A CASE STUDY EXPLORING ORAL LANGUAGE CHOICE BETWEEN THE TARGET LANGUAGE AND THE L1s IN MAINSTREAM CLIL AND EFL SECONDARY EDUCATION

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Abstract: *This case study explores the purposes for which the target language (TL) and the L1s were used orally by students (N=60) and teachers (N=3) in a mainstream CLIL secondary education context compared to EFL instruction in the Balearic Islands (Spain). Data were gathered by means of questionnaires addressed to students and teachers, oral interviews to instructors and observations of class sessions. The findings show some differences in the languages chosen to speak according to pedagogical functions –i.e. planned subject-based discourse– and real functions –i.e. unplanned discourse such as disciplinary or organizational matters– (Chavez 2003), with the TL being much more spoken in the former and with much lesser presence of the TL in the latter, especially in the case of the pupils. Moreover, specialized subject-matter terminology was almost always used in the TL by both the students and the teachers, even when speaking in the L1.*

Key words: *code-switching, language choice, mainstream CLIL education, EFL.*

1. INTRODUCTION AND MOTIVATION FOR THE RESEARCH

In the context of a global society, multilingualism has become the norm rather than the exception –even in officially monolingual communities– (Cenoz 2011). This situation has led to the increase of language contact and code-switching. Since classrooms are supposed to mirror the real world, this multilingual perspective should progressively enter the educational system (Cenoz 2011). Consequently, the new approach to foreign language (FL) teaching "looks at the different languages as a whole and explores their commonalities. It creates connections between the languages being learned at school by using translanguaging[1] as a pedagogical strategy" (Cenoz and Gorter 2011: 360). Nevertheless, although scholars consider code-switching as being an important scaffolding strategy to assist learners in immersion programmes in coping with subject matter (Gearon 2011; Sampson in press), the real practice in schools is not often such. In fact, as Gearon (2011: 39) points out, "immersion education has generally been characterised by an emphasis on consistent and constant use of the target language by teachers and students".

One essentially European model of immersion education, Content and Language Integrated Learning (CLIL), has spread in recent years and attracted the attention of researchers. Thus far, most of the existing studies on CLIL have emphasized the effects of this type of instruction on pupils' target language (TL) performance and content mastery (Bruton 2011). For this reason, it seems timely to shed some light on what CLIL classrooms are like as contexts of language use (Dalton-Puffer and Nikula 2006).

[1] *Translanguaging* is the systematic shift from one language to another for specific reasons, which is based on a planned development of content, language and cognition (Coyle, Hood and Marsh 2010). However, since the differences between the different types of code-switching are not of research interest in this paper, we will use *code-switching* as an umbrella term to mean any shift from one language to another.

Accordingly, the present case study analyzes the use of several languages within the educational context, an under-researched area. More specifically, it explores language choice and alternation phenomena between the L1s (i.e. Catalan and Spanish) and the TL (namely English) in compulsory secondary education (CSE). The study provides data from the Balearic Islands about oral interactions in a mainstream CLIL education context, which is additionally compared to a formal instruction context, i.e. the English as a foreign language (EFL) subject.

In Spain, most CLIL programmes are part of pilot experiences, and thus mainstream CLIL education is rather the exception. In fact, to our knowledge, there is only one example of CLIL instruction as part of mainstream secondary education among state-run schools in the Balearic Islands, and that is the one under research in this paper. Consequently, the fact that the participants in the present study were not selected to enter the CLIL programme, as it often happens in pilot experiences, adds novelty to our research.

2. LITERATURE REVIEW

For years every language in the curriculum was learnt in isolation from the other tongues and the shift from the TL to the L1 in language classes was not generally allowed, because it was thought to weaken the learning of the TL. However, nowadays the validity of code-switching is increasingly being recognized (Costa 2009; Cenoz 2011), since it has been regarded as a strategy adopted by all multilingual speakers, who choose between one code or another according to the interlocutor, the situation, the topic or the goal of the interaction (Centro Virtual Cervantes 2009). A CLIL classroom is a multilingual setting where learners usually share at least one common language. Therefore, it is natural for students to use all the linguistic resources at hand, including their knowledge of the L1, when facing highly demanding tasks (Pérez-Vidal 2002).

