CLIL at the University Level: Relating Language Teaching with and through Content Teaching

CLIL a nivel universitario: articular enseñanza de idiomas con y mediante enseñanza de contenidos

Daniel J. Fernández
Universidad Nacional del Litoral
(Santa Fe, Argentina)

Abstract
This study explores how the relationship between content and foreign language learning/teaching has evolved over the last few decades, particularly examining how the key concepts of content, language and language learning merge into CLIL. It then presents an analysis of a pedagogical experience: the case of Business English at the School of Economics, Universidad Nacional del Litora, Argentina, and offers some provisional conclusions which can be de-contextualised, generalised and re-contextualised.
Key Words: CLIL; content-based teaching; content-based learning; foreign language learning.

Resumen
Me interesa explorar aquí cómo la relación contenido y aprendizaje/enseñanza de una lengua extranjera ha evolucionado en las últimas décadas. Me detendré en los conceptos clave contenido, lenguaje y aprendizaje de una lengua para ver cómo se amalgaman en CLIL. Luego analizaré una experiencia pedagógica: el caso de Inglés para los negocios en las Facultad de Ciencias Económicas, Universidad Nacional del Litoral para finalizar con algunas conclusiones provisorias que, en mi opinión, pueden ser de-contextualizadas, generalizadas y re-contextualizadas.
Palabras Claves: CLIL; enseñanza por contenidos; aprendizaje por contenidos; aprendizaje de una lengua extranjera.

INTRODUCTION

A quick look at the number of titles, topics, papers and research works that appear when one carries out a web search on CLIL clearly shows the varying degrees of interpretations of the acronym. Heterogeneity and indeterminacy seem to stand out as the main features. A second and more careful reading gives rise to the question: What makes Content and Language Integrated Learning (CLIL) different from other approaches and methodologies developed within the framework of Content-Based Instruction (CBI), take say Content-Based Learning (CBL), English for Specific Purposes (ESP) (with all its derivations), Cognitive Academic Language Learning Activities (CALLA), Language Across the Curriculum and even Task-Based Learning (TBL), amongst others? I would like to suggest that the differences are basically ontological and, consequentially, epistemological. In layman's terms, how we proceed depends on how we view the key concepts that get amalgamated in CLIL and on how we define the relationship that binds

them. Theoretically, these approaches (some would call them methodologies) get bundled together because they share some assumptions, namely:

- Teaching/learning a foreign language is an educational practice;
- Content is inseparable from linguistic expression;
- It is necessary to coordinate the learning of language and subject-matter;
- Language is the major medium of instruction and learning;
- Subject-matter content contextualizes language learning.

Cazden (1977:42), in discussing first language teaching with children, says: "We must remember that language is learned, not because we want to talk or read about language (some of us do)1, but because we want to talk and read and write about the world."

As Dewey (1900, 1916) explains, education is the first approximation a learner has to the activities of society, and discourse is the instrument that helps the learner to understand and carry on these activities. This idea has often been taken on board by experts on foreign language curriculum design and it underlies many EFL educational proposals. However, we need to see the extent to which it has actually impinged on foreign language teaching policies. Language teachers have remained language teachers, and have not striven much to help learners to learn the language they need to communicate subject-matter content, and content teachers have not worked their hardest to provide learners with strategies that will help them to understand subject-matter, maybe, in part, because they do not equate discipline with discourse; in other words, they do not see that subject-matter content is a linguistic construal. The joint task of both groups has always been a difficult endeavour; a challenge I am not interested in discussing here.

We need to study how these views of foreign language teaching and learning fit in a relatively new educational paradigm in which the centrality of process is brought to the foreground while product lives in the background; a framework where learning has moved from the acquisition of knowledge and skills into the development of the competence and expertise that learning produces; a standpoint where the emphasis is put on memory organisation, information processing and problem solving. A look into the theoretical models that have related language and content might help us to get a clearer picture.

The first question we need to answer is whether CLIL belongs to the field of Language for Specific Purposes (LSP). The immediate answer is that, in part, it does. The questions that follow ask how it does NOT belong into LSP and whether CLIL entails a specific methodology. To find a relatively satisfactory answer to these questions we need to see what makes CLIL different from ESP, CBI, CALLA and other content-oriented approaches.

In order to explore this issue, let's look at a bit of history in an oversimplified manner. Most of us remember that the 70's became the ground for serious discussion on ELT syllabus design. Wilkins's (1976) contributions on *synthetic* and *analytic* approaches will bring back to our minds the advent of the notional syllabus which, in those days, emerged as different from the traditional structural or grammatical syllabus, and as a result of new epistemological linguistic models that looked at language from a socio- and pragma-linguistic angle.

