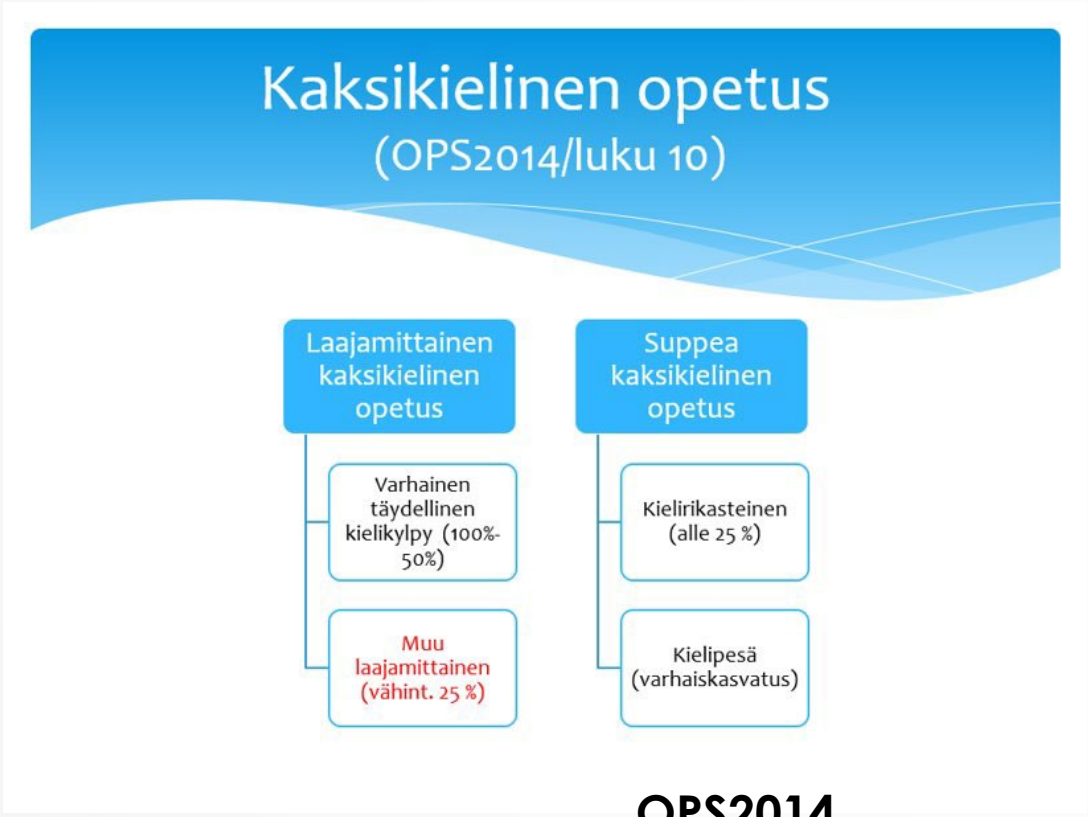
The Significance of Participation in Language Learning

3 November, 2023

PHD, MAARIT KAUNISTO

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI

CLIL (Content and Language Integrated Learning)



