfamiliar.



Flesch Kincaid Grade Level 7.5 (7 - 8)

This text is low in narrativity which indicates that it is less story-like and may have less familiar words. Less story-like texts are usually harder to comprehend. It is low in both referential and deep cohesion, suggesting that the reader may have to infer the relationships between sentences and ideas. If the reader has insufficient prior knowledge, these gaps can be challenging.

FIND OUT MORE



System

Volume 47, December 2014, Pages 64–72

Onset and expansion of L2 cognitive academic language proficiency in bilingual settings: CALP in CLIL

Francisco Lorenzo[a], Leticia Rodríguez[b]

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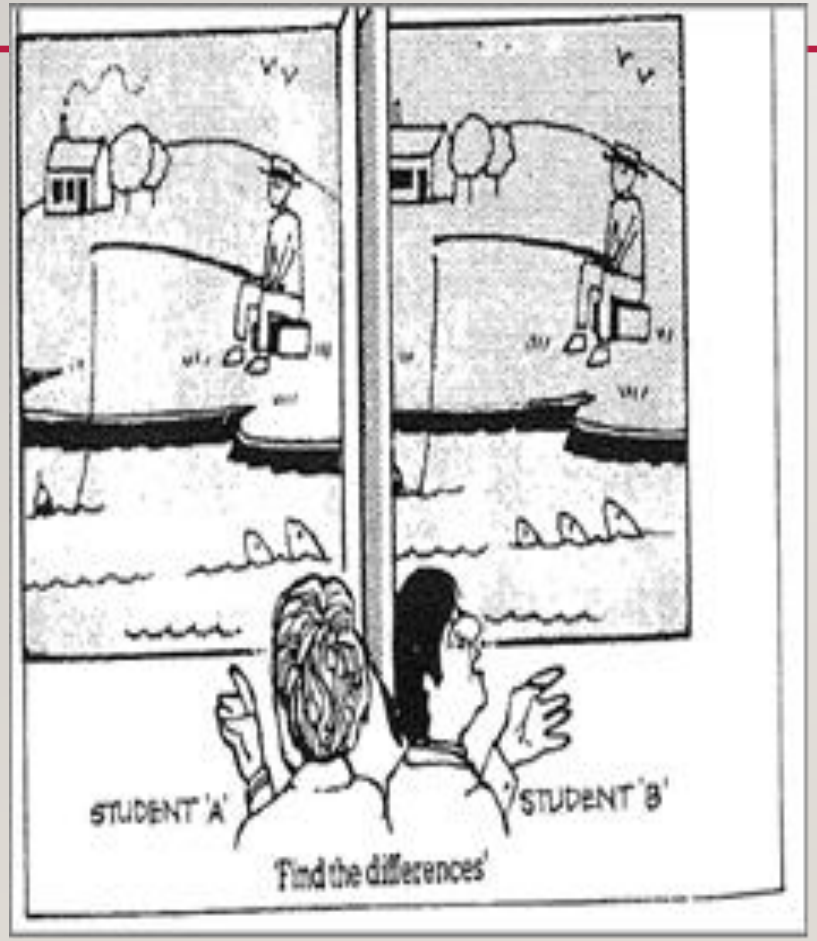
III. Education

EFL VS. CLIL : INFORMATION GAP



2. Renaissance vs Baroque Art

1. Work with a partner to:

1.1. Look and describe the paintings.

The Three Graces: on the left by Raphael (about 1500); on the right by Peter Paul Rubens (about 1639).

The first painting/sculpture/ represents...;the second...
- It was made in the ... century.
- The author was...

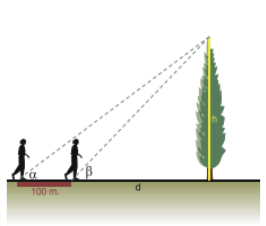
EFL VS. CLIL :WRITTEN PRODUCTION

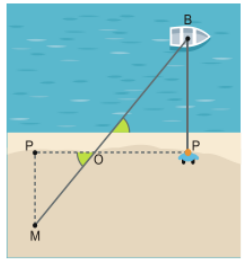
4 Write 20 sentences that are true.