The following decade was a time of profound analysis, comparison and exploration of possible combinations of already existing forms of input manipulation. Dubin and Olshtain (1986), Yalden (1987), Krahnke (1987) and Prabhu (1987), amongst others, came up with proposals in which structures, notions and functions interplayed at different levels and in different ways. There seemed to be then three basic ways of designing syllabuses: *structural,*

---

[1] The parentheses are ours.

notional-functional and situational. While the first one focussed on the speaker's largely unconscious knowledge of forms (competence), the second, taking on board a sociolinguistic perspective, capitalised on the notion of *Communicative Competence* as put forward by Dell Hymes in the 60's, emphasised the importance of linguistic notions and functions and brought fluency to the foreground while accuracy remained somewhere in the background, which, in the field of foreign language teaching, brought about abundant dangerous misunderstandings that impinged negatively on EFL pedagogy. It would be unfair not to mention the impact Widdowson's proposal had on these issues in the late 70's. In 1979, Widdowson put forward an integrative model where he combined rules of *usage* (grammar), rules of *use* (discourse), and rules of *performance* (procedures for negotiating meanings), and two years later suggested that human behaviour was not so much rule-governed as merely rule-referenced (Eskey, in Snow and Brinton, 1997:136). Widdowson's applied linguistic contribution to the field had a tremendous impact on EFL teaching in Latin America, and in our country, it became the model that underlay practically 100% of university foreign language teaching. The Widdowsonian distinction between *linguistic skills* and *communicative abilities*, and the pedagogical implications that Widdowson brought to light in pairs such as *reciprocal* and *non-reciprocal activities*, *assimilation* and *discrimination processes*, *retrospective* and *prospective interpretation*, *rhetorical transformation* and *information transfer,* not to mention *gradual approximation analysis*, marked our teaching practices. I have the impression that things have not changed much since then. With different forms and levels of interaction, depending on the context at which EFL is taught, content and language have always interplayed in foreign language teaching and learning.

Let's start moving now towards more CLIL-connected issues and focus on the three approaches mentioned earlier in this presentation. I would like to compare CBI, LSP and finally CLIL.

CBI is theoretically informed mainly by the work of Krashen's (1982, 1985) I+1 hypothesis: In contexts of instruction, language is acquired incidentally when the learner is exposed to comprehensible L2 input; Swain's (1985, 1993) output hypothesis: Learning depends on explicit attention to productive skills and *focus on relevant and contextually appropriate language forms to support content-learning activities in the classroom* (In Grabe & Stoller, 1997:6-7), and Cummins (1984) notions of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) — *students need to develop CALP if they are to succeed in academic L2 learning contexts* (*Ibídem*:8). CBI also gets scaffolding from educational and cognitive psychology theories that explore the issues of motivation and interest, and empirical support from CBI, ESL and EFL programme outcomes.

A careful analysis of the development of ESP, on the other hand, brings together key concepts such as register analysis, rhetorical/discourse analysis, situational analysis, skills and strategies, needs analysis, learning-centred processes (Hutchinson and Waters, 1998) and authenticity of input and purpose, which seem to characterise all academic proposals in the field.

My third and last move is towards CLIL, and to explore it, I have compiled in the table that follows some information we may examine and compare:

CBI *(Slightly adapted from Grabe and Stoller, 1997)*	LSP *(Slightly adapted from Dudley-Evans and St John, 1998)*	CLIL *(Marsh, (1994), CLIL Compendium)*
• Exposure to language to learn content; • Input is incidental, comprehensible and relevant; • Learning is contextualised; • Language embedded in relevant discourse contexts; • Explicit language instruction integrated with content instruction in a relevant and purposeful context; • Use of learners' content knowledge and expertise; • Demythologisation of content banality; • Integration of content, disciplinary problems and strategic solutions to the problems; • Discipline methodology, cooperative learning, apprenticeship learning, experiential learning task-based and project-based learning; • Flexibility in curricular activities sequencing.	• Designed to meet specific needs; • Related in content (themes and topics) to particular disciplines, occupations and activities; • Centred on language (syntax, lexis, discourse, semantics and discourse) appropriate to activities; • Non GE-oriented; • (Restricted to a specific learning skill); • No pre-ordained methodology (discipline, strategy or need dependent).	• Learning subject-matter content through the medium of a foreign language and learning a foreign language by studying subject-matter content; • Language is a tool for learning and communicating; • Content determines the language to be learnt; • Integration of receptive and productive skills; • Reading and listening are re-dimensioned; • Language is functional and input manipulation depends on disciplinary context, language and content; • Lexicon is of paramount importance; • Discourse rules are brought to the foreground; • Task-oriented.

We can broadly summarise these features as follows:

- In CBI, content teaching puts the emphasis on communicating information, not on the language used, which seems to suggest that CBI is mainly concerned with content.

- In LSP, learning seems to depend on explicit attention to productive skills and focuses on relevant and contextually appropriate language forms, functions and tasks to solve specific problems in specific scenarios.
- In CBI and LSP, language teachers help students to learn the language they need to study subject-matter in a foreign language and content teachers devise strategies to help students understand content.

A new question emerges: has it ever happened this way in Argentina? In my opinion, it has not or rather the effort has not been enough. Possible explanations are:

- Language teachers are not trained for subject-matter teaching and content teachers are not trained to teach language;
- In theory, we can understand that a discipline is a discourse matter and that knowledge is a language matter, but in reality, we do not see how this happens, which is highly consequential. Only when we are aware of this discourse-content interplay and make it explicit, can we talk about it and teach it.