OPS2014

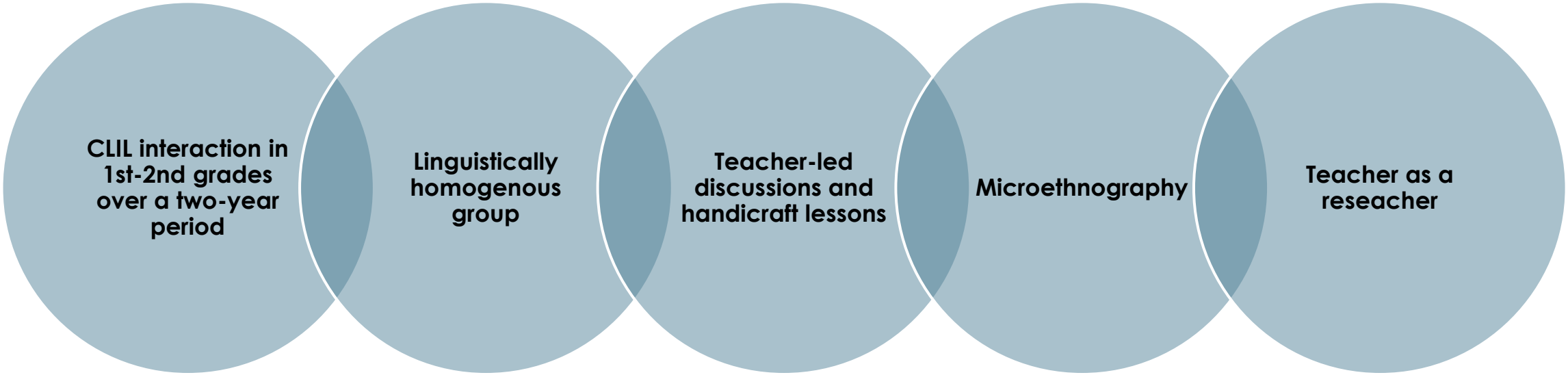
CLIL METHODOLOGY

CONTENT AND LANGUAGE INTEGRATED LEARNING

'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh, 1994)

"Using language to learn, learning to use language"

Design and methodology in my research



Contents of the presentation

1 The concept of language skills and language learning in sociocultural frame
2. Situated and ecological learning
3. Approaches to **participation** in classroom interaction (**microlevel)**
   -predictable exchange structure
   -fixed or semi-fixed formulaic frames
   -multiparty interaction, participation framework, participant roles
4. The significance of language awareness and multilingualism in participation and In engaging students (**macrolevel**)
5. Discussion

The concept of language proficiency and language learning in sociocultural frame

Psycholinguistically oriented theories

(Piaget, Chomsky)

Social turn

-ZPD

-Support (scaffolding)

(Vygotsky, 1979;1982)