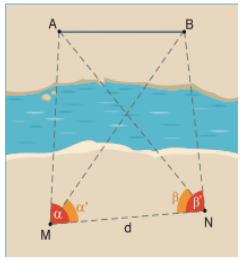
There	are	a lot of a few 10, 20, ...	trees plants birds desks chairs	in the	kitchen dormitory student-hostel classroom office
	aren't any		beds plates elephants		zoo garden yard

WRITING WORD PROBLEMS

12. Write 3 different word problems whose solutions are based on the following graphs. Choose one to present to your class. Solve them.





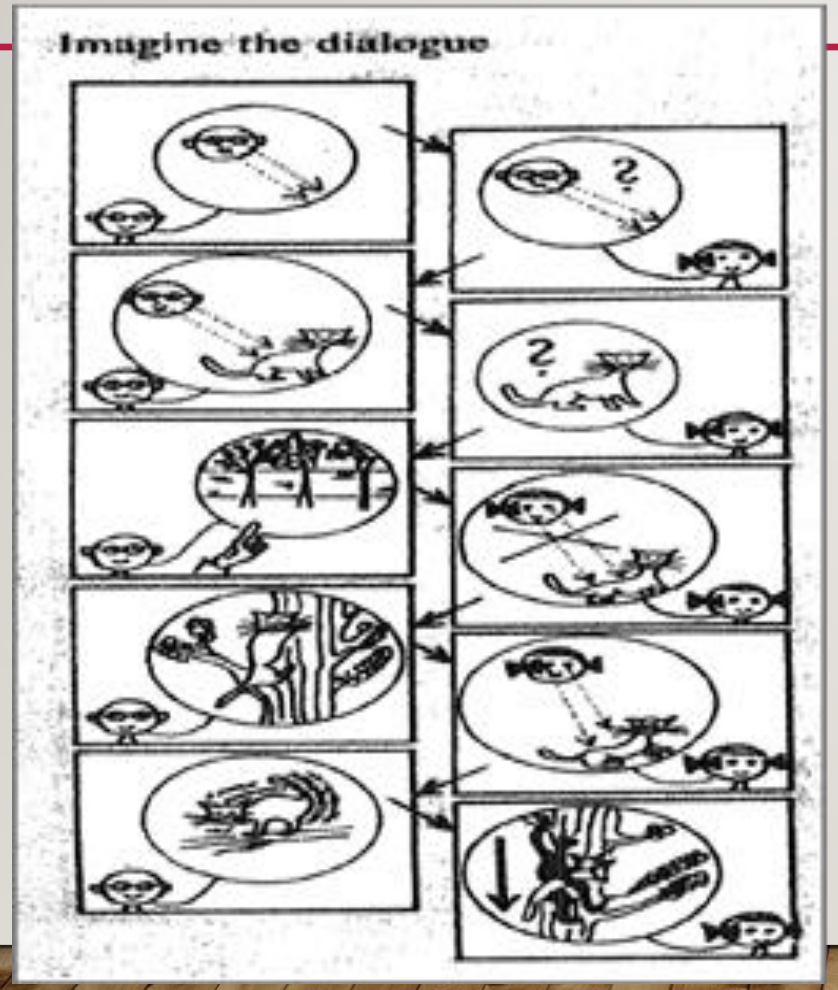


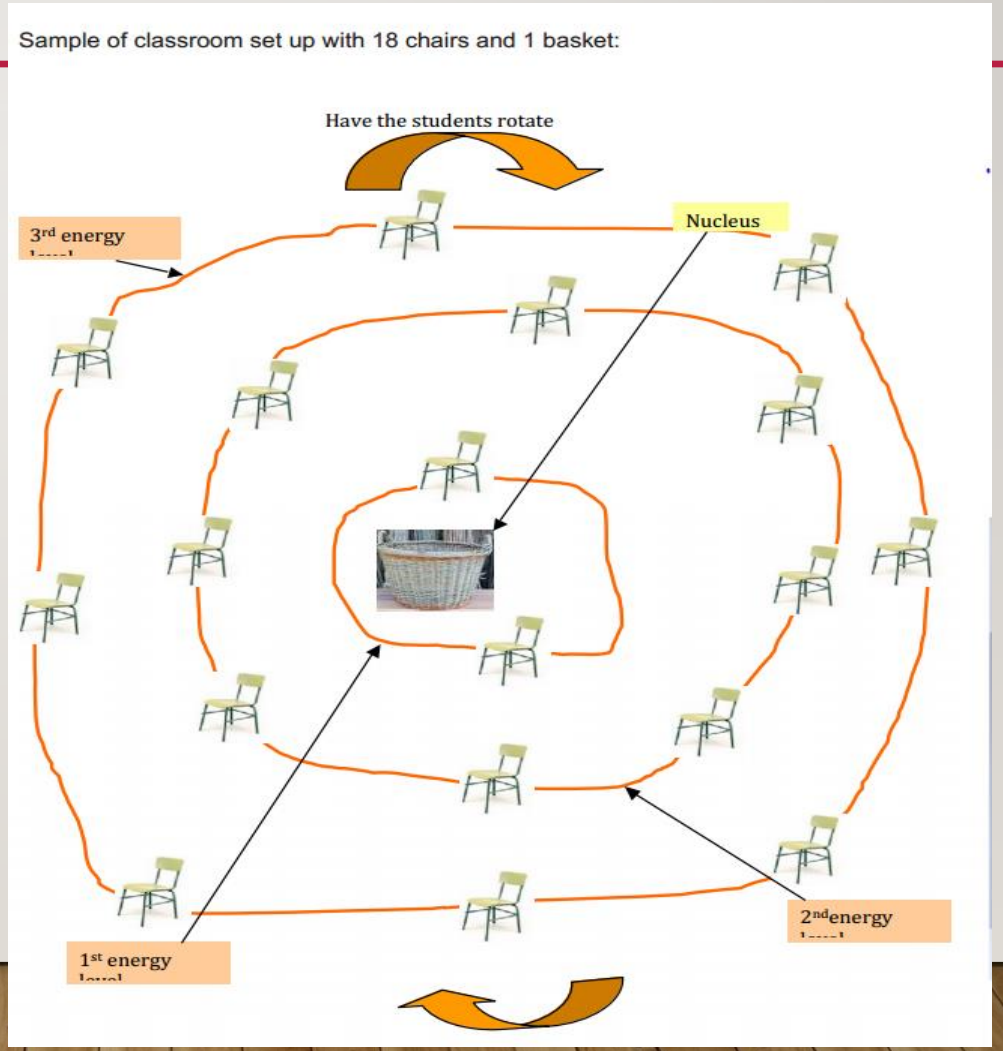
1. Peter can see _____

2. We can see a boat ___

3. Peter can see _____

EFL VS. CLIL : ROLE PLAY



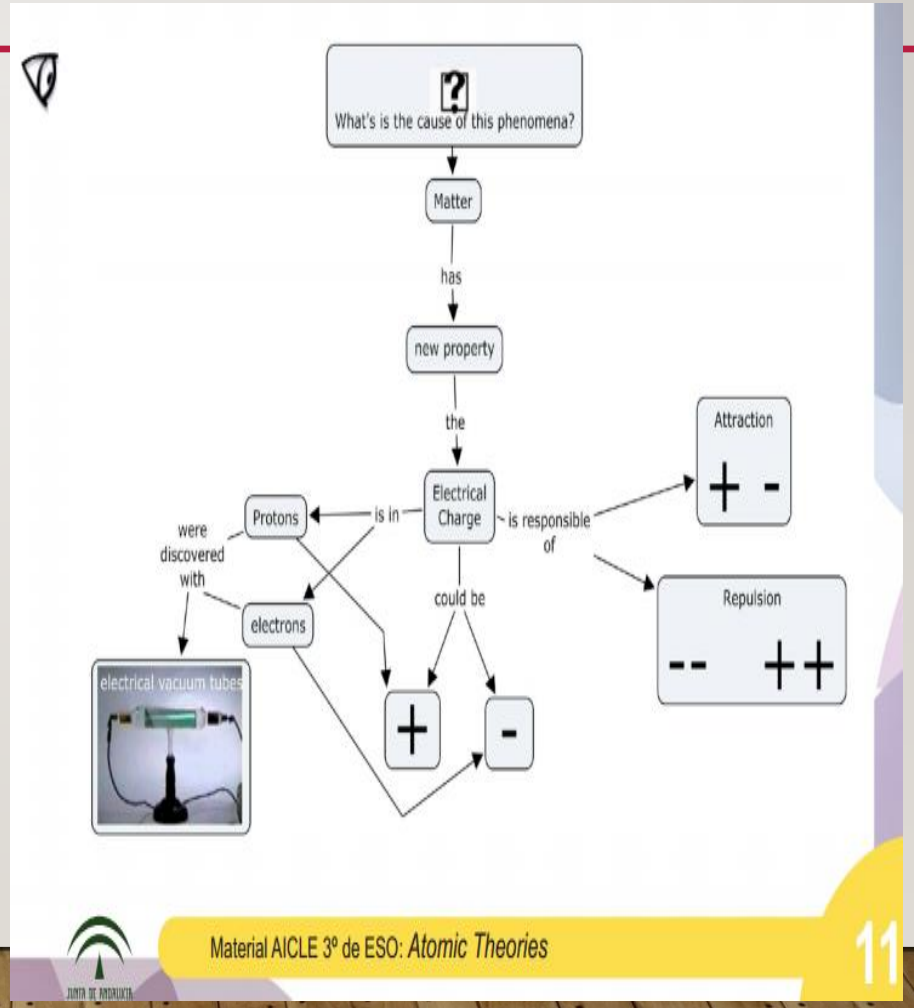


EFL VS. CLIL :TEACHER-FRONTED ACTIVITY

5. Comparison of the uses of the simple present and present continuous

As pointed out in Chapter 1, the Simple Present tense may be used for stating general truths, and for referring to actions which occur at regular intervals. In the following examples, the verbs in the Simple Present tense are underlined.