Finally, CLIL assumes that content is a discourse construction and teaches the language forms that will allow comprehension of disciplinary discourse, thus integrating form, function and meaning in its ideational, interpersonal and textual manifestations. This is basically a *cross-curriculum* perspective. Again, a question comes to my mind. How new is this? In 1979 Widdowson wrote:

> A common assumption among language teachers seems to be […] that the essential task is to teach a selection of words and structures, that is to say elements of usage, and that this alone will provide for communicative needs in whichever area of use is relevant to the learner at a more advanced age. What I am suggesting is that we should think of an area (or areas) of use right from the beginning and base our selection, grading and presentation on that. (p. 15)

and added:

> The kind of language course that I envisage is one which deals with a selection of topics taken from other subjects: simple experiments in physics and chemistry, biological processes in plants and animals, map drawing, description of basic geological features, descriptions of historical events and so on. (p. 16)

These ideas were then made tangible in 1979 in the series *Reading and Thinking in English* (Oxford University Press) where the notion of disciplinary discourse was embraced from an integrated structural-notional-functional perspective; and was also instantiated in series like Johnston & Johnston's (1990) *Content Points* (Addison-Wesley Publishing Co.).

I will now round up and move forward to the concrete classroom-anchored implementation of CLIL at the School of Economics at Universidad Nacional del Litoral.

The literature on CBI and related approaches and methodologies—CLIL amongst them— seems to indicate that there are multiple ways of looking at and implementing it. Stoller & Grabe (1997) put forward at least eight.

CAL | EAP | UFLI | CBIDS | | GBA | LIP | CALLA | WLA
Burkart *et al,* (1994) Crandall (1987) | Brinton *et al* (1989) | Krueger *et al* (1993), Wesche, (1993) | Mohan (1986) | | Halliday (1993) Martin (1993) Eggins (1994) | Swain (1988) Met (1993) | Chamot & O'Malle y(1994) | Enright & McCloskey (1988)
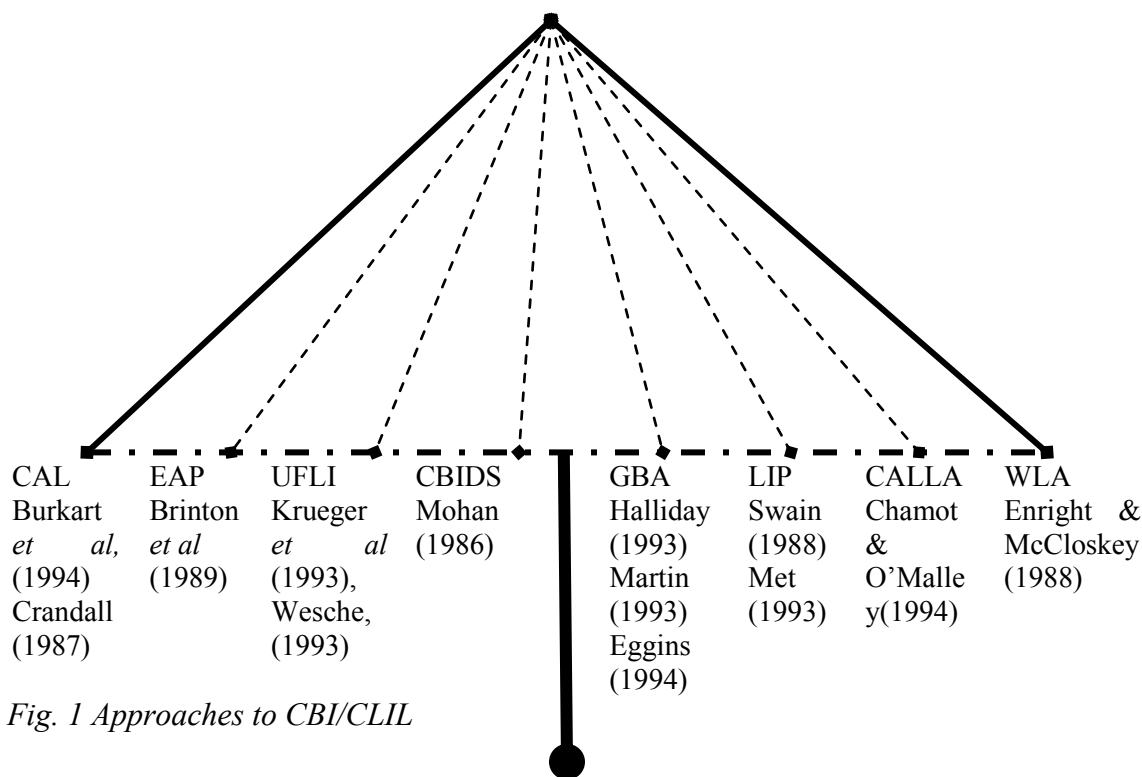
Fig. 1 Approaches to CBI/CLIL

It seems to me that a clear way of bringing all these ideas together is by going back to Mohan's (1986) description of the combinations of language and content. The author speaks of three possible ways of dealing with this issue:

1. Language teaching by content teaching:
   a. The focus is on content instruction.
   b. Language skills are developed incidentally.
2. Language teaching with content teaching:
   a. The focus is on content and language.
   b. Learners are taught the language they need to further content learning.
3. Language teaching for content teaching:
   a. The focus is on language.
   b. Learners are taught the language they need to negotiate disciplinary meaning.