The holistic view of language proficiency and language learning

CEFR, 2001

Supporting tools in interaction



-language use in authentic situation



-playfulness, humour



-formulaic frames, predictable exchange structures



-symmetric multiparty interaction



-explicit or implicit prompts



-explicit or implicit correcting feedback

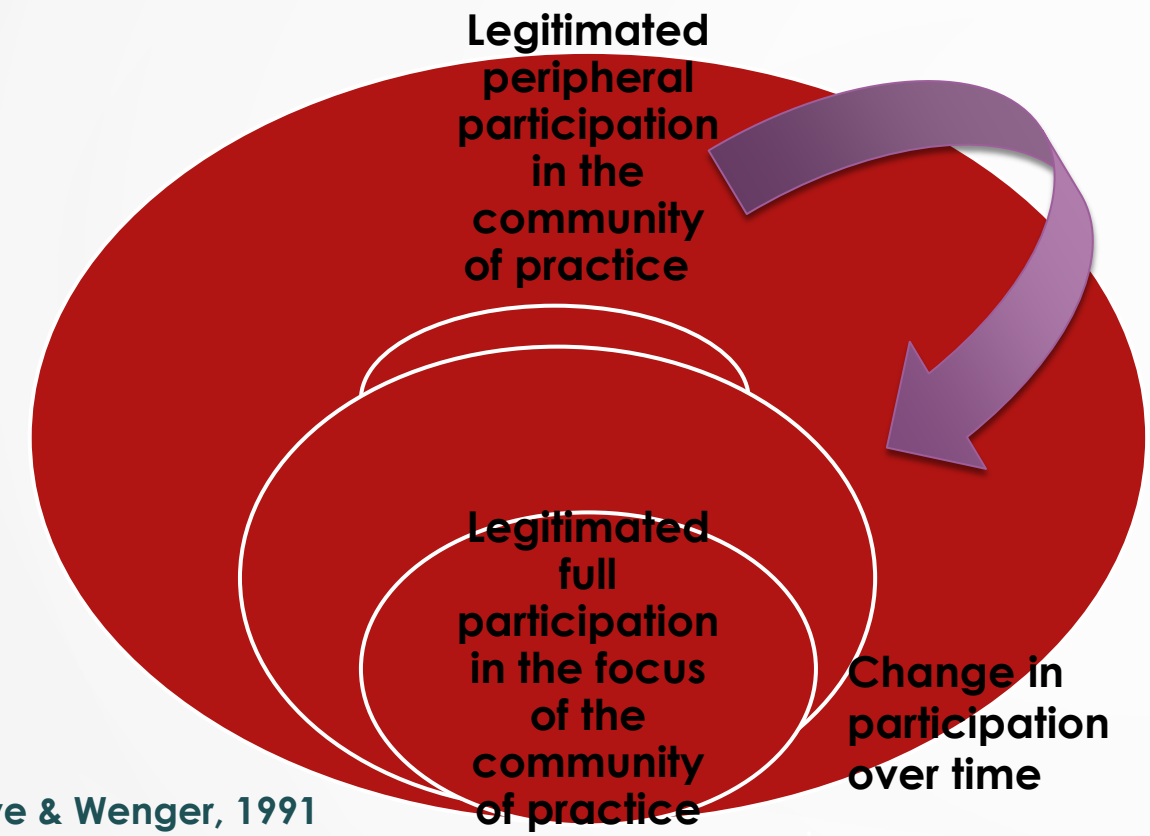


-repetition of false response with prosodic elements



-use of multimodal tools (embodiment)

Situated and ecological approach to language learning



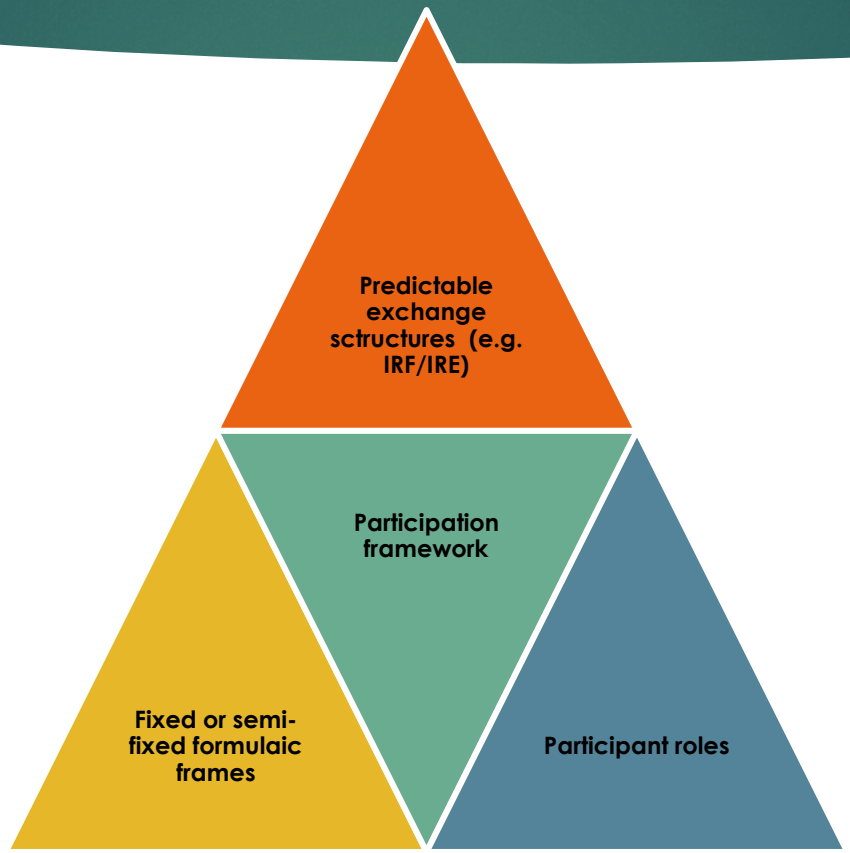
Lave & Wenger, 1991

Learner as an active agent



Van Lier 1996;2004

Approaches to participation in classroom interaction



Triadic exchange structure (Initiation-Response-Feedback/Evaluation)

Esimerkki suppeasta IRF/E-rakenteesta:

1) Ope: what is this in English?

Oppilas: se on apple.

Ope: correct.

2) Ope: это левая или правая рука?

onko tämä vasen vai oikea käsi?

Oppilaat: ЛЕВАЯ

VASEN

Ope: нет, это правая.

ei, tämä on vasen. **(researher`s own data)**

Extended triadic exchange structure from IRF/E cycle (researcher's own data)

Ope: а кто хочет рассказать что-то о своём животном?

entä kuka haluaa kertoa jotakin omasta eläimestään? (I)

давай tiina

tiina (sinä)

Tiina: я.. серый и чёрный и я птица (R)

olen.. harmaa ja musta ja lintu

Ope: птица (F)

lintu

Ope: серый и чёрный

harmaa ja musta

S: сорока (R)

harakka

Ope: сорока? (F)

harakka?