Guasch Boyé and Milian Gubern (1999) consider that the use of the L1 by the students when confronting problems posed by the TL creates favourable conditions for language acquisition and linguistic reflection. Nevertheless, CLIL teachers still promote the TL in the classroom, by attaching great value to the pupils' attempts to use the TL with communicative purposes (Pérez-Vidal 2002).

Gierlinger (2007) observes that the use of the L1 in CLIL settings varies considerably and depends on teachers' assessment of the classroom context. According to this author, the mother tongue is used by CLIL teachers mainly to give instructions or for disciplinary measures, to avoid misunderstandings and to gain a fuller comprehension of content topics. The L1 is an important supportive means especially in CLIL beginners' classes. Chavez (2003) also reports differences in the languages used in the EFL class depending on the situation. For *pedagogical functions* –which are mostly planned and subject-based– (e.g. oral explanations by the teachers and oral presentations requested of pupils) learners are willing to take more risks and thus use the TL. By contrast, for *real functions* –which are mostly unplanned and serve true communication needs– (e.g. spontaneous comments and questions made by teachers and students, as well as students chatting with their peers), users may desire less ambiguity and hence use the L1.

Chavez (2003: 194-195) advocates for *naturalness* in the management of different languages in class: "if we want our students to associate the L2 with genuine communication, we need to incorporate it in equally genuine ways in our classrooms. And genuine inclusion will rely on norms which develop naturally". Sampson (in press) shares a similar view regarding the management of different languages in EFL classes, since he calls for "a *common-sense approach* where exploitation of L1 is counterbalanced with efforts to teach communicative functions in L2 [the italics are ours]".

3. OBJECTIVE OF THE PAPER AND RESEARCH QUESTIONS

The main objective of this paper is to analyze the distribution and functions of the TL (English) and the L1s (Catalan and Spanish) in a mainstream CLIL secondary education context compared to EFL instruction. More specifically, this case study seeks to examine the oral linguistic behaviour of both CLIL and EFL teachers and secondary students and their language choices regarding the target language and the mother tongues in the two aforementioned contexts of instruction.

To that end, the following research questions will be addressed:

- For what purposes did teachers choose the TL and the L1s to speak in CLIL and EFL contexts?
- For what purposes did students choose the TL and the L1s to speak in CLIL and EFL contexts?

4. PROJECT DESIGN

4.1. Setting: The European Sections programme in the Balearic Islands

The Balearic Islands are an officially Catalan-Spanish bilingual community in north-eastern Spain. In the Balearic Islands the CLIL programme is called *European Sections*.

The European Sections programme was first implemented experimentally both in primary and secondary schools in the Balearic Islands during the academic year 2004-2005. This programme consists in teaching, either totally or partially, a non language subject (content matter) in a FL following CLIL methodology (Borrull et al. 2008). In secondary education, two different types of European Sections may be developed (Juan Garau and Salazar Noguera 2009): one that includes a content subject taught in English from the 1st grade of CSE (12-13 years), and another type which allows for a content subject to be taught in French or German from the 3rd grade of CSE (14-15 years).

The European Sections programme in the Balearic Islands has increased dramatically year after year regarding its scope (i.e. educational levels it covers) and the number of programmes implemented –from 14 in academic year 2004-2005 to 119 in school year 2008-2009– (Pérez-Vidal and Juan Garau 2010).

4.2. Participants

A total of 63 subjects participated in this research, including students (N=60) and teachers (N=3). The students were in the 3rd grade of CSE in the school under research and the teachers were all the instructors involved in the European Section in that high school (i.e. one CLIL and two EFL teachers).

4.2.1. The students

All the students in this research were taught Technology in English by means of mainstream CLIL instruction and they also received formal instruction in EFL. According to data from the Students' language profile questionnaire (ST LPQ) (see 4.4), out of the 60 pupil informants, 52% were females and 48% males. Students were between fourteen and fifteen years of age. Only four students reported not being born in the Balearic Islands, with all of them having been born in Spanish-speaking places. The FL that students first learned at school was reportedly English in all cases. Around sixty percent of the informants started learning English in primary education (6-12 years), whilst the remaining forty percent of the students did so during infant education (3-5 years).

4.2.2. The teachers

The three teachers were females. In accordance with the information provided by CLIL and EFL teacher questionnaires (CLIL TQ and EFL TQ), two of the instructors belonged to the Department of Foreign Languages (English) and taught the EFL subject (Teachers A and B) and the third was a member of the Technology Department (Teacher C) and was the Technology teacher (i.e. the CLIL teacher).

