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Elisabeth Ohlsson

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Abstract

Title: The visualized vocabulary and the practice.
Upper secondary school students' academic writing in Swedish

Author: Elisabeth Ohlsson

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The thesis includes three studies and a kappa and it has a twofold focus; the first is on vocabulary, as the relevance of vocabulary skills is increasingly important, not least for writing in academic contexts. The second focus is on the language of instruction. In studies 1 and 2 a total of 520 students' texts were examined. The texts were written in L1 Swedish by two student groups of which one is taught through Swedish apart from language lessons and the other group through English in some or all non-language subjects. The latter group is referred to as *Content and Language Integrated Learning*, CLIL. The texts were written at four occasions in a longitudinal study at three different upper secondary schools in Sweden. The focus is on productive academic language proficiency in Swedish, where the usage of certain linguistic features characterizing academic writing is investigated. For this purpose quantitative measures have been applied together with corpus linguistic methods and lexical profiling. The various measures seek to explore if there are differences in the vocabulary use between CLIL and non-CLIL students and between male and female students. The impact of L2 on students' L1 is sometimes raised as an apprehension against CLIL education in Sweden. The results regarding productive written academic vocabulary show that there is no ground for such concerns. Study 3 was carried out at one of the three schools with a new group of students to investigate if and how instruction about specific text linguistic variables connected to academic writing might impact students' productive writing. Five classes participated: three as a control group and two as a treatment group. The intervention began with a pre-test where all students wrote an essay. The treatment group worked with model texts and lexical profiles to observe patterns of academic language. After the treatment, both groups had access to their pre-test essays and were asked to revise them as a post-test. The results showed that the treatment group used significantly more of the targeted academic linguistic variables compared to the students in the control group. The study comprises both quantitative and qualitative data.

The results in this thesis can hopefully contribute to limiting the fear regarding negative effects on L1 writing skills in CLIL education in the Swedish context. Implications, regardless of medium of instruction, are that a greater focus should be placed on linguistic awareness concerning choices when writing in school. Another implication drawn from the results of the three studies is that by visualizing the vocabulary in upper secondary students' written texts in Swedish, cognition about language can provide a basis of writing knowledge.