I would like to add a fourth possible combination. In my opinion, this has become the mainstream of most content + language oriented approaches and methodologies in Latin America and it has had an obvious impact on material development. To maintain the type of denomination used by Mohan, I will call it:

4. Language teaching *through* content teaching:
   a. The focus is on language; its multi-functionality and multi-exponentiality makes it different from 2 and 3 above.
   b. It aims to teach language, introduce new subsidiary subject-matter related topics and exemplify or expand, from a communicational perspective, subject-matter content students already know. This makes it different from CBI and LSP.

METHODOLOGY: CLIL AT THE SCHOOLF OF ECONOMICS, UNIVERSIDAD NACIONAL DEL LITORAL – SANTA FE

CLIL is basically a theme-based approach to language instruction. Brinton, Snow and Wesche (1989) explain that all CBI is theme-based, which justifies in a way why, in the literature, CBI and (Theme-Based Instruction) TBI are often used interchangeably. Theme is to be understood as subject-matter content.

Some years ago, I said that to work out an academic proposal implied exploring different areas of knowledge and diversified educational fields, and that a language teaching programme brought together experiential and validated knowledge, which in the case of foreign language teaching, comes from the areas of Education, Language Acquisition, Pedagogy, Linguistics, Applied Linguistics, Psycholinguistics and Information Theory (Fernández, 2006). I also said that planning meant:

> …contextualising approaches, methods and contents on the basis of our goals and the professional profile set up by the institution where teaching occurs, and that planning is organic and subject to permanent adjustment, strategic content cut-outs and renewed pedagogic practices derived and developed on the basis of classroom research (Fernández, 2006: 2).

Technical English (TE) at the School of Economics (SE) was integrated to the school curriculum and implemented back in 1994 as a reading comprehension course with a focus on discourse interpretation based on text analysis (propositional concatenation and elocutionary development) in discipline-related documents selected on the basis of academic interest and genuineness. It was a one-skill oriented pedagogic proposal with a functional-notional flavour that fit what in our country[2] was, and still is, a widely spread model of EFL teaching and learning in higher education. TE in Argentina has become synonymous with reading comprehension. There were and still are sound reasons for this association (the space of foreign language in university curricula, the curriculum of foreign languages and an over-generalised and strong, sometimes exaggerated and not always empirically supported emphasis on learners' academic and professional needs).

In the year 2000 things started to change. As Chair of TE, I proposed a substantial and substantive modification which was accepted by the school authorities. This came about together with new winds of change in the Foreign Language Curricula at UNL. A new academic structure was designed and adopted at our university. Amongst several curriculum modifications, the Initial Cycle for foreign language learning was implemented. Since then, at some point during the first three years of their academic programmes, students are to show they can perform in a foreign language at the levels described below. It is estimated that the level of proficiency required implies approximately 240 hours of training in General Language and the expected levels of achievement are:

- *Receptive skills*
    - o Listening: B1 (Independent user)
    - o Reading: B2 (Independent user)
- *Productive skills*
    - o Speaking: A2 (Basic user)
    - o Writing: A2 (Basic user)

This was and still is the point of departure for the TE academic proposal, which has the structure described in Fig. 2.

---

[2] Dudley Evans & St John (1998) say it was a Latin American movement.

```
┌─────────┐           ┌──────────┐
│   G E   │ - - - - ─▶│   CLIL   │
└─────────┘           └──────────┘
                           │
                           ▼
        ┌──────────┬──────────┬──────────┐
        │   EAP    │    BE    │   EOP    │
        └──────────┴──────────┴──────────┘
             │                     │
             ▼                     ▼
┌──────────────────────────────────────────────────┐
│ 1st. T    EGBP    Technical    ESBP      2nd. T    │
│                    English                         │
└──────────────────────────────────────────────────┘
             │          │          │
             ▼          ▼          ▼
        ┌──────────┬──────────┬──────────┐
        │   CBI    │          │   TBL    │
        │   TBL    │   CLIL   │  ERICA   │
        │  CALLA   │          │   PW     │
        │          │          │   CS     │
        └──────────┴──────────┴──────────┘
```
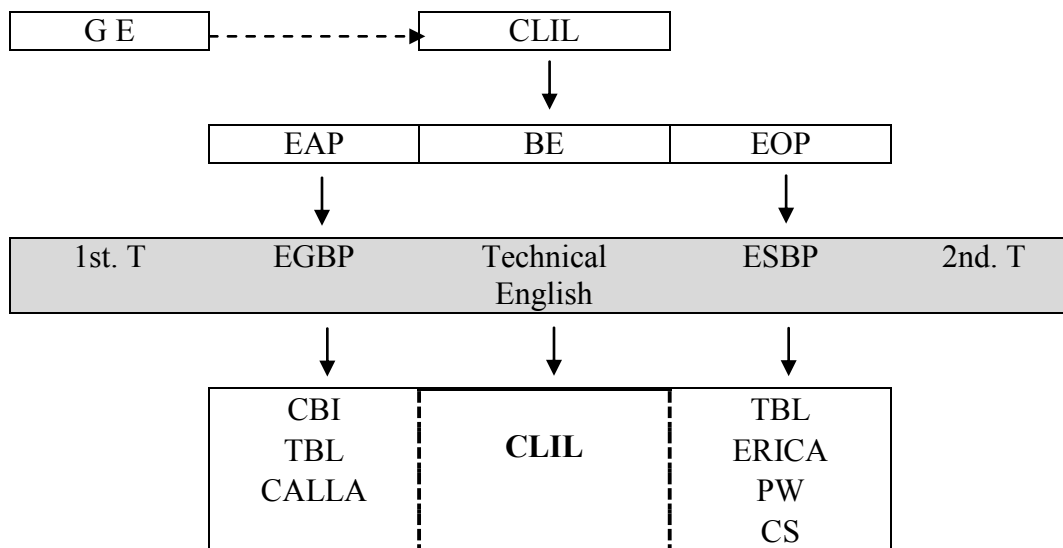
Fig. 2 Our academic proposal[3]