ты сорока?

oletko harakka?

Tiina: нет (R, F)

en

Väinö: ворона (R)

varis

Ope: ворона? (F)

varis?

Tiina: да (R)

kyllä

Ope: молодец väinö! (F)

hyvä väinö!

What kind of factors influence the nature of classroom discourse?

- Instructional context (e.g. meaning-and-fluency, form-and-accuracy)
- Functional and goal-oriented factors (fact, opinion, explanation, reason, etc.)
- Interaction activity (plenary, teacher-led discussion, pair or group work, etc.)

The significance of a predictable exchange structure in participation

Supporting tool

Affordance

Formulaic language patterns/Fixed or semi-fixed formulaic frames in interaction

- Rutiinifraasi, sanarypäs, puhekuvio, rakennekehys…
- -Holistic expressions which serve both a cognitive and social function
-
- For example:
- -greetings and responses to them
- - expressing problems (*I need help, I don't understand*)
- - making requests (*May I have….. Give me…, please*)
- -thanking
- -apologizing

Formulaic request (researcher's own data)

Satu: **можно нитку?** (.)
saako lankaa?
Ope: какую [нитку?
millaista [lankaa?
Aksel: **<дай] пожалуйста розовый** [(нитка)>
<anna] ole hyvä vaaleanpunainen lanka>
Satu: розовый (нитку)
vaaleanpunainen

The significance of formulaic frames in participation

- To help communication
- To help to express needs
- To facilitate integration to fully participate in the community of practice
- To help to analyze a language structure
- Affordance

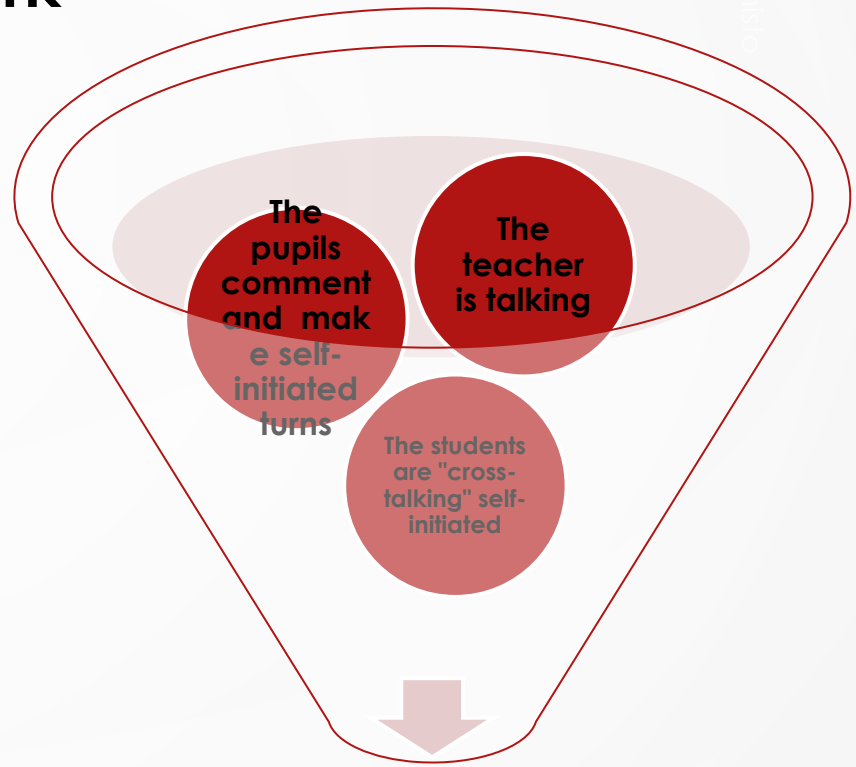
Multiparty interaction,participation framework

Dyadic participation framework

The teacher provides instructions, reminds of the rules, conducts whole-class teaching

