

Expressing ‘voice’ in a foreign language across content-subject tasks

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Rationale

- Content-drivenness of prototypical CLL implementations
- Curricular goals expect students to develop an explicit subject perspective vis-à-vis the curricular content > *voice*.
- Our focus: opportunities for students to express and develop *voice* in CLL

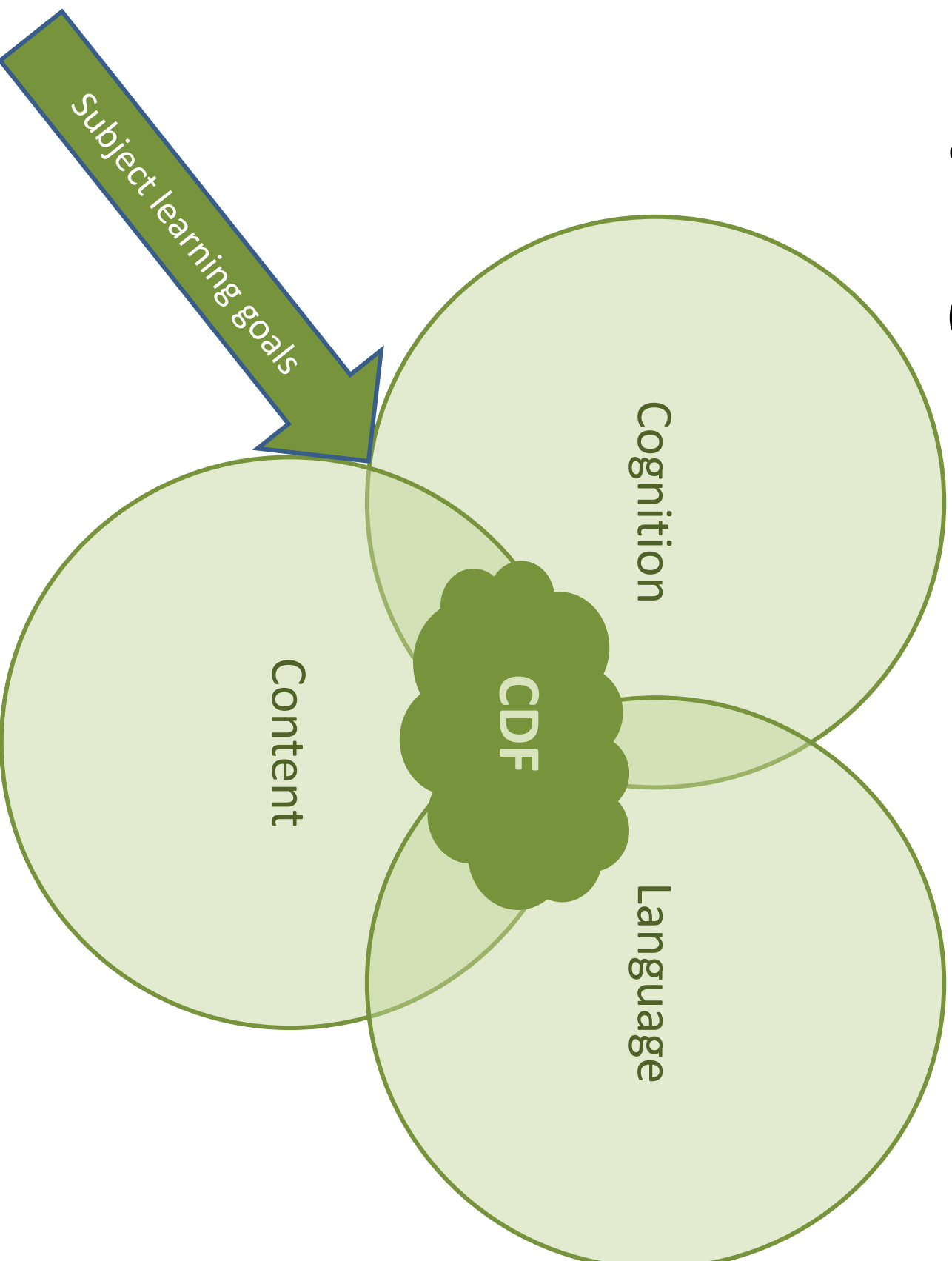
Premise: discipline-related tasks shape language use