The expected levels of achievement for TE are:
- *Receptive skills*
  - Listening: B1+ (Independent user)
  - Reading: C2 (Competent user)
- *Productive skills*
  - Speaking: B1 (Independent user)
  - Writing: B1+ (Independent user)

The treatment of macro-skills, which aims to integrate them with an emphasis on *reading* and *writing* disciplinary and professional discourses is described in Fig. 3.

| **Initial Cycle** | Terms | | | | **Technical English** | Terms | |
	1st.	*2nd.*	*3rd.*	*4th*		*1st.*	*2nd.*
Listening	+	+	+/-	+/-	*Listening*	+	+/-
Speaking	+	+	+/-	+/-	*Speaking*	+/-	+/-
Reading	+	+	+	+	*Reading*	+	+
Writing	+/-	+/-	+/-	+	*Writing*	+/-	+
+ =more emphasis +/- = less emphasis							

Fig. 3 Treatment of macro-skills at the Initial Cycle and TE[4]

Our Teaching Environment

Our learners bring to our classrooms:
- Implicit linguistic knowledge of their L1 and explicit linguistic knowledge of EFL;
- World shared knowledge;
- Already shaped-up learning styles;
- Relative self-confidence;

---

[3] *Adapted from Fernández (2006)*
[4] *Adapted from Fernández(2006)*

- Academic goals which are somehow clear and definite;
- Expectations as learners and prospective professionals.

As taken from the learner/professional profile description presented in the School Academic Proposal, students, as prospective professionals, are expected to receive:

- A general and flexible education which brings together theoretical and procedural content;
- Instrumental training that will allow them to interact constructively in problem-solving situations in a highly complex professional environment;
- Instruments to operate in globalised scenarios and multidisciplinary academic and professional contexts.

Our proposal relates language teaching *with* and *through* content teaching. We find this the most adequate choice for a CLIL-oriented EFL situation. We understand that a content-based teaching strategy does not work if learners do not understand the discourse of the content course. This again poses a challenge. In principle there is no problem to determine what language to teach and how to organise input for instructional purposes. Selection processes depend on both use and usage. Input manipulation offers the possibility of choice from a meaning continuum instantiated in the systems of transitivity, theme and MOOD structures (Halliday [1985] – 2004). The selection and grading of content, however, has always brought about some interesting discussion. We adhere to the following principles:

- Avoid redundancy. That is, do not teach in English what students already learn in Spanish;
- Avoid banality. That is, do not teach the obvious as if it were new, do not test them on topics they have already been tested, and do not oversimplify content issues;
- Aim at enhancing, projecting, instantiating, exemplifying, comparing analyzing, synthesizing or re-dimensioning topics dealt with in the subject-matter areas;
- Input must be linguistically processable. As B. Mohan wrote:

    …this fits common sense. A person who wanted to learn Russian and also wanted to learn nuclear physics would not choose to attend a course on nuclear physics taught in Russian. The likely result would be to learn neither (1986: 9).

Content in TE includes topics related to specific disciplinary subject-matter looked at from a communicational perspective. We are more interested in having learners use, negotiate and re-construct subject-matter meaning than in introducing new specific contents from the fields of Accounting, Economy and/or Administration. For example:

We do not teach:	Instead, we teach:
- Management - E-Commerce - Administration - Marketing - Costs	- International team training through virtual communication - Buying and selling on the Internet - Innovative recruitment strategies and headhunting - Advertising: Cultural impact on image promotion - Analysing and communicating price trends

This, in turn, allows for the introduction of new content items (linguistic and subsidiary aspects of subject-matter), which, as I said, enhance, project, exemplify, compare and integrate the knowledge our students bring from other subjects. For example:

Through:	We teach:
- International team training through virtual communication - Buying and selling on the Internet - Cultural impact on image promotion - Employment–labour/work force - Research reports	- Writing e-mails, chat, blogging (genre) - Negotiation strategies (Interpersonal meaning) - Cultural awareness - CVs cultural differences (genre)–Job seeking strategies - Academic language, disciplinary discourses, professional speech

Skills

We also integrate different communicative skills and semantically and functionally related strategies:

From GE	From BE (CBI)
Meet people for the first time - - -►	Talk about what you do and open a meeting
Talk about likes and dislikes - - -►	Describe products and give opinions
Present new information - - -►	Talk about trends using a power point presentation, describe graphs
Writing - - -►	Write messages, notes, e-mails, memos, letters, short reports, research reports, CVs

Methodology

Three aspects of content	GE & SLT Methodology
- Core subject matter related issues from a communicational perspective - Disciplinary discourse: EAP, genre analysis - Language	Problem solving Case study Macro skill practice (strategies) Research report writing Language awareness (All dimensions) Virtual communication Genre engineering Micro skill practice (Aspects of form)

How Do Language Theories Converge in Our Proposal?