It has to be noted that one of the EFL teachers was a British English native speaker (Teacher A), while the other one (Teacher B) and the CLIL teacher (Teacher C) were Catalan native speakers. Both teachers B and C had native-like command of English. Regarding university qualifications, Teacher A had a degree in Languages and Literature and a Teacher Training master's degree. Teacher B had a bachelor's degree in English Philology and Teacher C held a bachelor's degree in Physics. Teacher A had the most teaching experience (16-20 years), while both Teachers B and C had between 6 and 10 years. Regarding teaching experience in CLIL, Teacher A and C had been teaching following a CLIL approach for more than five years, whilst Teacher B had done so for two years. Teachers A and C had also the most training in CLIL (151-200 hours), whereas Teacher C had received 26-50 hours of CLIL training.

4.3. Organization of the European Sections programme in the analyzed school

The data used in this research were collected in a state-run secondary school in Palma, the capital city of the Balearic Islands, throughout the academic year 2008-2009. The school had first implemented the European Section in the academic year 2004-2005, by teaching the subject of Technology through English. This subject was chosen because the high school has a Technology teacher with the adequate linguistic competence in the FL. Since the onset of the programme, the total number of hours devoted to teaching in the European Section has increasingly grown in the school.

In the academic year 2008-2009, the Spanish official curriculum established that pupils of 3rd grade of CSE should have 3 hours per week of Technology and another 3 hours per week of formal instruction in a FL. In the case of the analyzed school, the students had three hours per week of Technology taught in English following a CLIL approach within the European Sections programme plus one hour per week of EFL devoted to dealing with Technology contents and two additional hours of conventional EFL. Accordingly, time distribution and organization of these two subjects at the school was as follows for each of the three mixed-ability groups in which the students were split:

- One-hour session per week of Technology with the CLIL teacher (whole group). A typical class of this kind involved both a theoretical introduction and a practical part.

- One-hour session per week of Technology with the CLIL and the EFL teachers (whole group). This tandem teaching session was devoted to dealing with computer literacy and information and communication technology. The EFL teacher was in the class to provide the learners with language support.

- One-hour session per week of Technology with the CLIL teacher (split group). Pupils usually worked on their class projects, often in groups.

- One-hour session per week of EFL with the EFL teacher (split group). It was a session of EFL devoted to dealing with contents taught in the Technology class from a linguistic perspective.

- One-hour session per week of EFL with the EFL teacher (whole group). It was a class of formal instruction in English.

- One-hour session per week of EFL with the EFL teacher (split group). It was a session devoted to oral and group activities.

It should be noted that streaming was only conducted in small split EFL groups depending on pupils' English command. Both sub-groups covered basically the same contents. Differences lay in the depth with which those contents were covered.

4.4. Data collection instruments

As the data presented are part of a broader research project,[2] not all the information provided by the following data collection instruments has been used in this paper. For this reason, only the specific items that will be reported on and the purpose they fulfil are listed below under each instrument.

- *Students' language profile questionnaire* (ST LPQ): languages used by students in different situations in EFL and CLIL class (to unfold their perceptions about the amount of English used at class by themselves and by the EFL and CLIL teachers).

- *EFL teachers' questionnaire* (EFL TQ): EFL teachers' use of the TL and the L1s in class (to get to know their perceptions about the amount of English used by themselves and the students in EFL class).

- *CLIL teacher's questionnaire* (CLIL TQ): CLIL teacher's use of the TL and the L1s in class (to get to know their perceptions about the amount of English used by themselves and the students in CLIL class).

- *EFL and CLIL teachers' oral interviews* (CLIL EFL OI): information about the implementation and development of the European Sections programme at the school. The teachers' answers were recorded through note-taking in a research journal which provided quantitative and qualitative data.

- *Observations of CLIL and EFL class sessions* (OB CLIL EFL): to interpret findings and for illustration, about fifteen hours were observed by one of the authors of this paper, and information was noted down in an observation grid –which focused mostly on types of teacher-pupil(s) and student-student interactions and teaching/ learning activities. This amount of hours –which account for nearly 10% of the total– was considered a representative sample of how the classes were organized. By observing this percentage of classes we were able to get an accurate idea of the different types of teaching/learning activities carried out in the two subjects involved in this research.

