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

Organizers:
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Connecting Research and Practice Across Contexts
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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/
Social-semiotic perspectives on language, learning and knowledge in content areas (“Language of Schooling”)

CLIL as a meeting-point for these perspectives

Social-semiotic perspectives on L2 acquisition (recent work on “advancedness” in FL learning)
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)
    - Lлинаres & Morton

  - Genre and register theory (field, tenor and mode)
    - Semblante et al.

  - Grammatical metaphor, nominalisation
    - Dalton-Puffer & Lлинаres (Appraisal)

  - Grammatical metaphor, nominalisation
    - Somers

  - Grammatical metaphor, nominalisation
    - Lin & Lo
Papers

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