Fig. 4 shows the main linguistic theoretical models that underlie our academic proposal.
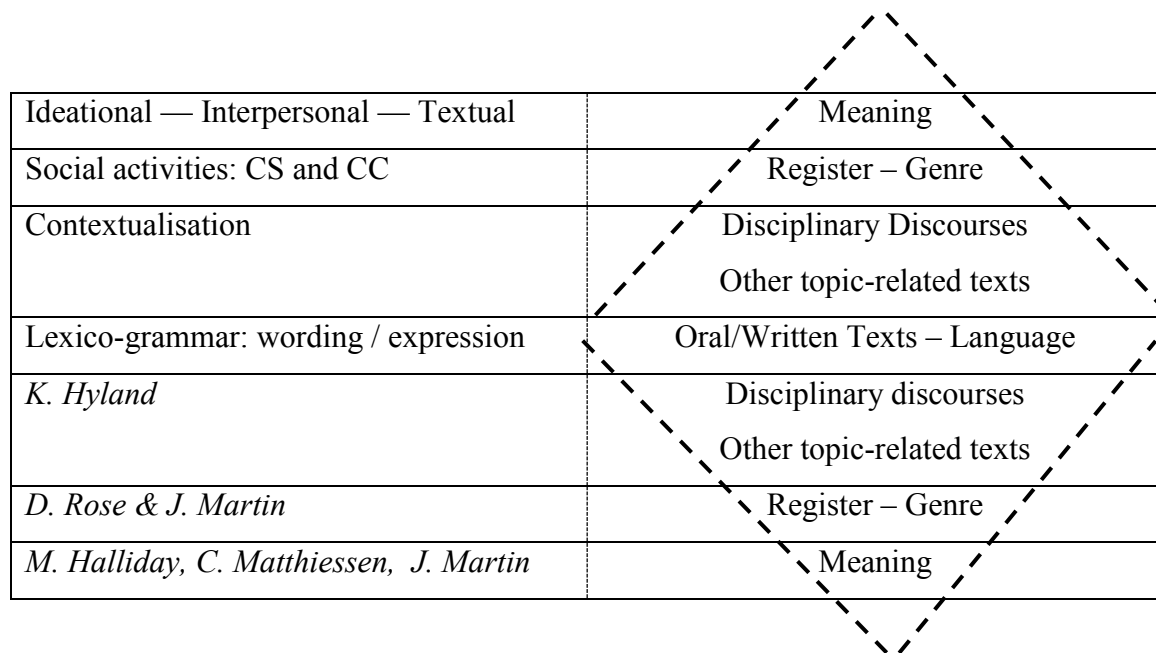
Ideational — Interpersonal — Textual	Meaning
Social activities: CS and CC	Register – Genre
Contextualisation	Disciplinary Discourses Other topic-related texts
Lexico-grammar: wording / expression	Oral/Written Texts – Language
K. Hyland	Disciplinary discourses Other topic-related texts
D. Rose & J. Martin	Register – Genre
M. Halliday, C. Matthiessen, J. Martin	Meaning

Fig. 4 Theoretical bases

Disciplinary discourses are studied following Hyland's (1999) triangulated approach to discourse data, which involves grammatical analysis from a functional perspective, the study of genre engineering and the description of register based on the analysis of the interplay between *tenor*, *field* and *mode*. Discourse processing is also expanded by incorporating Schema Theory to the analysis (Widdowson, 1983). We find this is an appropriate methodology for the exploration of both linguistic and disciplinary content.

An Academic Bonus

In 2007 INDICE was created. INDICE is a university institute for the study of academic and professional discourses in the Economic Sciences. INDICE is a research centre dedicated to linguistic research on discourse analysis. Language teachers, content teachers and advanced students work collaboratively and develop research projects—we are currently working on *Disciplinary Discourses in Plurilingual Contexts: The grammaticalisation of knowledge in academic and professional communities of practice and peripheral legitimate participation*. To be submitted to external evaluation our work was described as follows:

> In the framework of the process of education and research internationalisation UNL is involved in, the need for a technical approximation to the study of academic and professional discourses is of utmost importance, both to have access to and belong into the knowledge society we all construe. This project aims to explore the construal of interpersonal meaning, the mechanisms of information distribution and thematisation and the coexistence of paradigmatic and narrative thinking processes in the grammaticalisation of knowledge in disciplinary discourses from an epistemological standpoint that integrates the tenets of the Sidney School of Linguistics (Systemic Functional Linguistics (SFL)), Register and Genre Theory (RGT) and Study of Disciplinary

Discourses – London School of Education, London University). We will also try to describe how multimodal disciplinary discourses impact on knowledge engineering, how these discourses are part of the identity and operate on the thinking processes of the communities of practice they generate and circulate in and how they get shaped up by the context of culture. We are interested in relating the results of our investigation with possible didactic practices which may in turn enrich the teaching of L1, L2 and foreign languages in plurilingual university contexts.

The results we obtain from our research inform our teaching and allow us to permanently update our pedagogic practices.

