

# VAMK CLIL Research Project and Proposals for doing CLIL Research

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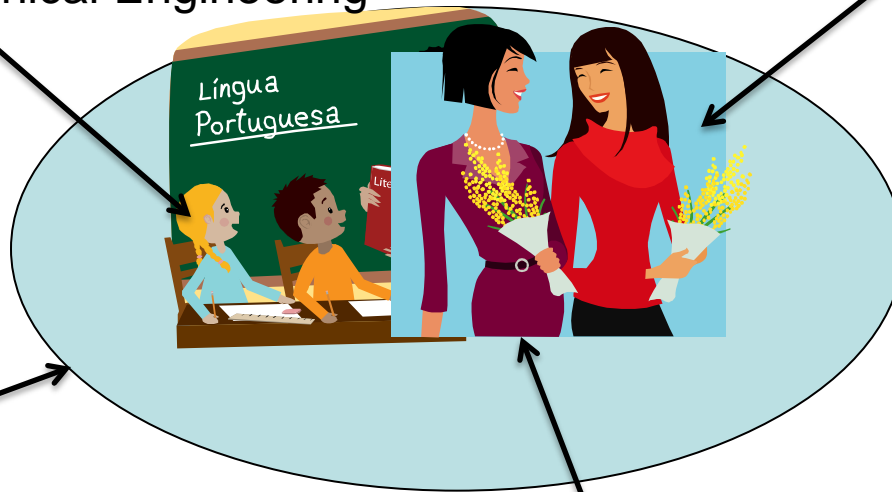
## 1. VAMK CLIL Research Project 2006-2009

- Teaching arrangements
- Measurement instruments
- Some research results

## 2. Proposals for doing future CLIL research

# VAMK 2006 - 2009 Project Teaching Arrangements

3rd year Mechanical Engineering  
Students  
N tot = 49



Content Teacher  
Lotta:  
Strategic Planning  
course (42 h)

Only course materials  
in English:  
'Light' CLIL Model  
Duration only two  
months

1 course  
every year

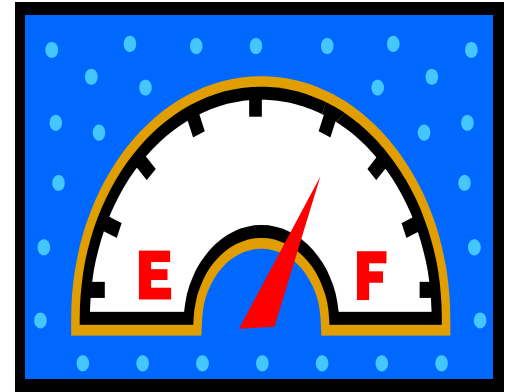
Language Teacher Eeva: English Language  
Booster (16 h) **integrated** into Lotta's course

# Measurement Instruments for Obtaining Data:

## 1) Language tests (initial and final test)

Targeted to find out about changes in:

- Reading comprehension
- Vocabulary
- Syntax



## 2) On-line surveys (initial and final survey)

57 Questions? Targeted to find out about eg.:

- Language learning preferences
- Linguistic self-esteem
- Learners' opinions, self-rating etc.

