

*Invited symposium: Social-semiotic  
and functional approaches to  
language and content integration in  
bilingual/multilingual education*

***Organizers:***

***Ana Llinares (Universidad Autónoma de Madrid)***

***Tom Morton (Birkbeck, University of London)***

***Invited symposium: Social-semiotic and functional approaches to language  
and content integration in bilingual/multilingual education***

Sixth International Conference on Immersion and Dual Language Education:  
*Connecting Research and Practice Across Contexts*

**October 20–22, 2016**

**Minneapolis, MN, USA**

# Background and aims of the symposium

- Different programs (e.g. immersion, dual language education, CBLE, CLIL) face challenge of integration of content and language;
- Growing number of researchers and practitioners using social-semiotic and functional perspectives to meet this challenge;
- Aim: bring together researchers around the world from different programs who share interest in social-semiotic and functional perspectives on content and language integration to move forward understanding and practice.

# Why “social-semiotic” and “functional”?

- Linguistics as “a kind of semiotics”, as “an aspect of the study of meaning”
- Social:
  - social system, or culture, as system of meanings
  - Relationships between language and social structure
- Functional:
  - Function = Not only language use, but...
  - A fundamental property of language itself, i.e. how the semantic system evolves, and how natural languages are organised

Halliday & Hasan, 1989: 4,5,17

# Social-semiotic perspective on education and learning

- Social dimension “particularly significant” for educational questions, as learning as a social process, taking place (often) in social institutions;
- Knowledge transmitted in social contexts, through relationships (e.g. teacher-student);
- Words get meaning from activities/tasks in which they are embedded – and these are “social activities with social agencies and goals”.

Halliday & Hasan 1989: 5

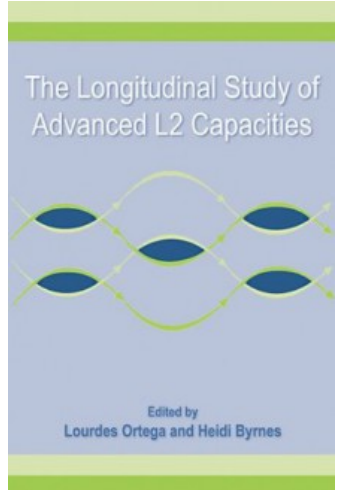
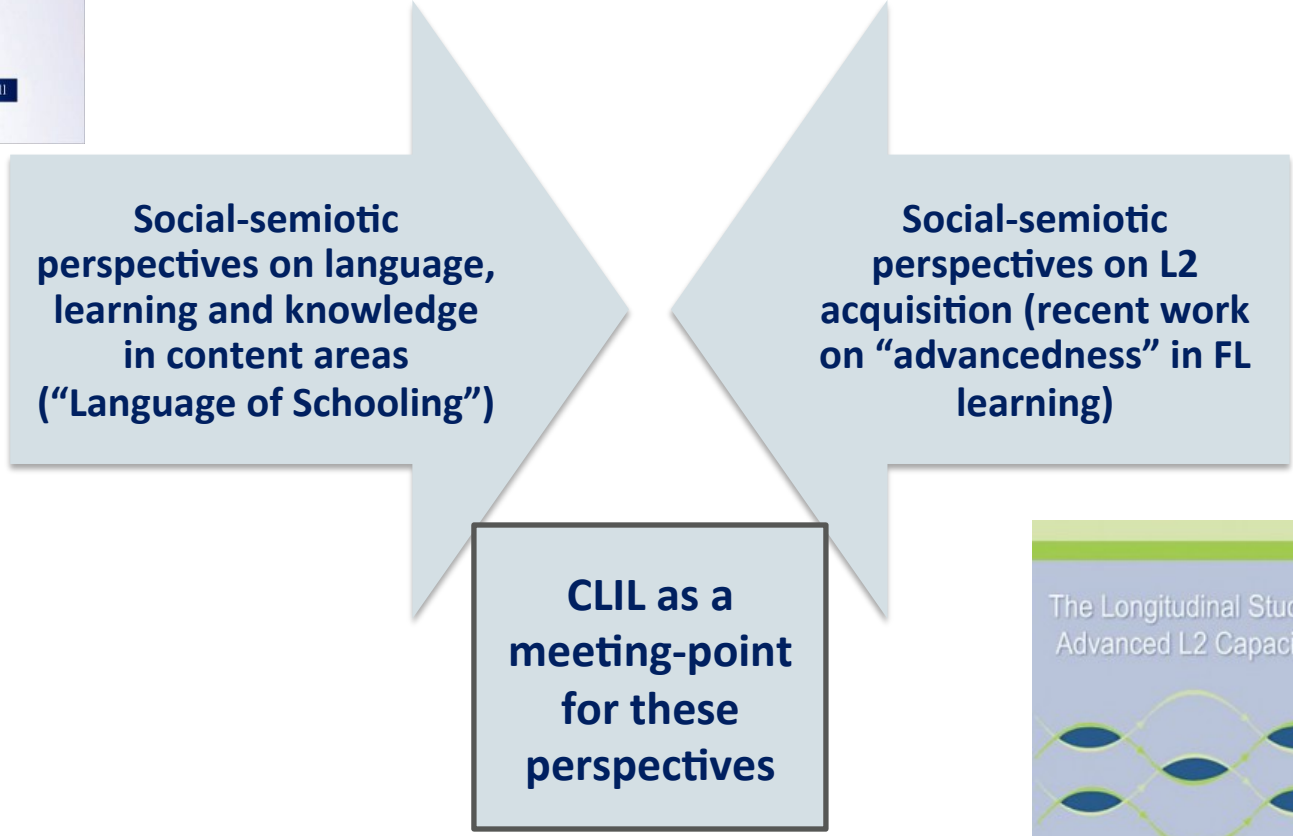
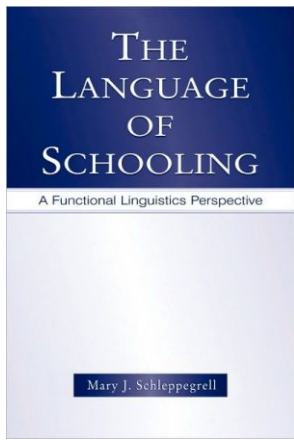
# Halliday on discourse, language, knowledge and learning