RESULTS: FROM THEORY TO PRACTICE—HOW WE THINK OF AND PLAN OUR TEACHING; A SAMPLE MODULE IN TE AT FCE - UNL

A module may or may not coincide with a 120-minute lesson. On average one module takes two lessons, that is, 240 minutes. Language awareness activities are generally assigned as homework or dealt with in class only if required. We like to think of a lesson as a textual construction, with a thematic super-ordinate topic (disciplinary content), derived related topics, and oral and written activities which construe tasks that relate one to another following the logic of a natural communicative event. Subject-matter content is distributed in different units of information and serves as ground to thematically related texts. The teaching process is basically an act of meaning negotiation. Fig. 5 shows the design of an academic module. We find it useful to organise our material and activities following Stoller & Grabe's (1997) Six T's Approach. In Fig. 6 we present some classroom practices and relate them to some EFL teaching models.

THEME (Content Framework)	Super-ordinate topic	- Disciplinary content. - A meaning construction, - Theoretical construct - Management	- Students previous subject-matter content, - Thematically relevant, - Construed in the amalgamation of texts on related disciplinary issues, - It contextualises the teaching event, - Exploration and development of *knowledge structure*.
TEXTS (Language)	Content resources	- Flow chart - Diagram - Conference (oral) - Web pages	(Input manipulation)[5] Selection criteria: - Thematic relevance, - Skill restriction - Lexical and

[5] See also Widdowson (1979) on simplification issues.

			• functional selection, • Content-language balance.
TOPICS (Content)	Subject-matter content subfields	**Firm organisation** **Management training**	
THREADS (Thematic connections)	Cross-curricular abstract connections	**Ethics** **Power**	
TASKS (Meaning negotiation, information processing, communication, learning)	E-mailing, Listening to a conference, Reporting research, Summarising, Note taking, Virtual group discussion, Web quest.	**Virtual negotiations** **A research project** **A** **management** **proposal**	• Academic • Professional • Cognitive Multimodality Disciplinary Discourses Genre Analysis
TRANSITIONS (planning)	TOPIC and TASK organisation		
		Privacy	

Fig. 5 A module plan

THEME & THREADS	T H R E A D S	Notes
1. Brainstorming 2. Group discussion 3. Question and answer 4. Reporting bibliographic research 5. Elaborating conclusions		For this section we incorporate Mohan's Knowledge Structure based on the notion of activity as a combination of theoretical knowledge and practical or experiential knowledge *Action situation* / *Background Knowledge* table below Transfer of language and thinking skills

The Notes cell contains the following sub-table:

Action situation	Background Knowledge
Description	Classification
Sequence	Principles
Choice	Evaluation

TOPICS & TASKS	T R A N S I T I O N S	

1. Reading
2. Writing
3. Listening
4. Speaking
5. Lectures and talks
   a. Recognising the organisation
   b. Finding central information
6. Note taking
7. Reconstructing
8. Problem solving
9. Case study
10. Web-quests
11. Oral presentations
12. Micro/macro language skills
   a. Comprehending
   b. Composing
   c. Structured and semi-structured language practice
		These tasks integrate content and language learning.
		They explore:
		• Genre engineering (moves)
		• Information distribution
		• Method of development
		• Knowledge structure
		• Lexico-grammar from an SFL perspective
		
		Some of the procedures used are rhetorical transformation, comprehending, composing, and consciousness raising language activities.

Fig. 6 Classroom practices

CONCLUSION

To conclude, let me sum up what I have done, or at least, what I have tried to do. I first described the evolution of an extensively and intensively analysed relationship in the field of EFL teaching and learning: the triadic interplay between foreign language, content and foreign language learning. Then I moved on to more practical issues and presented the case of Technical English at the School of Economics at UNL and ended up describing some classroom practices. I believe ours is an innovative proposal for the foreign language curriculum in higher education. In my opinion, it is a proposal that can be de-contextualised, generalised and re-contextualised.

REFERENCES

Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. Boston: Heinle & Heinle.

Burkart, G. & Sheppard, K. (1994). *Content-ESL across the USA: A training packet* (Vol. 3) Washington, DC: Center for Applied Linguistics.

Cazden, C. (1977). "Language, Literacy and Literature." In *The National Elementary Principal* 57 (1):40-52.

Chamot, A. & O'Malley, J. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

CLIL Compendium Development Team (Maljers, A; Marsh, D.; Coyle, D.; Hartiala, A-K; Marsland; Pérez-Vidal, C.; Wolff, D. and partner institutions) (ND): "The CLIL Compendium Rationale", at http://www.clilcompendium.com/clilcompendium.htm.

Crandall, J. (Ed.). (1987). *ESL through content area instruction*. Englewood Cliffs, NJ: Prentice Hall Regents.

Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, Avon: Multilingual Matters.

Dewey, J. (1900). *The child and the curriculum: The school and society*. Chicago: The University of Chicago Press.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Dubin, F. & Olshtain, E. (1986). *Course design*. New York: Cambridge University Press.

Dudley-Evans, T. & St. John, M. (1998). *Developments in English for specific purposes. A multi-disciplinary approach.* Cambridge: Cambridge University Press.

Eggins, S. (1994). *An introduction to systemic functional linguistics*. London: Pinter Publishers.

Enright, D. & McCloskey, M. (1988). *Integrating English.* Reading, MA: Addison-Wesley.

Eskey, D. (1997). "Syllabus Design in Content-Based Instruction." In M. Snow and D. Brinton (Eds.) *The content-based classroom. Perspective on integrating language and content*. (pp .132-141) New York: Longman.