e.g. Nova Scotia is a Canadian province. Geese fly south every winter.

In contrast, the Present Continuous tense is usually used to refer to ongoing actions happening at the time of speaking or writing. In the following examples, the verbs in the Present Continuous tense are underlined.
e.g. Right now, I am visiting the province of Nova Scotia. At the moment, a flock of geese is flying overhead.



EFL VS. CLIL :TEXT RECONSTRUCTION

BERT

I came home one night. Fell flat in the doorstep, 'cause I was drunk. And, well . . . there's this bloke . . . he shouts from a window: "I'm coming down to give you what for." So . . . well, . . . I says: "Come on then, come on down." And down he comes. Well, I just kicked him up the backside. Then the rozzers turned up and I fought back. Next day I didn't remember nothing. You know . . . it's like this . . . when I'm sober I'm o.k. But when I'm drunk I can't control myself. I think . . . I think . . . I go looking for trouble and fights.

The young man _____

He fell _____

because _____

A man shouted:

"I'm coming _____

The young man _____

"Come _____

And the man _____

The drunk _____

The police _____

and the young man _____

Next day he _____

(From: Basic, 10 and 11)

3. Building a cold war timeline.

Class remains divided into groups of five. Using the information of the jigsaw reading, make a timeline including periods and facts, a short explanation and dates or years. Use the timeline worksheet for this purpose.

4.Writing. Look at this photo. Write a short text about it. Answer the following questions in the text: When was this photo taken? Why? What did the protestors want? What were they afraid of? Why? What solution did they think was the best?

WHOLE-SCHOOL LANGUAGE PROJECT

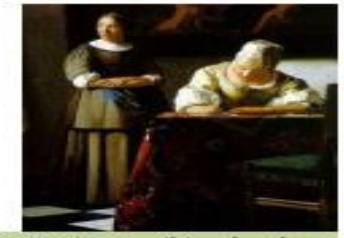
Table 1. A genre map section of a CLIL program.