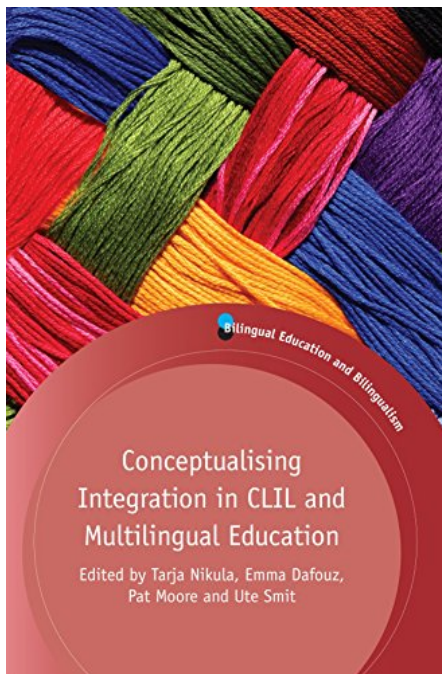
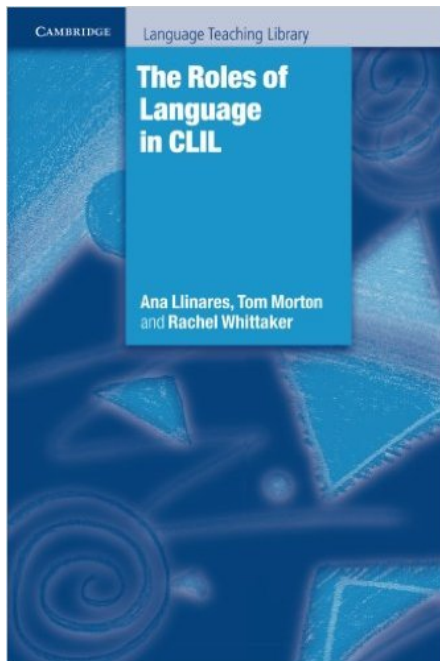
... if learning is seen as a semiotic process, a form of “languaging”, we can use our understanding of language to model the processes of learning; and in the course of learning, we can hope in turn to increase our still very partial understanding of language itself.



