

### **Defining across languages, modes and fields in CLIL programs**

**Keywords:** Content and language integrated learning (CLIL), Definitions, Languages (English L2 - Spanish L1), Modes (spoken - written), Fields (History - Science)

Managing specific forms of disciplinary expression is regarded as a factor of academic success (Council of Europe recommendations, 2014). One of the core cognitive discourse functions (Dalton-Puffer, 2016) that students perform across academic subjects is defining. In this paper, we compare definitions by primary school students who study History and Science through English in CLIL (content and language integrated learning) programs. We compare a) students' English definitions in History across modes (written and spoken); b) their definitions in History across languages (English-L2 and Spanish-L1); and c) their definitions across fields (History and Science). For the analysis we combine a definitional construct developed by Trimble (1985) and the SFL (systemic functional linguistics) model (Halliday and Mathiessen 2004; Martin, 2013), as well as Legitimation Code Theory and the concept of semantic waves (Maton, 2013).

The results show different types and structures of definitions across modes (spoken and written) and fields (History and Science), but not across languages (L2 and L1). The results have interesting implications such as the transfer of definitional resources across languages (L2 and L1) as well as the role of mediating students' oral production of cognitive discourse functions (CDFs) such as definitions, drawing on the concept of semantic gravity.

#### **References**

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