Fernández, D. (2006). "Multimodality Issues in EAP/ESP. Reading Business English for Academic and Specific Purposes: A Multi-strategy Approach." In A. Loyo, M. Rivero and A. McCormack (Comps.) *ESP research in Latin America. Proceedings of the 10th Latin American ESP colloquium*. Río Cuarto: UNRC.

Fernández, D. (Project Director). (2008). "Discursos disciplinares en contextos plurilingües: gramaticalización del conocimiento en comunidades de práctica académicas y profesionales y aprendizaje por participación periférica legítima." *Proyecto CAI+D 2009*. Instituto INDICE. FCE. Universidad Nacional del Litoral.

Grabe, W. & Stoller, F. (1997). Content-Based Instruction: Research Foundations. In M. Snow and D. Brinton (Eds.) *The content-based classroom. Perspectives on integrating language and content*. (pp. 5-21) New York: Longman.

Halliday, M. ([1985] 2004). *Introduction to functional grammar*. 3rd. Edn. London: Edward Arnold.

Halliday, M. (1993). "Towards a Language-Based Theory of Learning." In *Linguistics and Education* (5) (pp. 93-116).

Hutchinson, T. and A. Waters. (1998). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.

Hyland, K. (2000). *Disciplinary discourses. Social interactions in academic writing*. London: Pearson Education.

Johnston, J. & Johnston, M. (1990). *Content points: Science, mathematics and social studies activities A, B and C*. Reading, MA: Addison-Wesley Publishing Company.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching*. Englewood Cliffs, NJ: Prentice Hall.

Krashen, S. (1982). *Principles and practices in second language acquisition*. New York: Pergamon Press.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.

Krueger, M. & Ryan, F. (Eds.). (1993). *Language and content: Discipline- and content-based approaches to language study*. Lexington, MA: D. C. Heath.

Marsh, D. (1994). "Bilingual Education and Content and Language Integrated Learning". International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne. Paris.

Martin, J. (1993). "Genre and Literacy: Modelling Context in Educational Linguistics." In W. Grabe, C. Ferguson. R. Kaplan, G. Tucker and H. Widdowson (Eds.) *Annual Review of Applied Linguistics, 13. Issues in Second Language Teaching and Learning* (pp. 141-172) New York: Cambridge University Press.

Met, M. (1993). "Second Language Learning in Magnet Schools Contexts." In W. Grabe, C. Ferguson. R. Kaplan, G. Tucker and H. Widdowson (Eds.) *Annual Review of Applied Linguistics, 13. Issues in Second Language Teaching and Learning* (pp 71-85) New York: Cambridge University Press.

Mohan, B. (1986). *Language and content*. Reading: Addison-Wesley Publishing Company.

Moore, J. (Project Director) & Widdowson H. (Associate Editor). (1979). *Reading and thinking in English*. Oxford: Oxford University Press.

Prabhu, N. (1987) *Second language pedagogy*. Oxford: Oxford University Press.

Snow, M. & Brinton, D. (Eds.). (1997). *The content-based classroom. Perspectives on integrating language and content.* New York: Longman.

Swain, M. (1985). "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development." In S. Gass and C. Madden (Eds.) *Input in Second Language Acquisition* (pp. 235-253) Rowley, MA: Newbury House.

Swain, M. (1988). Manipulating and Complementing Content Teaching to Maximise Second Language Learning. *TESL Canada Journal*, 6 (1) (pp 68-63).

Swain, M. (1993). "The Output Hypothesis: Just Speaking and Writing Aren't Enough." In *The Canadian Modern Language Review*, 50 (pp. 158-164).

Wesche, M. (1993). "Disciplined-Based Approaches to Language Study: Research Issues and Outcomes." In M. Krueger and F. Ryan (Eds.) *Language and Content: Discipline and Content-Based Approaches to Language Study* (pp. 57-82). Lexington, MA: D. C. Heath.

Widdowson, H. (1979). *Teaching language as communication*. Oxford: Oxford University Press.

Widdowson, H. (1981). *The Relationship Between Language Teaching and Subject Matter.* Paper presented at the meeting of the American International Education and Training Association. San Francisco, CA.

Widdowson, H. (1983). *Learning purpose and language*. Oxford: Oxford University Press.

Wilkins, D. (1976). *Notional syllabuses*. New York: Oxford University Press.

Yalden, J. (1987). *Principles of course design for language teaching*. New York: Cambridge University Press.

BIODATA

Daniel J. Fernández is the Head of *Licenciatura en Español Lengua Extranjera* and the *Especialización* in Discourse Analysis, School of Humanities, as well as the Head of *INDICE: Instituto de Estudio de los Discursos Académicos y Profesionales de las Ciencias Económicas* - School of Economics, FCE, Universidad Nacional del Litoral (UNL), Argentina. He holds the following degrees: Doctor in Language Sciences: Applied Linguistics (*Universidad Nacional de Córdoba)*; MA in Applied Linguistics, Foreign Language Teaching and Educational Technology (University of Durham). An author of national and international publications, he is also the Coordinator of International Academic Relations at Language Centre, UNL., a Professional Development Evaluator, for the Ministry of Education (Argentina), and. President of *Asociación Santafesina de Profesores de Inglés – ASPI.*