- Oral tasks in CLIL social & natural science (in Llinares & Dalton-Puffer 2015)
 - Whole class discussions (with the teacher)
 - Group work discussions
 - Role Plays
 - Presentations
 - Individual interviews for discussion of content topics
 - Games
- Exploring language and content integration in those tasks. In this study:
 - Cognitive discourse functions
 - The language of evaluation (*Appraisal*)

Structure of presentation

- 1) Focusing on Cognitive Discourse Functions
- 2) Focusing on Appraisal
- 3) CDFs & Appraisal across tasks
 - Data & methodology
 - Findings & examples
 - Discussion and future research

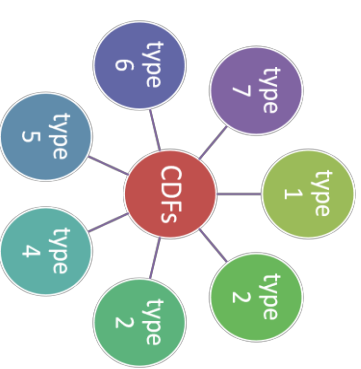
1) Cognitive discourse functions



CDF construct

		Examples of CDF verbs
		<i>Classify, compare, contrast, match, structure, categorize, subsume</i>
		<i>Define, identify, characterize</i>
		<i>Describe, label, identify, name, specify</i>
		<i>Evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
		<i>Explain, reason, express cause/effect, draw conclusions, deduce</i>
		<i>Explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
		<i>Report, inform, recount, narrate, present, summarize, relate</i>

CDF construct



Communicative Intention	Type	Examples of CDF verbs
I tell you how we can cut up the world according to certain ideas	classify	<i>Classify, compare, contrast, match, structure, categorize, subsume</i>
I tell you about the extension of this object of specialist knowledge	define	<i>Define, identify, characterize</i>
I tell you details of what I can see (also metaphorically)	describe	<i>Describe, label, identify, name, specify</i>
I tell you what my position is vis a vis X	evaluate	<i>Evaluate, judge, argue, justify, take a stance, critique, comment, reflect</i>
I tell you about the causes or motives of x	explain	<i>Explain, reason, express cause/effect, draw conclusions, deduce</i>
I tell you something that is potential (i.e. non-factual)	explore	<i>Explore, hypothesize, speculate, predict, guess, estimate, simulate</i>
I tell you sth. external to our immediate context on which I have a legitimate knowledge claim	report	<i>Report, inform, recount, narrate, present, summarize, relate</i>

2) What is Appraisal?

- Linguistic resources by which speakers or writers express evaluation, attitude and emotion.
- Halliday's *Interpersonal Metafunction* (Halliday & Matthiessen, 2004),
 - > Martin and White (2005) *Appraisal Theory*

Part of what we do when we mobilize the evaluative resources of language is to help constitute our own identities, and the identities of others, as agents who believe and doubt, desire and detest, and judge importance, appropriateness, usuality, comprehensibility, and seriousness. (Lemke, 1998: 54)

Types of Appraisal:

Attitude, Engagement, and Position

I think he was a good king

He wanted to spread Catholicism

- **Attitude** is concerned with feelings, often construing emotional reactions (affect), assessing people's behaviour (judgement) or valuing things (appreciation-social valuation).

the economy is going worse and worse

- **Engagement** has to do with sourcing attitudes and the play of voices around opinions in discourse.

I think he was a good king

So they didn't have resources to to develop and so on

- **Graduation** has to do with grading phenomena, either through softening or sharpening (focus) or through intensification or amount (force).

it was a very good army

The present study: Research questions

1. What is the relationship between tasks & occurrence of CDFs?
 2. How is voice expressed by the students across tasks and CDFs?
- We expect tasks to frame opportunities for expressing Voice differently.
 - We expect certain CDFs (esp. EVALUATE & EXPLORE) to contain more expressions of Voice

Naturalistic CLIL tasks examined: Data

TASKS	Context	Words approx
Interview	Spain	8,400
Teacher-fronted	Spain, Austria	6,200
Group work	Spain, Austria, Finland	5,100
Presentation	Austria, Finland	3,600
Role play	Spain, Austria	3,000
Game	Spain	5,100
		32,400