Contemporary science (English)	Spanish language and linguistics (Spanish)	Philosophy and citizenship (Spanish)	English as a foreign language (English)	Mathematics (Spanish)	Contemporary History (English)
Innovation and technological developments Input: the research article Output: patent registration form	The technological challenges to humanism Input: the scientific research protocol Output: the abstract	Argumentation and fallacy Input: the philosophical essay Output: the philosophical digression	Getting a position in the hi-tech job market Input: the news item Output: the work interview	Polynomial equations Input: the maths power point presentation Output: the theorem	The Cold War. Input: The parliamentary speech Output: the timeline
The human species Input: the scientific chronicle Output: fieldwork notes	Creative writing and poetic experience Input: computer-generated short stories Output: the haiku	The logical structure of thought. Input: the virtual academic talk Output: the outline	The symbolic species Input: diaries Output: observation sheets	Probability and infinite dimensional analysis Input: The scientific essay Output: the oral presentation	The European Construction Input: Constitution excerpts Output: the historical essay

3º. Una **CRÓNICA** es una obra que narra hechos históricos (de un país o zona, de una época o de una persona, o de un acontecimiento en general) en orden cronológico, esto es, según el orden temporal en que ocurrieron; ya sea en primera persona (si el cronista es testigo contemporáneo de lo sucedido) o en tercera. Selecciona un bloque temático del periodo que has trabajado y elabora una crónica histórica siguiendo estas indicaciones:

- *Redacta el texto de la manera más objetiva posible, sin incluir críticas ni opiniones personales sobre los hechos que se relatan.*
- *Procura incluir detalles y pormenores ordenados cronológicamente.*
- *Estructura: introducción (expón brevemente el objetivo de tu crónica), desarrollo (cuerpo de la narración) y conclusión (recapitulación final).*
- *Acompaña el texto de imágenes, gráficos u otra información auxiliar que ilustre el texto.*
- *Al emplear el orden temporal, tu exposición debe emplear conectores que indiquen orden o secuencia como los siguientes:*
  - ✓ ***Comienzo de discurso**: ante todo, para comenzar, primeramente, al principio, en primer lugar, en el comienzo ...*
  - ✓ *De **recapitulación**: en resumen, en fin, total, pues bien, bien, en definitiva, en suma, a fin de cuentas, definitivamente, en definitiva, al fin y al cabo...*
  - ✓ ***Cierre de discurso**: en fin, por último, en suma, finalmente, por último, terminando, para resumir...*
  - ✓ ***Desarrollo / Digresión**: por cierto, a propósito, a todo esto, después (de / que), luego, desde (que), desde (entonces), a partir de, antes (de / que) , hasta que, en cuanto, a continuación, inmediatamente, temporalmente, actualmente, inmediatamente, al instante, acto seguido, más tarde, en otra ocasión, al cabo de, mientras, entretanto, al mismo tiempo, mientras tanto, paralelamente, simultáneamente, a la vez...*
  - ✓ ***Ejemplificadores**: así, por ejemplo, a saber, pongo (pongamos) por caso, valga como ejemplo, concretamente, sin ir más lejos, más concretamente, verbigracia, o sea, es decir, bueno...*

Manuscrito de la *Grande e General Estoria* (códice del Escorial) de Alfonso X el Sabio (Wikimedia Commons)



Mujer escribiendo, *de Johannes Vermeer. Detalle*

ARCONTOLOGÍA. Elabora una lista de los reyes y dirigentes que gobernaron España durante el siglo XIX haciendo constar las fechas de inicio y fin de cada mandato exclusivamente. La utilidad de esta tarea no es otra que tener un primer contacto con nombres que desfilarán por las páginas de esta unidad.

4º. **AUDICIÓN**. Escucha este audio que narra la **BIOGRAFÍA** de Isabel II, reina de España desde 1833 a 1868. [*Tu profesor te indicará si puedes tomar notas y el número de veces que podrás oírlo*]. Una vez escuchado, realiza las actividades siguientes.

[Transcripción del audio]

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International Journal of Bilingual Education and Bilingualism

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Genre-based curricula: multilingual academic literacy in content and language integrated learning

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Francisco Lorenzo[a*]

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