

BECOMING REPORTERS IN A CLIL CLASSROOM: THE DEVELOPMENT OF SHARED UNDERSTANDING THROUGH THE ANALYSIS OF TASK REQUIREMENTS IN GROUP WORK

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Let us make the most of it"

(Allwright, as cited in Coyle, 2002: 8)



Maelo Terkim. Interacción (2006)

THEORETICAL FRAMEWORK

- ◆ Language, Consciousness and Knowledge as Social Constructs
- ◆ Learning as a Social Phenomenon:
 - Sociocultural Theory
 - Scaffolding Learning
 - Communities of Practice
 - Sociocultural Perspective on SLA
 - Situated Learning Theory
 - Activity Theory



THEORETICAL FRAMEWORK

- ◆ Students' Engagement and Promotion of Interactional Environments in the Classroom's Tasks
- ◆ Meaningful / Relevant Contexts for Interactive Learning: Content and Language Integrated Learning (CLIL)



RESEARCH METHODOLOGY



- ◆ Reflective Teaching
- ◆ Conversation Analysis
 - Emic perspective
 - Chronological order



RESEARCH METHODOLOGY

“We must understand learning before we can teach, we can only study teaching in reference to learning, and we can only understand teaching if we understand learning”

(Van Lier, 1998:130)



RESEARCH CONTEXT



- ◆ The School
 - IES Collserola (Baix Llobregat)
- ◆ The Teaching Unit
 - CLIL didactic sequence: "The Holocaust"
- ◆ The Sample
 - 2nd ESO students

RESEARCH FOCUS AND OBJECTIVES

◆ Focus:

- How a team of two students develop a **shared understanding** on the requirements of a task.

◆ Research Questions:

- Do students proceed according to the instructions?
- What kinds of activities do students carry out in order to develop a common understanding of what is expected from them?

TASK AND ACTIVITY

- ◆ ACCORDING TO ACTIVITY THEORY:
 - TASK: teacher-designed “material” used by the teacher to elicit the students’ knowledge.
 - ACTIVITY: what the students do in order to internalize and to perform such tasks in communicative ways.



STUDENTS' DEVELOPMENT OF SHARED UNDERSTANDING OF TASK REQUIREMENTS

- ◆ Students carry out several kinds of activities (as defined in Activity Theory) to develop a shared understanding of task requirements.

ACTIVITIES

- ◆ Task management (negotiation of task meaning, writing strategy, roles, topic, specific content, setting)

31.	CLA	Mira, posem
32.	ELE	Posem <i>The Holocaust is the prosecution of Jews</i> i després ja comencem a explicar més [They start writing (3.58)]
33.	CLA	Ullavors jo posaria xxx, (? <i>the prosecution</i>)
34.	ELE	=Vale, vale
35.	CLA	=xxx, llavors que hi ha consqüències, que els presoners els fusilaven, els gas = <i>chamber</i>

ACTIVITIES

◆ Evaluation of the task

44.	EDU	Un diari sobre el que hem donat.(.) Collons. Sobre tot el que hem fet?(.) Ah, però això és massa xungo (.) Massa, massa xungo. (...)Òndia, anda que no ocupa aquest puto dossier (.)
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◆ Encouragement

89.	BIE	Joder, si hem de fotre tot això estarem tot xxx (22")
90.	EDU	Vinga tio

ACTIVITIES

◆ Doubts, hesitation

17.	BIE	No sé què s'ha de fer, tio!
18.	EDU	Ya ves tio

◆ Self-repair

21.	MAR	Què no podem començar un article dient <i>today we go</i> , no?
22.	TEA 1	<i>Sorry?</i>
23.	MAR	No podem començar un article dient <i>Today we went</i> a no sé on

ACTIVITIES

◆ Elusion of responsibility

75.	BIE	Però llavors què, resumir o/ (...) Daniel, Daniel, tu ho entens, oi? (?Què s'ha de fer tio?) [They talk with a student from another pair.]
76.	DAN	Un article
77.	BIE	Però sobre què, sobre el que ens agradi més?
78.	DAN	(? Del que hem fet d'aquí, el que volguem)
79.	BIE	Del què volguem?
80.	DAN	En aquí heu d'agafar el tema que vulguis, això o això és un tema. I s'ha d'escriure un article.
81.	EDU	Joder tio, és que:: d'això no tenim, ni això tampoc, ni això tampoc, ni això tampoc. Només tenim dels <i>concentration camps</i> (.) Tenim això tio
82.	BIE	xxx això, tio (...)
83.	EDU	Joan! Saps el què has de fer? (...) Joder, sí que ocupa aquest dossier a la meva carpeta (47") [They are looking through the dossier]
84.	EDU	Pff. Que xungo!
85.	BIE	xxx
86.	EDU	xxx (...)
87.	BIE	Però si aquí ja hem contestat les preguntes!
88.	EDU	Ja (.) Et dona les respostes (...) xxx i aquí també (31")
89.	BIE	Joder, si hem de fotre tot això estarem tot xxx (22")
90.	EDU	Vinga tio
91.	BIE	Vaya merda (30")
92.	TEA 2	<i>Difficult?</i>
93.	BIE	<i>Yes</i>
94.	EDU	<i>Yes</i>
95.	TEA 2	<i>Can I help?</i>
96.	EDU	<i>Yes</i>

ACTIVITIES

◆ Off-task

24.	JOA	No, però... Hòstia puta! (..) [They look through the dossier]
25.	CRI	Això ho ha dit el (?Joan)
26.	JOA	No, ho ha dit el Cristofer
27.	CRI	Mentida
28.	JOA	Ho ha dit el Cristofer [funny voice] (...) [They play with recorder]
29.	CRI	xxx
30.	JOA	Es el Cristofer. Em: (...)
31.	CRI	Tio
32.	JOA	He tornat a començar
33.	CRI	xxx
34.	JOA	<i>This is Cristofer</i>
35.	CRI	<i>This is Joan</i>
36.	JOA	Hola
37.	CRI	xxx
38.	JOA	Cristofer, ho has dit tu abans, no m'emprenyis
39.	CRI	xxx
40.	JOA	Explicuem [laugh] explicuem que els <i>Concentration Camps</i> van ser: (..) on mataven els jueus, que que els Nazis eren, pensaven només en xxx = i que tots els que no eren els mataven

JOINT LEARNING

- ◆ **Joint learning** occurs as a result of the development of shared understanding of task requirements through negotiation, and thus, through **interaction**.
- ◆ Students learn:
 - Language
 - Content
 - New ways of social communication



CONCLUSION

- ◆ Students learn together even if they do not proceed as expected
- ◆ Negotiation makes students more conscious of their learning process.
- ◆ Contexts that promote interaction and thus negotiation should be encouraged: CLIL.



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