Year groups 7-10

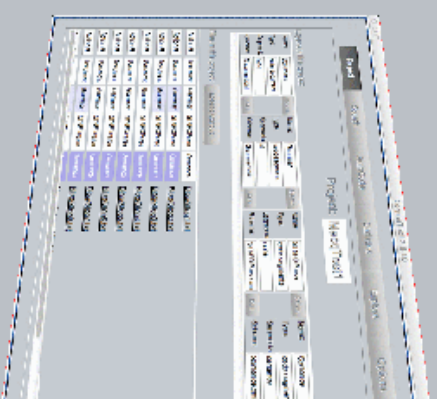
Focus on student utterances

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by Mick O'Donnell
Downloadable from <http://www.wagsoft.com>

Findings appraisal

TASK	APPRAISAL TYPE				Total
	attitude	engagement	graduation	per 1000 w	
Role play	40.72	79.19	29.19	141.81	
Interview	38.52	37.52	37.42	113.47	
Group work	20.13	34.87	11.71	66.70	
Presentation	9.39	33.75	10.98	54.12	
Whole class	4.94	6.93	4.79	16.66	
Game	1.42	12.12	0.39	13.93	

Findings CDFs Per 1000 w

TASK/CDF	CLA	DEF	DES	EVA	EXA	EXO	REP
Role play	0.00	0.28	5.90	9.83	3.37	2.81	5.05
Interview	0.80	1.29	6.67	6.67	4.88	0.20	1.09
Group work	0.39	1.05	4.21	3.68	1.71	1.32	0.13
Presentation	0.00	0.40	6.19	2.00	1.80	1.60	2.80
Whole class	0.15	0.37	7.07	0.66	0.66	0.37	1.84
Game	2.97	0.39	6.19	0.52	0.00	0.00	0.00

Appraisal in CDFs Per 1000 w

Appraisal p. 1000 w.	CLA	DEF	DES	EVA	EXA	EXO	REP
Attitude	28.34	14.72	25.13	55.31	29.47	24.71	20.16
Engagement	24.29	13.50	28.32	70.35	38.67	72.75	28.85
Graduation	26.32	23.31	25.58	39.09	34.99	18.53	19.37
TOTAL	78.95	51.53	79.03	164.75	103.13	115.99	68.38

Evaluate

Why do you think there was a rebirth of the cities?

GROUP WORK (images of child labour)

S1: *how about child labor?*

S2: Yeah (E)

S3: *They want (A) to show that it's a safe (A), eh, factory and that there are no (E) child labor and they are not (E) in danger (A). ((writing))*

S4: *I think (E) it's still (E) a problem (A) because (E) if (E) there isn't (E) child labor. what happens is just (E) in the same position for twelve hours*

INTERVIEW

Eh I think (E) that this rebirth was mainly (G) because of (E) the plague. The the plague no, with the plague Europe became ready to start the Renaissance. I don't (E) know (A) why because (E) I haven't (E) been here but (E)

ROLE PLAY

S1: I know (A) that the British we have to, to (E) won win the war because (E) we are most (GR) powerful (A) and you can't (E) do anything (E) with the trenches

S2: Germany is..

S1: Those were in very (GR) bad (A) conditions and

S2: Yeah, but (E) we can (E) improve (A) and Germany is the best (A/GR) country of the world

Explore

Presentation

if there is a probable (E) damage we can also demand compensation

ROLE PLAY

with all the developments you can (E) commerce and trade with other countries and be richer (A,G) and ..we can (E) give you ..you can (E) form part of an empire and you will increase (A) the standard of living.

GROUP WORK

*S1: Imagine you **don't (E)** let them working but those bad (A) conditions **but (E)** not going to feed them for example .*

*S2: **if (E)** they don't (E) die in the school they will die of hunger (A;invoked)*