# Variables Measured in the Surveys

*Variables related to eg. :*

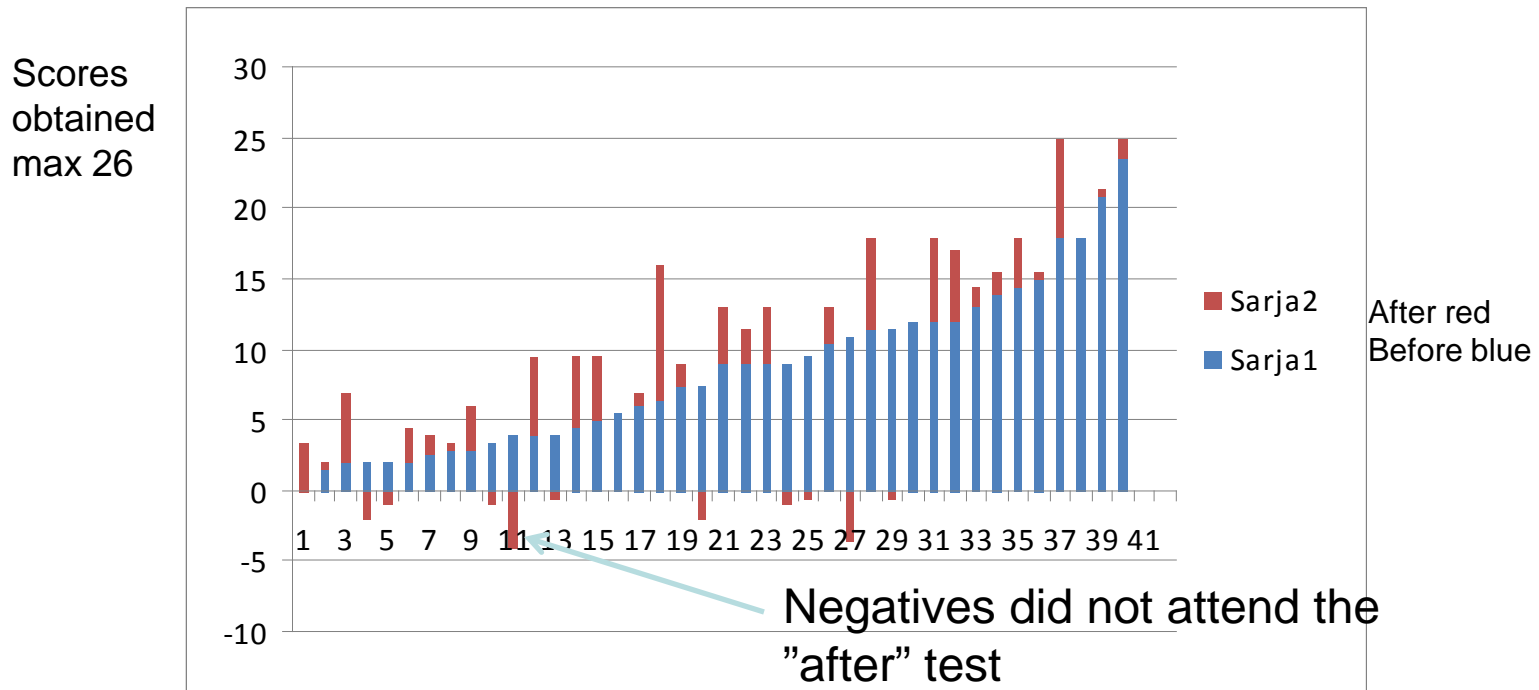
- Experience of the course on the emotional level (Q 13-14 and 55)
- Reading comprehension strategies (Q 27-29)
- Motivation and frequency of use (Q 30-40)
- **Language learning style** (implicit /explicit) (Q41-43 and 48-53 and 57)
- Satisfaction with the the course ( Q58, 60, 61, 64-65)
- Development ideas and **free comments** (Q63 and 66)
- Self-rating on language development (Q 44-47)
- Self rating on linguistic self-esteem (Q20-21, 54)
- Etc. Etc.



<https://e-lomake.puv.fi/elomake/lomakkeet/556/lomake.html>

# Results Obtained from Language Tests

Vocabulary test results of *individual learners* before and after FLM course



-> there is variation between learners

The same kind of variation found also in **syntax** and **reading comprehension**

# Results Obtained from On-Line Survey - open-ended answers

One learned English without noticing it although **it was difficult in the beginning**