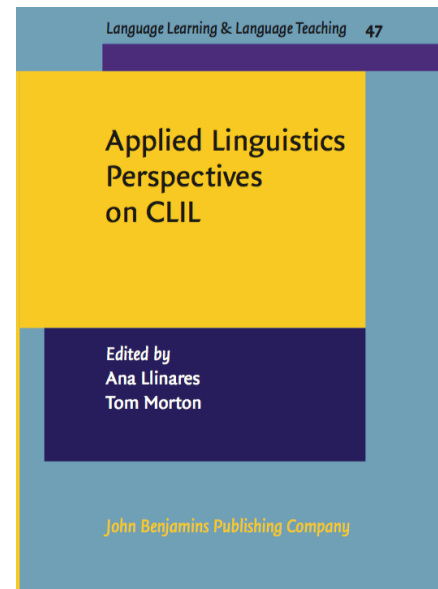
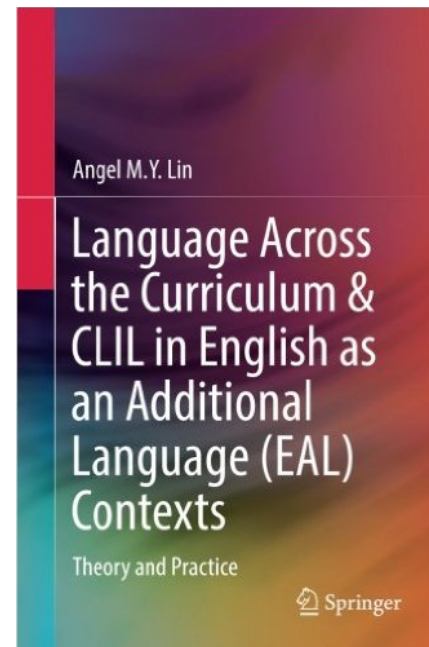
Halliday, 1988/2007: 91

Image from: <http://www.socialsemiotics.org/hallidaysymposium/>





# SFL and CLIL



# Papers

- Different contexts:
  - CLIL programs in Hong Kong (Angel Lin & Yuen Yi Lo)
  - CLIL programs in Europe (Dalton-Puffer & Llinares; Somers; Llinares & Morton)
  - Dual language programs in US (Semblante, Ramírez & de Oliveira)



# Papers

- SFL approaches:

**Metafunctions of language (ideational, interpersonal, textual)**

Llinares & Morton

Dalton-Puffer & Llinares (Appraisal)

Lin & Lo

**Grammatical metaphor, nominalisation**

**Genre and register theory (field, tenor and mode)**

Semblante et al.

Somers

# Papers

- SFL combined with other approaches:
  - Legitimation Code Theory (Lin & Lo)
  - Usage-based Linguistics (Somers)
  - Cognitive Discourse Functions (Dalton-Puffer & Llinares; Llinares & Morton)

# Schedule

- 10:00-10:10 *Introduction*
- 10:10-10:30 *Exploring content and language co-construction in CLIL with semantic waves.* Angel Lin and Yuen Yi Lo
- 10:30-10:50 *Expressing 'voice' in a foreign language across content-subject tasks.*  
Christiane Dalton-Puffer and Ana Llinares
- 10:50-11:10 *Combining systemic functional linguistics and cognitive discourse functions in analysing upper primary learners' expression of science and history content in L2 English.* Ana Llinares and Tom Morton
- 11:10-11:30 *Reconceptualizing the structures underlying academic language learning in Content and Language Integrated Learning (CLIL) Classrooms.* Thomas Somers
- 11:30-11:50 *Bilingual Academic Language Development: Language Patterns Across Spanish and English School Genres.* Andrés Ramirez and Sabrina Semblante
- 11:50-12:00 *Discussion.* Tarja Nikula
- 12:00-12:15 Questions and debate with audience