



The interpersonal function of language in secondary CLIL classrooms. Collaborative research project with Universidad Autonoma de Madrid

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Proposal under review.

This project presents an analysis of the language of Spanish and Austrian secondary school pupils who are studying a number of school subjects through the medium of English (Content and Language Integrated Learning, or CLIL), focusing on the interpersonal function at the lexico-grammatical and discourse/pragmatic levels of their spoken and written English. The aim of the study is to identify the different uses of interpersonal language (in terms of communicative functions, lexis, graduation, modality, projection/identifying sources, etc...), and the problems the pupils have in the expression of this function in English. To identify specific difficulties, a study of parallel data by students learning the same subjects in their first language, Spanish, and data from students with a different mother-tongue (German) will be analysed. A final objective is to compare the linguistic behaviour of CLIL students with that of non-CLIL in the University Entrance Examination in English for these interpersonal features. With this study, which is both transversal and longitudinal, we hope to be able to draw a profile of the use of the interpersonal function in the spoken and written interlanguage of Spanish CLIL pupils. This will provide the empirical data necessary to refine the approach to what is a priority field in education, both in the European Union as a whole and in Spain.