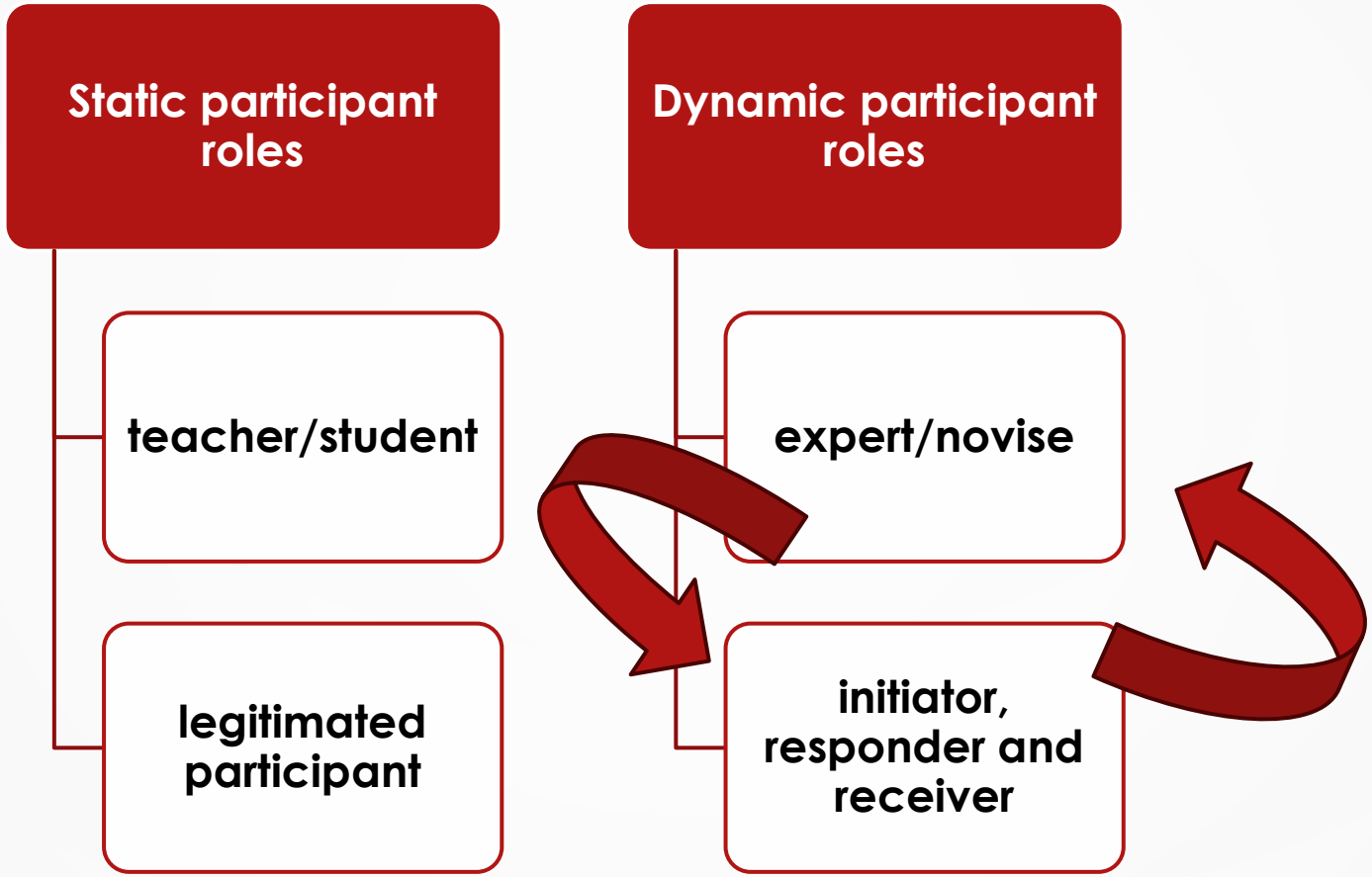
The students or student collective follows the instructions, responds to the questions

Multiparty participation framework



Multiparty participation framework

Participant roles



The significance of language awareness and multilingualism

- Who has completely linguistically homogenous teaching groups?

- Who has multilingual learners in teaching groups?

