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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.
