

Language functions & genres in CLIL

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CLIL concepts & declarations

communication – content – cognition – culture

(Coyle, Marsh, Wolff, passim; Coyle 2007)

„a dual focused approach“

Language of learning

Language for learning

Language through learning

How does this
materialize?

(Coyle, passim)

Discourse functions

- Analyzing
- Classifying
- Comparing
- Defining
- Describing
- Drawing conclusions
- Evaluating & assessing
- Explaining
- Hypothesizing
- Informing
- Narrating
- Persuading
- Predicting
- Requesting/giving information

(cf. Dalton-Puffer 2007, Zydati 2007,
Vollmer & Thrmann 2009)

Research Questions

- How much evidence is there for the functions?
- What are the realisations like linguistically and interactionally?
- Is there a meta-level?

defining

- (1) T: a kidney isah an internal organ ..(S: mhm) ah ..
that purifies the liquids inside you, ..
- (2) T: witnesses are people who can say aahm
...who can say I've seen it, I can swear that
[this is the truth
S2: [Zeugen
- (3) T: yes that's right a high involvement decision is
a decision where a lot of money or a lot of
time is necessary just to say yes or no

hypothesising

- 1 T: aahm .. how did how did the other people watching the presentation **how would you .. describe that phone call? ... especially**
- 2-4 ((3 turns on other business))
- 5 S7: **I would maybe** .. i would maybe not tell them the possible consequences äähm ...**I'd probably not** tell them the possible consequences at the first call.

hypothesising =

talk about non-factuals, what might/not be the case

results

Defining:

canonical definitions

“x is a Y, which is/has/does...”

extremely rare (5 in 40 lessons)

generally not frequent

40% of lessons are without

definition, define do not occur

often replaced by translations

Hypothesising:

no canonical structure

but “signal words”

let’s say, imagine

greater linguistic difficulty

– conditionals, modals

less than once per lesson

no meta-language

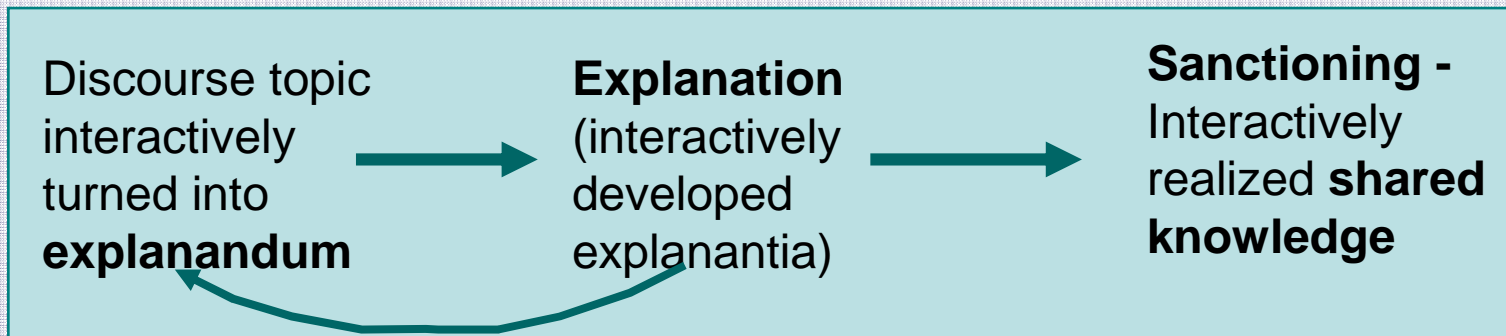
INTEX interactive explaining

Classroom discourse = social activity

Student 1

Teacher

Student 2



Student 4

Student 5

Student n

(Teacher 2)

(cf. Smit 2008,2010)

genre

content embodied in (lexical) meanings

but also important:

forms in which meanings/content can best be expressed

- everyday consciousness >> disciplinary knowledge
- academic genres, school genres

SFL perspective (genre, register)

e.g. history: account, personal recount, report,
exposition (Morton 2010)

Research tasks

- Refine inventory of functions
- Elaborate theoretical grounding
- Identify realizations in whole class talk, on task, in writing
- Identify favourable situations/contexts/activities
- Translate into suggestions for pedagogical practice