

# Errata list

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Title of Ph.D. thesis: Teaching Content and Language Integrated Learning (CLIL): Classroom practices and student perspectives in three Norwegian classrooms

Changes in bold in corrected text

| Page                  | Paragraph | Original text  | Corrected text   |
|-----------------------|-----------|--|--|
| VII<br>(Before table) |           | Mahan, K. R. <b>(In press)</b> . The <b>comprehensive</b> teacher: Scaffolding in Content and Language Integrated Learning (CLIL). Submitted to <i>The Language Learning Journal</i> .   | Mahan, K. R. <b>(2020)</b> . The <b>comprehending</b> teacher: Scaffolding in Content and Language Integrated Learning (CLIL). <b>The Language Learning Journal</b> . doi:<br><a href="https://doi.org/10.1080/09571736.2019.1705879">10.1080/09571736.2019.1705879</a>                          |
| 10                    | 2         | At the end of upper secondary school, all Norwegian students are expected to be at least at level <b>B1</b> of the Common European Framework of Reference; this is a requirement for studying at university level in Norway (Norwegian Universities and Colleges Admission Service, 2019). | At the end of upper secondary school, all Norwegian students are expected to be at least at level <b>B2 or C1</b> of the Common European Framework of Reference; this is a requirement for studying at university level in Norway (Norwegian Universities and Colleges Admission Service, 2019). |
| 15                    | 2         | The research design and <b>tools are heavily</b> influenced by Lev Vygotsky and his seminal work, <i>Thought and Language</i>  | The research design and <b>tools (PLATO, TRIPOD and my own questionnaire) are</b> influenced by Lev Vygotsky and his seminal work, <i>Thought and Language</i>   |

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|------------------|---|--|---|
| 19               | 1 | The following concepts have motivated the focus of this study (e.g., BICS and CALP), explain why some forms of teacher behavior are rewarded <b>in the analyses</b> (e.g., the Output Hypothesis rewards when students are permitted to speak more), | The following concepts have motivated the focus of this study (e.g., BICS and CALP), explain why some forms of teacher behavior are rewarded in the <b>PLATO</b> analyses (e.g., the Output Hypothesis rewards when students are permitted to speak more),          |
| 33               | 2 | Although <b>European research has revealed an abundance of evidence</b> that CLIL classroom discourse is more conducive to language learning than EFL classroom discourse, <b>all that glitters is not gold</b> . In Hong Kong                       | Although <b>the research explicated above has indicated</b> that CLIL classroom discourse is more conducive to language learning than EFL classroom discourse, <b>there is no clear consensus when taking into account various learning contexts</b> . In Hong Kong |
| 39               | 3 | In other words, there is a <b>research gap in investigating</b> how language is shaped in the individual subjects and how teachers can create competent speakers of science, mathematics, social science, and so on.                                 | In other words, there is a <b>knowledge gap for</b> how language is shaped in the individual subjects and how teachers can create competent speakers of science, mathematics, social science, and so on.  |
| 48               | 2 | I filmed three upper secondary CLIL schools for a total of <b>22</b> lessons.  | I filmed three upper secondary CLIL schools for a total of <b>24</b> lessons.   |
| 48               | 2 | (Mahan, <b>under review</b> )  | (Mahan, <b>2020</b> ).  |
| 74 (new page 75) | 2 | The science and math CLIL teachers frequently used, defined, and prompted students to use subject-specific terminology (i.e., CALP language).  | The science and math CLIL teachers frequently used, defined, and prompted students to use subject-specific terminology ( <b>understood in this thesis as CALP language</b> ).   |
| 76 (new page 77) | 2 | It was <b>accepted for publication in <i>The Language Learning</i></b>   | It was <b>published online in <i>The Language Learning Journal</i><sup>2</sup> in January, 2020</b> .   |

<sup>2</sup> For Norwegian readers: Level 1 journal

|                   |                           |   |   |
|-------------------|---------------------------|---|---|
|                   |                           | <i>Journal</i> <sup>1</sup> in December 2019  |   |
| 83 (new page, 84) | Last row of table         | <b>Under review in</b> <i>The Language Learning Journal</i>   | <b>Published in</b> <i>The Language Learning Journal</i> (2020)   |
| 85 (new page, 86) | Bottom of first paragraph | <b>A surprising result is that</b> the content teachers show signs of scaffolding comprehension, in line with the findings of other CLIL research | <b>In line with the findings of other CLIL research,</b> the content teachers show signs of scaffolding comprehension (Tavares, 2015; Van Kampen et al., 2016).   |
| 104               | Reference list            | Mahan, K. R. ( <b>Under review</b> ). The comprehending teacher: Scaffolding in CLIL classrooms.  | Mahan, K. R. ( <b>2020</b> ). The comprehending teacher: Scaffolding in <b>Content and Language Integrated Learning (CLIL)</b> . doi: <a href="https://doi.org/10.1080/09571736.2019.1705879">10.1080/09571736.2019.1705879</a> |

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<sup>1</sup> For Norwegian readers: Level 1 journal