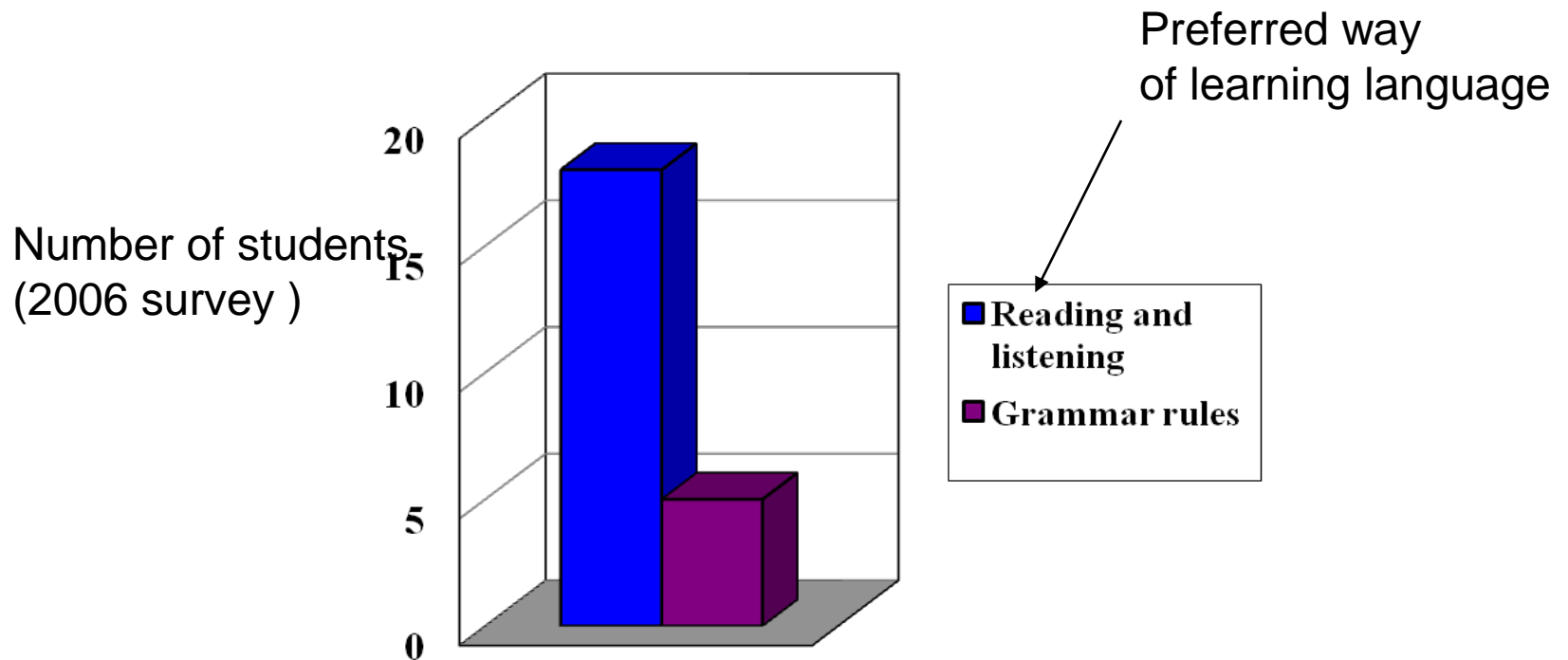
”(By using different reading methods) texts **which seemed too difficult** to read are now controllable ”

Quite **cool**, I learned English at the same time

It was **nice to notice** that reading English texts presented no difficulties

-> Could these imply that learners` **linguistic self-esteem** has been boosted?

# Results Obtained from On-Line Survey - Language learning preferences



-> this implies that the majority of the students seem to have **implicit language learning style**

# Inductive thinking :

Can the variation in language learning outcome between individuals be explained with the previously mentioned variables:

- Learners' linguistic self-esteem
- Learners' cognitive language learning style



If so, what kind of model could explain this ?