INTERVIEW

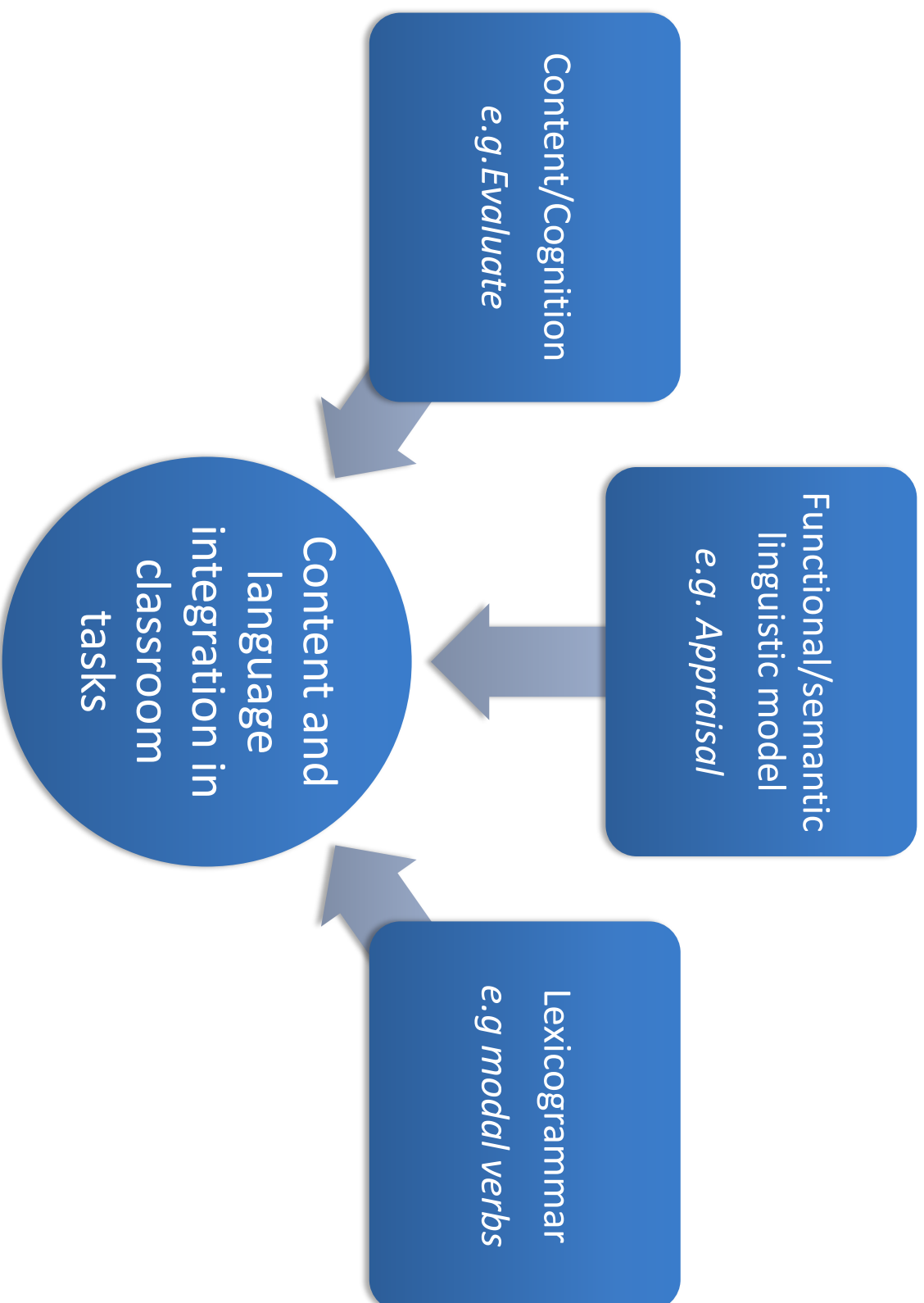
If (E) one country is weak (A) and you impose (A) them to pay you more (G) money, they become weaker (A,G)...so it's a little bit (G) cruel (A).

Conclusions

- Different tasks trigger different types of appraisal and CDFs: tasks have different strengths
- Some CDFs (e.g. *Evaluate*) are frequent and Voice-friendly; others (eg *Explore*) minimal presence but high potential for Voice
- content-T & L-T need awareness of the potential of tasks in terms of content/cognitive/language skills they afford

Future prospects

- Prototypical lexicogrammatical resources for particular CDFs
- Look at linguistic resources longitudinally
- Examine also lg. use related to social relationships in the group (i.e. non-academic talk)
- Compare same task in a) different CLL subjects and b) CLL and EFL classes – how does Ss's different orientation influence their performance of the task?
- [Link to TBLT](#)



Thank you for your attention !

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