[2] The data examined in this paper are part of a broader research endeavour, a master's dissertation carried out at the University of the Balearic Islands. It explored the implementation of the European Sections programme as mainstream education in the state-funded secondary school being studied in this article.

5. RESULTS AND DISCUSSION

5.1. For what purposes did teachers choose the TL and the L1s to speak in CLIL and EFL contexts?

As far as the EFL class is concerned, teachers A and B reportedly spoke English 90% of the time in an average class. Regarding reasons for which they did not use this language all the time, Teacher B acknowledged that she used Catalan for punitive aspects, because it was more effective. This confirms Gierlinger's (2007) findings about the use of the mother tongue for disciplinary reasons. Teacher A reportedly only used the L1 with "students with serious learning problems or difficulties, but only after having explained things once or twice in English first" (EFL TQ's data). In fact, we could observe that Teacher A tended to use some more English than Teacher B, with the pretext that she could understand neither Catalan nor Spanish because she was a native speaker of English. A good example of this behaviour occurred in an EFL session when Teacher A asked for the English equivalent of a Catalan word (see Excerpt 1 below). This instance also illustrates the fact that Teacher A promoted the use of English by students in class giving them extra marks.

Excerpt 1
[EFL 090202] [Date in format *yymmdd*]
T_a: I don't understand you. How do you say a *bolleta* [little ball]? If you can say it in English, I'll give you a plus.

Teacher A believed that EFL teachers should be a language model for the pupils (information from EFL CLIL OI). Moreover, she used English to speak to the other EFL teacher and the CLIL teacher even outside the classroom, as well as to the researcher when visiting the school.

As far as CLIL sessions are concerned, we could also observe that students were given 0.5 points plus by Teacher C if they could solve a problem and 1 extra point if they could do so in English, which is in line with what Teacher A did in the EFL class. Teacher C acknowledged that her oral English use in a typical European Section class reached around 60% of the time. She reportedly used the L1 orally to give some explanations depending on their complexity and on the ease for the students to follow the instructions (information from CLIL TQ), a statement that is supported by observations of CLIL sessions. This idea seems to confirm the thought that "using the mother tongue often represents a source of support and relief for both teachers and students" (Wilhelmer 2010: 100). Teacher C also used Catalan for disciplinary or organizational reasons, as could be observed in some CLIL sessions (see Excerpts 2 and 3 below):

Excerpt 2
[CLIL 090205]
T_c: *Seis tots!* [Sit down, everybody!]

Excerpt 3
[CLIL 090205]
T_c: *Treis les fotocòpies de la setmana passada!* [Take out the handouts from last week!].

Additionally, a few instances of code-switching occurred in the CLIL sessions. For instance, Excerpt 4 illustrates a switch into Catalan by Teacher C for classroom management purposes, although in this case she had started her utterance in English. Similarly, Teacher C started her utterances in English and then she switched into her L1 in some other situations, such as for oral explanations (see, e.g., Excerpt 5).

Excerpt 4
[CLIL 090309]
T_c: This you know by heart, *perquè estau cansats de fer-ho!* [because you are tired of doing it!].

Excerpt 5
[CLIL 090402]
[While doing written exercises, a pupil asked Teacher C if he could write the answer in euros, although the exercise was expressed in dollars.]
T_c: If you write euros, it's ok, *com que està en dòlars*… [since it's expressed in dollars].

Wilhelmer (2010) found in her research that L1s are mainly used by instructors when being addressed in that language by students. Similarly, in our study since students sometimes spoke to Teacher C in the L1, whenever her explanation arose from a question asked by a student in the L1, she tended to answer to it in the L1 as well. Nevertheless, a few instances of the teacher answering in the TL, despite the fact of being asked in the L1, did occur –as shown in Excerpt 6 below:

Excerpt 6
[CLIL 090402]
S: *¿Por qué 52?* [Why 52?] [*S* stands for any student]
T_c: Because every year has 52 weeks.

Teacher C usually introduced new terminology in the TL. When introducing new terms, she often used examples, paraphrases and synonyms in the TL to make the terms clearer, as these examples illustrate: "Steam is water that is not liquid", "Keywords are words you need to understand the video", "Wire coil [written on the blackboard]. Do you remember coiled hair?", "Dynamo [written on the blackboard]. They're in the bike", and "Don't do any animation. Do you know what an animation is? When letters and images move". This search for clarity can be accounted for by the fact that terminology plays an important role in CLIL, especially as far as the *content dimension* (*CONTIX*) is concerned (Marsh and Hartiala 2001). By contrast, findings from Gierlinger's (2007) research show that teachers used the L1 to teach new terms. Gierlinger (2007) emphasizes that dealing with academic and technical language can be a problem and thus it may favour the use of the L1 in content sessions.

