1. Record Nr. UNINA9910822955103321

Titolo	Language use and language learning in CLIL classrooms / / edited by Christiane Dalton-Puffer, Tarja Nikula, Ute Smit
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2010
ISBN	1-282-97692-3 9786612976926 90-272-8751-1
Edizione	[1st ed.]
Descrizione fisica	x, 295 p
Collana	AILA applied linguistics series ; ; v. 7
Altri autori (Persone)	Dalton-PufferChristiane <1961-> NikulaTarja SmitUte
Disciplina	418.0071
Soggetti	Language and languages - Study and teaching Language arts - Correlation with content subjects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Language Use and Language Learning in CLIL Classrooms -- Editorial page -- Title page -- LCC data -- Table of contents -- Acknowledgements -- Preface -- References -- Charting policies, premises and research on content and language integrated learning -- 1. Defining CLIL -- 2. CLIL in Europe: Policy and implementation -- 3. Underlying assumptions -- 4. Overview of research on CLIL -- 5. On theoretical and methodological trends -- 6. Introducing the volume -- References -- Websites mentioned -- Part I. General and theoretical issues -- On the natural emergence of language structures in CLIL -- 1. Introduction -- 2. Methodology -- 3. Results and discussion -- 3.1 Samples from the corpus -- 3.2 The alignment of grammar and content in CLIL learner discourse -- 3.3 The transfer of L1 academic knowledge into an L2 -- 3.4 The growth of L2 interlanguage in CLIL -- 4. Conclusion -- References -- The pragmatics of L2 in CLIL -- 1. Introduction -- 2. Which pragmatics of SLA? -- 3. Pragmatic effects in CLIL -- 3.1 Data -- 3.2 Spoken production or classroom activity? -- 3.3 Through the bottleneck: The pragmatics of CLIL -- 3.4 Further evidence for the mask effect -- 4. Conclusion: Cognitive echo --

References -- Part II. CLIL at the secondary level -- A cross-sectional analysis of oral narratives by children with CLIL and non-CLIL instruction -- 1. Introduction -- 2. Theoretical background -- 2.1 Narratives -- 2.2 Communicative strategies -- 3. Setting and participants -- 3.1 CLIL in Austria -- 3.2 Participants and data collection -- 4. Findings -- 4.1 Macro-level (creating coherent narratives) -- 4.2 Micro-level (mastering the language system) -- 4.3 Communicative strategies -- 5. Conclusion -- References -- Using a genre-based approach to integrating content and language in CLIL -- 1. Introduction -- 2. Genre and subject-specific literacy.
3. Genre-based pedagogy -- 4. Genres in secondary school history -- 5. Three examples of classroom practice in secondary CLIL history -- 5.1 Classroom Examples 1 and 2: building field knowledge together -- 5.2 Classroom Example 3: Student presentations -- 6. Genre and the 4 Cs approach to CLIL -- 7. Genre and CLIL teacher education -- 8. Conclusion -- References -- Effects of CLIL on a teacher's classroom language use -- 1. Introduction -- 2. Theoretical approach, data and methods of analysis -- 3. Findings -- 3.1 Different patterns of interaction -- 3.2 Subtle means of meaning making used differently -- 4. Concluding remarks -- References -- Appendix -- Transcription conventions -- Writing and speaking in the history class -- 1. Introduction -- 2. Theoretical background: Genre and register -- 3. The study -- 4. Analysis of the data -- 4.1 Process types -- 4.1.1 Circumstances -- 4.1.2 Clause complexes -- 4.1.3 Modality -- 5. Discussion -- 6. Conclusions and pedagogic implications -- References -- Language as a meaning making resource in learning and teaching content -- 1. Introduction -- 2. Systemic functional theory -- 2.1 Grammatical metaphor -- 2.1.1 Syntactic intricacy -- 2.2.2 Thematic organization -- 3. The study -- 4. Methodology -- 5. Results -- 5.1 Grammatical metaphor: Syntactic perspective -- 5.2 Grammatical metaphor: Thematic perspective -- 6. Discussion -- References -- The CLIL differential -- 1. Introduction -- 2. Literature review on CLIL writing -- 3. The case study: Sample and method -- 3.1 A model for rating writing ability -- 4. Findings -- 4.1 Task fulfilment -- 4.2 Organisation -- 4.3 Grammar -- 4.4 Vocabulary -- 5. Conclusion -- References -- Appendix -- 1. Rating scale used for assessment (adapted from Friedl/Auer 2007): -- 2. Sample texts -- Written production and CLIL -- 1. Introduction -- 2. The Basque Country and CLIL.
3. Hypotheses -- 4. The study -- 4.1 Participants -- 4.2 Instruments and procedure -- 5. Results -- 6. Discussion -- 7. Conclusions -- Acknowledgement -- References -- Part III. CLIL at the tertiary level -- Metadiscursive devices in university lectures -- 1. Introduction -- 1.1 Aims and scope -- 1.2 The data: Collection and description -- 2. Lectures from the perspective of systemic functional linguistics and genre theory -- 2.1 Lectures as an educational genre: A functional view -- 2.2 A metadiscourse taxonomy for lecture analysis -- 3. Findings and discussion: Lecture performance in Spanish (L1) and English (L2) -- 3.1 Discourse Structure markers -- 3.2 Interaction markers -- 3.3 Conclusion markers -- 4. Conclusions and implications -- References -- Language Matters -- 1. Introduction -- 2. Method -- 2.1 Dependent variables -- 3. Results and analysis -- 3.1 Lecture comprehension issues -- 3.2 Background variables -- 4. Discussion -- 4.1 Validity -- 4.2 Improving EM instruction -- 5. Conclusion -- References -- Appendix -- SOME QUESTIONS ABOUT YOUR BACKGROUND -- Have you received any other forms of English instruction in high school? (You may give several answers) -- QUESTIONS ABOUT YOUR UNIVERSITY LEVEL STUDIES -- QUESTIONS ABOUT YOUR ATTENDING AN

