

Contents

1	Introduction.....	1
	References.....	7
 Part I New Perspectives on CLIL		
2	Development of CLIL into Diverse Contexts.....	11
2.1	Concept and Principles of CLIL	11
2.2	CLIL's Separation from Other Similar Educational Approaches	15
2.3	Development of CLIL in Europe Since the 1990s.....	18
2.4	Globalization and CLIL	23
2.5	CLIL's Expansion Beyond Europe.....	26
2.6	The Subjects of CLIL.....	29
	References.....	33
3	A New Perspective on Integrating Physical Education and Language Learning	37
3.1	PE as a CLIL Subject.....	37
3.2	Early Connections Between Language and Movement: Total Physical Response	40
3.3	Social Interaction in PE	41
3.4	Individual and Spatial Freedom for Language Practice in CLIL PE.....	43
3.5	Speaking Opportunities in CLIL PE.....	45
3.6	A Social Constructivist Approach to PE Teaching	48
3.7	Multisensory Experience of Language Through Movement	49
3.8	Motivation in CLIL PE	50
3.8.1	Autonomy, Cooperation, and Orientation in PE	51
3.8.2	Language Authenticity in CLIL PE.....	53
	References.....	57

4	Exploring Social Interaction as a Resource in CLIL	61
4.1	The Affordance of Social Interaction.....	61
4.2	The Role of Context in Learning	64
4.3	Learning Through Social Interaction: A Sociocultural Perspective.....	64
4.3.1	Object-regulation, Other-regulation, and Self-regulation	65
4.3.2	The Zone of Proximal Development (ZPD) and Play	67
4.3.3	Scaffolding	69
4.3.4	Intersubjectivity.....	70
4.4	Language Learning Through Interaction	70
4.5	Learning Language by Talking	72
4.6	Research on Language Abilities in CLIL Contexts	73
4.7	Research on Interaction in CLIL Contexts	77
	References.....	82
5	Uncovering Peer Interactions as a Resource for Learning	87
5.1	Defining Peer Interactions.....	87
5.2	The Complexity of Peer Interactions	89
5.3	Constellations of Peer Interactions for Learning in CLIL	91
5.3.1	Interactions with More Capable Peers	93
5.3.2	Interactions with Equal Peers.....	96
5.3.3	Interactions with Less Capable Peers.....	99
5.3.4	Inner Resources.....	101
	References.....	104
6	Investigating Peer Interactions in CLIL Contexts	107
6.1	Ethnography.....	107
6.2	Microethnography.....	111
6.3	Discourse Analysis.....	113
6.4	Conversation Analysis.....	115
6.4.1	Types of Talk-in-Interaction.....	117
6.4.2	Turns and Sequences.....	118
6.4.3	Repair	119
	References.....	122
 Part II Case Study		
7	Identifying Foreign Language Use in Peer Interactions	127
7.1	Research Setting.....	129
7.1.1	The Schools.....	130
7.1.2	The Teachers	131
7.2	Research Process in a Conversation Analytic Study.....	131
7.3	Defining Eight Language Learner Operations (LLOs)	136
7.3.1	Private Speech	137
7.3.2	Noticing.....	138
7.3.3	Language Play	138

7.3.4	Communication Strategies	139
7.3.5	Negotiation of Meaning	140
7.3.6	Language Scaffolding	141
7.3.7	Content Scaffolding.....	142
7.3.8	Binary Scaffolding	142
	References.....	144
8	Learners Helping Learners: Peer Scaffolding.....	147
8.1	Content Scaffolding	148
8.1.1	Question and Answer Exchanges	149
8.1.2	Role of Language Expert Peers.....	154
8.1.3	Language Choice in Expert-Novice Exchanges.....	156
8.2	Language Scaffolding	158
8.3	Discussion	161
8.4	Quantification of Content and Language Scaffolding.....	163
	References.....	165
9	Learners Regulating Linguistic and Cognitive Behavior	167
9.1	Noticing and Communication Strategies in Peer Interactions.....	168
9.1.1	Self-regulation and Intersubjectivity During Equal Peer Interactions	171
9.1.2	Other-Repair on Communication Strategies by Expert Peers	174
9.2	Negotiation of Meaning	175
9.2.1	Negotiating the Physical World and the Foreign Language.....	176
9.2.2	Negotiating About Authentic and Meaningful Content.....	177
9.3	Discussion	180
9.4	Quantification of Noticing, Communication Strategies, and Negotiation of Meaning	183
	References.....	184
10	Learners Practicing and Playing with the Foreign Language	187
10.1	Private Speech.....	187
10.2	Language Play.....	190
10.2.1	Playing with Sounds and Words: Language Play as Rehearsal.....	194
10.2.2	Creating Fictions Through Language Play: The “Shared-Worlds Hypothesis”	196
10.2.3	Building Social Rapport with Equal Peers: Bizarre Voices and Fake Accents	199
10.2.4	Vernacular Foreign Language Use: Taboo Words and Verbal Humor	202

10.3	Discussion	204
10.4	Quantification of Private Speech and Language Play	208
	References.....	210
 Part III Implications and Applications		
11	Pedagogical Implications	215
11.1	Implications for CLIL PE	215
11.2	Language, Sports, and Integration	221
11.3	Implications for CLIL in Other Contexts.....	223
11.4	Outlook into the Future of CLIL in New Contexts	226
	References.....	228
12	Conclusion	231
	Appendix	237
	Index.....	241