Teacher C –and students, as discussed in 5.2– used technology terminology in the TL even when speaking in the L1, as seen in Excerpt 7. Not only did we observe the use of the TL to speak about subject-based terminology (OB CLIL EFL's data), but this was also reportedly acknowledged by teachers (CLIL EFL OI).

Excerpt 7
[CLIL 090605]
S: *Per què unes tisores són un* lever? [Why a pair of scissors is a lever?]
T_c: A lever? *Precisament per això* [Just for this reason].

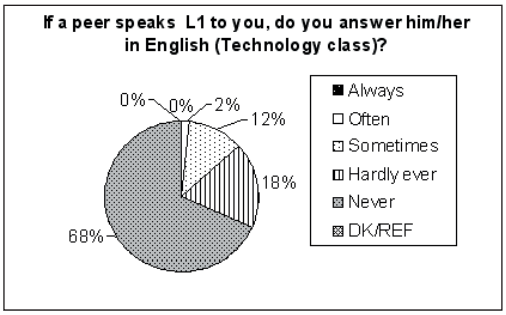
The functions for which the teachers chose either the L1s or the TL to speak are summarized in Table 1 below.

Table 1. Teachers' language choice depending on class situations.

Teacher(s)	Language choice	Situation/ Function	Remarks
EFL and CLIL teachers	The TL	As a rule	90% vs. 60 % of class time, respectively
Teacher C	The TL	To introduce and refer to content subject terminology	Even when speaking in the L1s
Teachers C and A	The L1s	For complex explanations and instructions	Teacher A only resorted to the L1 in this situation after having had spoken in the TL first. Some instances of code-switching occurred in this situation in Teacher C's classes
Teachers B and C	The L1s	For punitive and organizational reasons	Some instances of code-switching occurred in this situation in Teacher B and C's classes

5.2. For what purposes did students choose the TL and the mother tongues to speak in CLIL and EFL contexts?

Eighty-six percent of the pupils never or hardly ever used English to talk to a peer who had spoken to them in the L1 in the CLIL class. None of the students ever chose English in this situation (Figure 1). Results referred to EFL class (Figure 2) were similar: 89% of the students reportedly never or hardly ever spoke English to a peer who had talked to them in the L1 in the EFL class. Nevertheless, the percentage of respondents who talked in English to a peer was lower in the case of the EFL than in the CLIL class (57% compared to 68%, respectively).



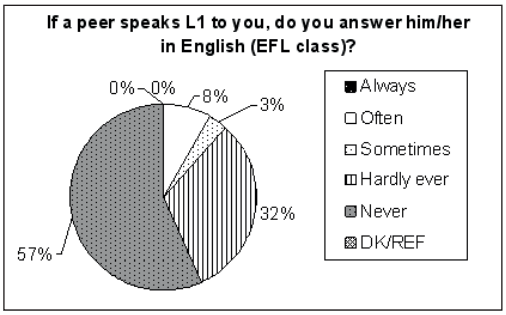
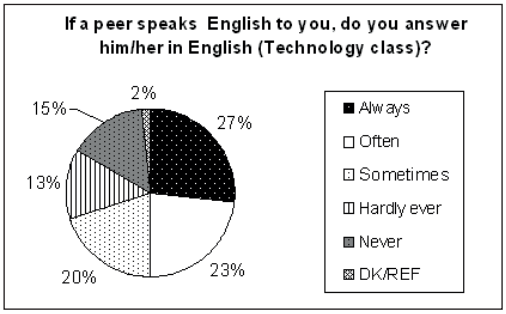


Figure 1. (left) and **Figure 2.** (right). Percentage of English spoken by learners to a peer who had addressed them in the L1 in Technology and EFL classes, respectively.
DK/REF stands for *Does not know or refuses to answer*. Source: ST LPQ.

Use of English reportedly increased when a student had talked to another pupil in English. Half of the students said that they always or often spoke the TL to a peer who had talked to them in English in CLIL class and the percentage of those who reportedly never or hardly ever used English in this situation was less than a third. One out of five students answered that they sometimes spoke English in this situation (Figure 3). Regarding the EFL class, the answers obtained were similar to the former ones: more than half of the respondents reportedly always or often spoke English in this situation and a quarter of them never or hardly ever did so (Figure 4).