ENGLISH-MEDIUM COURSE OR PROGRAM -- Indicate your reasons for attending an English-Medium course: -- QUESTIONS ABOUT YOUR UNDERSTANDING OF LECTURES IN YOUR FIRST LANGUAGE (SUCH AS NORWEGIAN). YOU MAY ANSWER ON THE BASIS OF COURSES YOU HAVE HAD EARLIER. -- QUESTIONS ABOUT YOUR UNDERSTANDING OF LECTURES IN ENGLISH -- IF YOU HAVE TIME TO ANSWER: -- CLIL in an English as a lingua franca (ELF) classroom -- 1. Introduction -- 2. The study: Setting and methodology -- 3. On conceptualising 'interactive explaining' -- 4. Analysing intex on lexical items -- 4.1 Explaining subject-specific terms.
4.2 Explaining general language terms. -- 5. Conclusions -- References -- Appendix -- Transcription conventions -- Language use and language learning in CLIL -- 1. Summary of findings -- 2. Contentious issues -- 2.1 Dilemmas of comparison and implications of research for practice -- 2.2 Policy and reality: tensions and pretensions -- 2.3 CLIL or CEIL (Content and English Integrated Learning)? -- 2.4 Integrating language and content - from duality to fusion? -- References -- Subject index -- The AILA Applied Linguistics Series.

Sommario/riassunto

Based on a longitudinal study of an international educational programme in English as the participants' lingua franca, this chapter argues for 'integrative explaining' as a new construct that offers direct access to analysing content and language integrated learning at the micro-level. A detailed discourse-pragmatic analysis of twelve lessons spread over two years in this tertiary classroom community of practice has revealed distinct patterns of explaining subject-specific versus general terms and expressions. The results offer new and revealing insights into, firstly, the community-specific discursive 'principle of joint forces' and, secondly, the different activation of subject- vs. language expertise in discursively integrating new concepts into already shared knowledge.