# Research Proposals for further Research in Language Learning in FLM/CLIL Environment

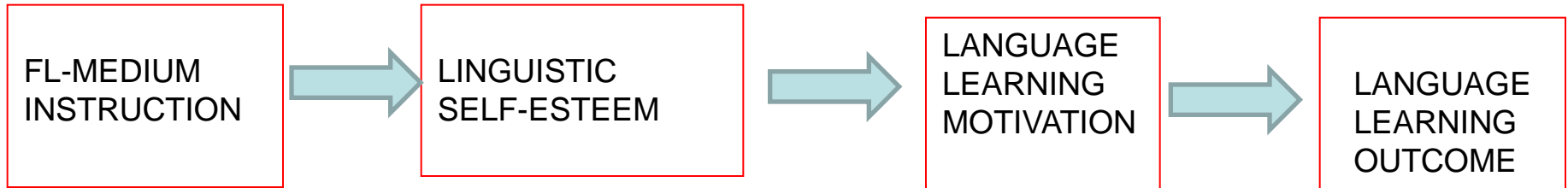
## MEDIATING VARIABLE MODEL : (IN GENERAL)



X INFLUENCES THE MAGNITUDE OF Z  
(BUT NOT VICE VERSA) AND Z INFLUENCES Y  
AND X INFLUENCES Y ONLY THROUGH Z

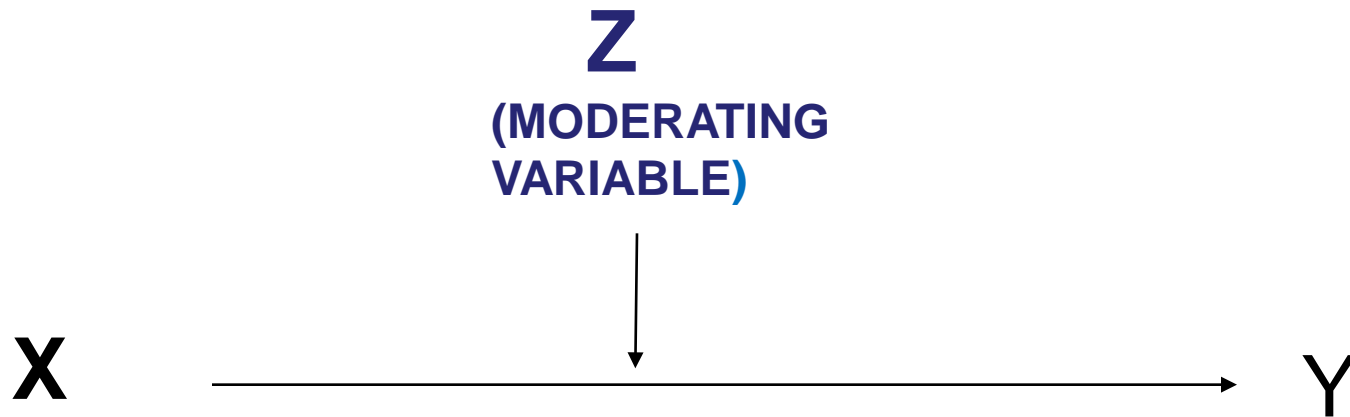
# MEDIATING VARIABLE MODEL

(IN OUR CASE)