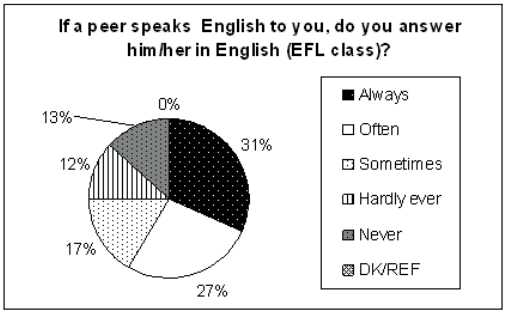
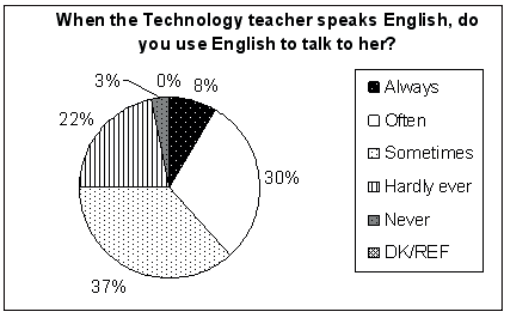


Figure 3. (left) and **Figure 4.** (right). Percentage of English spoken by learners to a peer who had addressed them in the TL in Technology and EFL classes, respectively. Source: ST LPQ.

More than a third of the students reportedly spoke English to the CLIL teacher (Figure 5), while the percentage of students who did so often or always with the EFL teacher was higher (53%), as depicted in Figure 6. There were more students who never or hardly ever spoke English to the CLIL teacher (25%) than to the EFL teacher (15%). These findings have to be cautiously interpreted in the light of the fact that Teacher A was a native English speaker strongly reluctant to talk in the L1s. Her stand was only partially shared by the other EFL instructor. Nevertheless, the two EFL instructors aimed to be a language model for the pupils. Furthermore, not only the EFL teachers but also the CLIL instructor followed a common "language policy", consisting in speaking English to their students as much as possible.



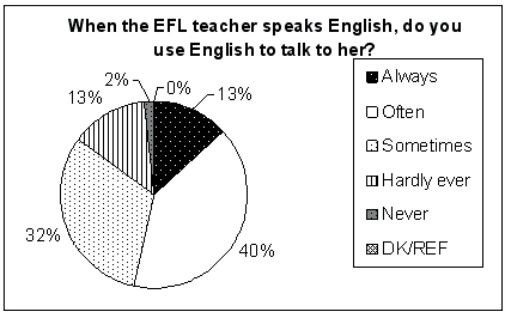


Figure 5. (left) and **Figure 6.** (right). Percentage of English spoken by learners to CLIL and EFL teachers, respectively. Source: ST LPQ.

According to data from OB CLIL EFL, the pupils hardly ever addressed their peers in the TL –except when they presented a class project or another type of compulsory activity orally. However, they did sometimes strive to speak English to the teachers, especially to Teacher A. These findings are partially in line with the research conducted by Pastrana Izquierdo (2010) in a primary school. Her data revealed that the children normally switched to the L1 when working on a task and speaking to their peers, but they used the TL only to speak to the teacher, regardless

of the nature of the topic (organisational, personal or content-related). By contrast, our data show that the pupils were more prone to speak English with the teachers for content-related questions. This was especially true in EFL classes, since the students knew that their command in the TL had a central role in the assessment in that subject. Moreover, CLIL classes were highly demanding, which favoured the use of the L1 by the students.

Regarding the students' perceptions, almost all the pupils reportedly thought that the amount of English used by the EFL and the CLIL teachers was adequate. However, nearly three quarters of the students thought that they themselves spoke too little English in the CLIL class and approximately half of them thought the same about the EFL class (data from ST LPQ).

It is very noticeable that the technical vocabulary learned in class was almost always used in English by the students, even when speaking in the L1 (data from OB CLIL EFL). Students' linguistic behaviour regarding subject-related terms followed a similar pattern than Teacher C's. The fact is that the pupils often did not know the expression used in their L1 to refer to the technical concepts learnt in class (e.g. tools or electrical units), as shown in Excerpt 8 below.

