

Séminaire DIDELOLE du jeudi 8 février 2024 de 14h00 à 15h30

Nous avons le plaisir d'accueillir Pedro Humánez-Berral de l'université de Cantabria en Espagne, en séjour scientifique pour trois mois à Grenoble.

Le séminaire se déroule sous format comodal, en **présentiel salle P110**, et en **distanciel via Zoom** :

<https://univ-grenoble-alpes->

[fr.zoom.us/j/91237473195?pwd=RGllZlZROCC8yRUxIWmtGOHUxYko0UT09](https://univ-grenoble-alpes-fr.zoom.us/j/91237473195?pwd=RGllZlZROCC8yRUxIWmtGOHUxYko0UT09)

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English Pronunciation Learning in Primary Education: Does Additional CLIL Exposure Influence Motivation and Anxiety?

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According to Ortega (2009), a late introduction of exposure to a foreign language is associated with higher levels of foreign accent. However, an early introduction of exposure to the foreign language does not necessarily result in a native-like accent or accurate pronunciation (García-Lecumberri & Gallardo-del-Puerto, 2003). Therefore, scholars have highlighted the importance of not only introducing the foreign language earlier, but also increasing the amount of exposure (García-Mayo & García-Lecumberri, 2003).

CLIL (Content and Language Integrated Learning) is an approach that makes it possible for learners to be exposed to the foreign language while learning content subjects in formal contexts (Coyle et al., 2011). Research in CLIL contexts has already proven that it fosters the learning of some aspects of the language such as oral comprehension or fluency (Pérez-Cañado & Lancaster, 2017). However, pronunciation remains an area where little research has been carried out.

Pronunciation is an area that is not expected to improve more than in non-CLIL contexts because even though learners are exposed to a greater amount of English, the exposure is accented and sometimes not accurate (Gallardo-del-Puerto et al., 2009).

PIEP (an acronym in Spanish for English Pronunciation in Primary Education) is a project that explores the differences between CLIL and non-CLIL settings in terms of English pronunciation learning. The project is divided into four groups, one of which deals with affective factors. This group investigates motivation and anxiety towards English pronunciation. The results obtained in this group will be discussed in this talk.

The study conducted by the PIEP project used a questionnaire-based approach to investigate the affective factors of learners in relation to English pronunciation learning. The study involved more than 300 learners from five different state schools, out of which three followed a CLIL approach and two followed a traditional EFL approach. The learners were asked to complete different 5-point Likert scale questionnaires that asked about different psychological constructs such as attitudes, instrumental motivation, self-efficacy, engagement, communicative apprehension, or fear of negative evaluation.

The results of the study presented in this talk will take into account not only differences between CLIL and non-CLIL groups, but also differences between boys and girls, to analyze whether gender plays a key role in motivation and anxiety towards foreign language pronunciation or not.

References:

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