

On the impact of extramural English and CLIL on productive vocabulary

As English is increasingly used in academic and professional contexts, it is of relevance to explore how students develop writing proficiency in registers demanding relatively advanced vocabulary. Many teenagers in Sweden encounter and use English in their spare time on a daily basis; for instance, they play computer games, watch films or visit websites. Earlier research indicates that extramural English, i.e. English encountered and used outside school, is highly beneficial for students' English proficiency, not least with regard to vocabulary acquisition. Swedish teenagers are generally highly motivated to learn English; some of them even choose an educational option where English is used as the language of instruction. In such content and language integrated learning, CLIL, targeting English, different school subjects, e.g. history and physics, are taught using English. In this thesis, the possible impact of English encountered and used in these two contexts – through extramural English and in CLIL – on students' writing proficiency in different registers is explored, special attention being paid to register variation and the use of academic vocabulary.



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ISBN 978-91-7346-865-7 (print)
ISBN 978-91-7346-866-4 (pdf)
ISSN 0436-1121

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