



## ESSE-8: LONDON 2006

29 August – 2 September 2006

### **S21. English as the Medium of Instruction in European Schools: Analyzing Classroom Discourse**

**Wednesday 30 August: 9.30-11.30am**

Convenor: Tarja Nikula (University of Jyväskylä)

Email: [tnikula@cc.jyu.fi](mailto:tnikula@cc.jyu.fi)

Co-convenor: Christiane Dalton-Puffer (University of Vienna)

Email: [christiane.dalton-puffer@univie.ac.at](mailto:christiane.dalton-puffer@univie.ac.at)

In recent years, it has become increasingly commonplace in many European countries for mainstream schools to use English as the medium of instruction in non-language subjects (often referred to as CLIL: content and language integrated learning). However, there is still relatively little research on European CLIL education, especially as regards the local classroom practices of language use. This seminar brings together researchers who investigate the ways in which English is used both for complex and diverse tasks of subject matter learning and to accomplish social and relational functions in CLIL settings, illuminating the of nature these classrooms as language learning environments.

### **Spoken Competence in CLIL: a pragmatic take on recent Swiss data**

Denise Gassner (University of Geneva) & Didier Maillat (University of Lausanne)

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In our paper we will discuss some interesting findings in connection with a nation-wide research programme that was recently initiated in Switzerland on content and language integrated learning. We will investigate three types of discursive paradigms which demonstrate that CLIL-based teaching leads to considerable advances for the learners with respect to their spoken competence. Moreover, we want to study how this type of evidence supports the view that greater cognitive competence is achieved. Finally, we will present the types of teaching environment which are likely to stimulate the skills that are being investigated in our examples taken from a corpus of late English-immersion.

### **Vocabulary Profiles of English Foreign Language Learners in English as a Subject and as a Vehicular Language**

Rosa María Jiménez Catalán (University of La Rioja), Yolanda Ruiz de Zarobe & Jasone Cenoz Iragui (University of the Basque Country)

Does English foreign language learners' productive vocabulary vary according to the kind of teaching instruction? Are there differences or similarities concerning the number and the type of words produced by students in a writing task in different teaching situations?

In this session, we will report data from an investigation on the vocabulary production of sixth year students (10 year-olds). These students learn English as a foreign language in primary education in two instructional contexts: English as a subject versus English as content teaching, in two communities located in the North of Spain: La Rioja province and the Basque Country.

### **Negotiated Interactions and Negative Feedback in CLIL Settings**

Cristina Mariotti (University of Pavia)

This study focuses on repair trajectories in CLIL biology lessons in Italy. The language of instruction was English and teachers included native speakers of both Italian and English and two Italian teachers (an EFL teacher and a biology teacher) team-teaching in class. Negotiation sequences and teacher feedback to both content errors and non-standard forms in learner output were given particular attention. The results show that the CLIL approach can stimulate learner turn-taking and enhance interaction in the classroom. However, the negotiation sequences overall did not seem to bring about the conditions thought of as conducive to L2 acquisition, i.e. negative feedback and output-pushing moves.

### **Extramural Exposure to English among Swedish School Students and the CLIL Classroom**

Liss Kerstin Sylvén (Göteborg University)

This contribution addresses the relationship between extramural exposure to English among Swedish present-day school students and the type of teaching material used in the CLIL classroom. This particular interest is based on the hypothesis that lack of relevant teaching material in English for the Swedish curriculum serves as a trigger to use the vast amount of extracurricular contact with English among Swedish students in the classroom. A study looking into the amount and types of extramural contact and is presented and correlated to types of teaching material used.

### **Subject-specific Competence and Language Use of Bilingual Learners: the Case of Geography in Grade 10 in Germany**

Johannes Vollmer (University of Osnabrück)

The paper deals with the relationship between content knowledge and their linguistic realizations in L1/L2 within subject-specific contexts. In particular, it will present first results of an empirical research project on the relationship between subject-specific learning and language use in CLIL. Whereas in the past research has mainly focussed on the foreign language dimension and its increase through bilingual education, the present study is concerned with subject-specific learning results. Bilingual and monolingual learners of geography in grade 10 are compared and assessed in their performance on a multi-dimensional competence test. This will close a gap in the research on CLIL.