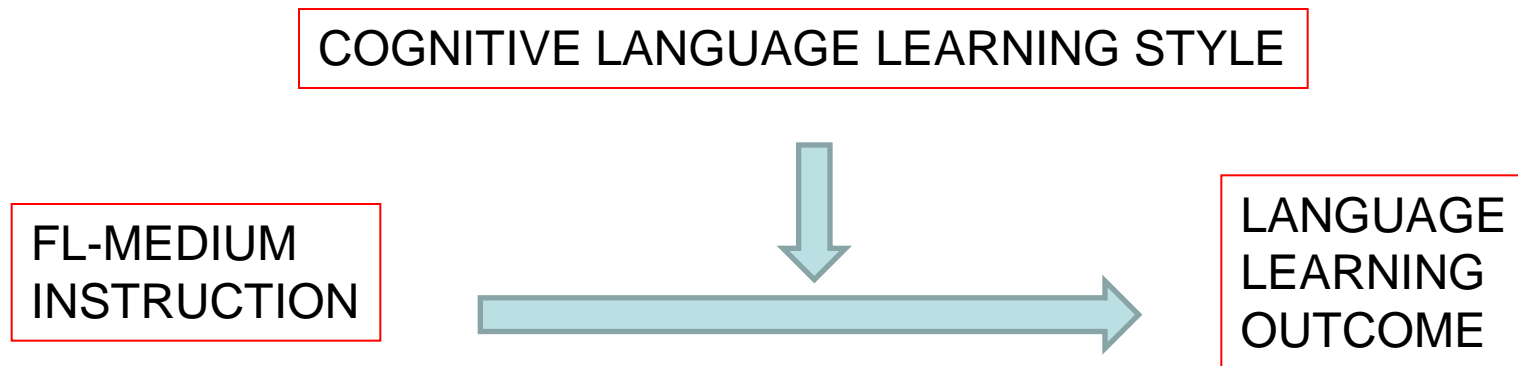
The effect of FLM instruction on language learning outcome is **not** direct but **via** linguistic self-esteem and language learning motivation

# MODERATOR VARIABLE MODEL : (GENERAL MODEL)



MODERATOR VARIABLE (Z) ONLY  
INFLUENCES THE EFFECT OF X ON Y,  
AND THE MODERATOR VARIABLE IS  
UNCORRELATED TO X AND Y

# MODERATOR VARIABLE MODEL : (IN OUR CASE )



Example: FLM instruction for students with implicit ll.style will increase their language learning outcome more than for students with explicit ll.style

# Summary of Suggested Research Questions

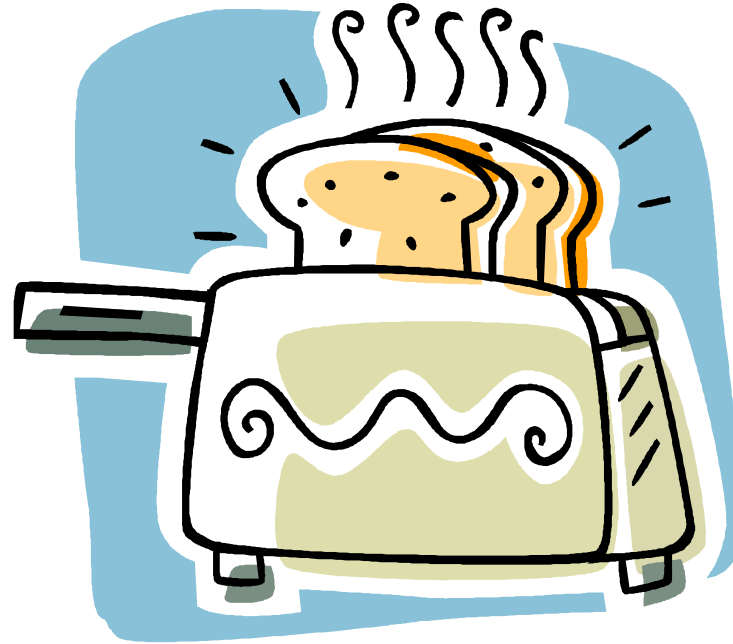
■ Does FLM-instruction increase the learners's linguistic self-esteem? If so, will the increased self-esteem increase language learning outcome? Is linguistic self-esteem thus a **mediating variable** between FLM-instruction and language learning? (motivation can also be included)

■ Does the learners` cognitive language learning style (implicit vs. explicit) **moderate** the relation between the FLM-instruction and learners` language learning outcome? Is FLM-instruction particularly suitable for the implicit language learner?

# The Following Hypotheses could be tested by researchers :

- **H1** Learner's linguistic self-esteem is a mediating variable between FLM-teaching and language learning outcome
- **H2** Cognitive language learning style moderates the relationship between FLM teaching and language learning outcome

THANK YOU !



QUESTIONS ? COMMENTS ?