The pedagogical points for the language agreement

- Ensured mother tongue development (Finnish)
- Homogenous language background
- Maximum use of the target language (Russian)
- Requirement for using Russian only in instructional interactions
- Language agreement as a supporting tool

Kaunisto, 2021

Supporting multilingualism and multiculturalism has led to a shift in the paradigm of language teaching and learning



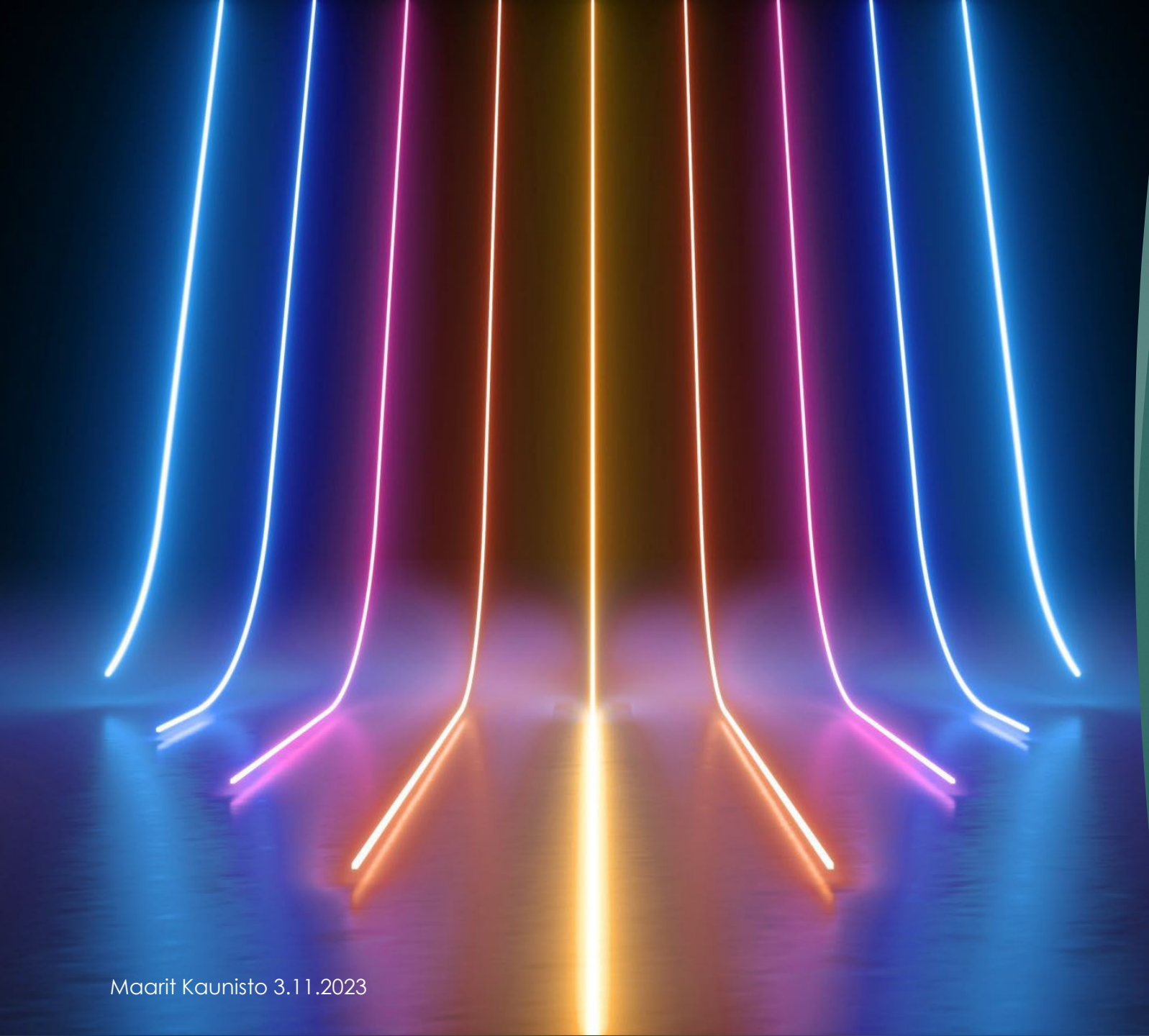
LANGUAGE AWARENESS



TRANSLANGUAGING PEDAGOGY



THE PARADOX OF MULTILINGUALISM AND NATIONAL LANGUAGE RESOURCES



Kiitos!
Thank you!
Tack så mycket!
Спасибо!
Merci !

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Discussion