Excerpt 8
[CLIL 090309]
S: *És un* parallel? [Is it a parallel circuit?].

To put it briefly, the students did not usually speak English spontaneously to either their peers or their instructors –except when referring to technical terms. Nevertheless, pupils strived to speak English when prompted. Interestingly, pupils were often requested to make oral presentations in English both in CLIL and EFL classes. When speaking the TL, the learners often code-switched to the L1, especially in unplanned discourse.

From the teachers' perspective, the learners used English in less than 50% of each CLIL session and the use of English by pupils would depend on their language level (data from CLIL TQ). Teacher C stressed that the learners spoke the L1s to communicate with each other. By contrast, the pupils spoke some more English in the EFL class: 80% of the EFL class according to Teacher A as compared to 60% according to Teacher B (data from EFL TQ). Additionally, Teacher B acknowledged that the students did not speak English when they did not know how to express what they wanted in the TL. Teacher A added that learners did not use English when they wanted to check that they had understood things correctly, a finding that is in line with the research conducted by Birello (2005) and Wilhelmer (2010).

At this point, some information about the teachers' linguistic behaviour and perceptions should be provided, since it can be useful to interpret the pupils' linguistic behaviour. Teacher C stated that no temporal progression was established regarding English use by the students in class (CLIL TQ). This piece of information is not in accordance with Marsh, Marsland and Nikula's (1999) recommendation. These authors stated that good results can be obtained when students are allowed to switch to the TL progressively. Teacher C emphasized that oral compulsory activities (e.g. presentations, tests and projects) always had to be done in English, which is in line with data form OB CLIL EFL. In both classes, oral use of English by students was encouraged, an idea also supported by Pérez-Vidal (2002) with regard to CLIL classes. Besides, teachers prompted the students to use English "freely and with a low anxiety-level" (Wilhelmer 2010: 100). It is also very noticeable that all the three teachers thought that the pupils had to realize that English was something they could use in real-life situations (information from CLIL EFL OI), which is in agreement with Pérez Márquez's (2008) view.

To sum up, our findings both in CLIL and EFL classes seem to follow the patterns reported by Chavez (2003) for EFL classes. Our data reveal some differences between planned discourse –*pedagogical functions*, using Chavez's (2003) terminology– and unplanned discourse –*real functions*, in her words–, with almost total presence of English in planned discourse and a much lesser presence in unplanned discourse, especially in the case of students. This use of the L1s observed is also in agreement with what Birello (2005) discusses. According to this author, the use of the L1 is due to two reasons: a need for comprehension and explanation, and a need for organization and management of the activity itself.

6. CONCLUSIONS

Findings of this case study exploring oral language distribution in a mainstream CLIL secondary education context compared to EFL formal instruction show that the L1s were present orally –to a greater or lesser extent– in all the EFL and CLIL classes. In the former, much more presence of the TL was observed, while in the latter a greater oral use of the L1s was made. Broadly speaking, oral language choices seemed to greatly depend on whether the learning situation was planned or unplanned.

However, some differences were found between the two contexts and the two groups of users analyzed. As predictable, teachers used more English orally than students both in the EFL and the CLIL classes. Moreover, Teacher A –one of the EFL instructors– was the most prone to speak English, probably on account of the fact that she was an English native speaker. In the CLIL classes there were more instances of oral code-switching by both the teacher and the pupils, possibly due to the greater difficulty of coping with content subject in English. Although the teachers sometimes prompted and rewarded the students' spontaneous oral productions in English with extra marks, the oral use of the L1 was not punished at all. It is also remarkable that specialized technological terms were always referred to in English, even when speaking in the L1. Furthermore, a noticeable presence of compulsory oral activities was recorded, in which the students were requested to speak in English in both contexts.

In light of the above, it is difficult to conclude without a doubt that the presence of the L1s in the EFL or CLIL classes may be accounted for by the new multilingual perspective in FL teaching. What seems clear is that the L1s were chosen orally as a source of relief and support for both the teachers and the pupils. In any case, in the analyzed context the L1 was not a rival of the TL: the teachers seemed to be conscious of the benefits of using the mother tongue and all the linguistic resources at hand.

Finally, in further research we will seek to compare our present findings with settings where a CLIL approach is not part of mainstream education and with content subjects others than Technology. It would also be of interest to investigate whether students' learning of the TL and subject content is correlated with their use of the L1s.

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