

Errata list

Name: Karina Rose Mahan

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 (Before table)		Mahan, K. R. (In press). The comprehensive teacher: Scaffolding in Content and Language Integrated Learning (CLIL). Submitted to <i>The Language Learning Journal</i> .	Mahan, K. R. (2020). The comprehending teacher: Scaffolding in Content and Language Integrated Learning (CLIL). The Language Learning Journal . doi: 10.1080/09571736.2019.1705879
10	2	At the end of upper secondary school, all Norwegian students are expected to be at least at level B1 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 B2 or C1 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 tools are heavily influenced by Lev Vygotsky and his seminal work, <i>Thought and Language</i>	The research design and tools (PLATO, TRIPOD and my own questionnaire) are influenced by Lev Vygotsky and his seminal work, <i>Thought and Language</i>

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 in the analyses (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 PLATO analyses (e.g., the Output Hypothesis rewards when students are permitted to speak more),
33	2	Although European research has revealed an abundance of evidence that CLIL classroom discourse is more conducive to language learning than EFL classroom discourse, all that glitters is not gold . In Hong Kong	Although the research explicated above has indicated that CLIL classroom discourse is more conducive to language learning than EFL classroom discourse, there is no clear consensus when taking into account various learning contexts . In Hong Kong
39	3	In other words, there is a research gap in investigating 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 knowledge gap for 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 22 lessons.	I filmed three upper secondary CLIL schools for a total of 24 lessons.
48	2	(Mahan, under review)	(Mahan, 2020).
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 (understood in this thesis as CALP language).
76 (new page 77)	2	It was accepted for publication in <i>The Language Learning</i>	It was published online in <i>The Language Learning Journal</i>² in January, 2020 .

² For Norwegian readers: Level 1 journal

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

¹ For Norwegian readers: Level 1 journal