

POOR SPEAKERS LEFT BEHIND – A CASE STUDY ON DIFFERENCE AMPLIFICATION IN A CLIL PROGRAMME

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Abstract: *Content and Language Integrated Learning (CLIL) is a term widely used in today's European discourse on linguistic plurality. CLIL refers to any kind of teaching, in which a non-language subject is taught through a language different from students' mother tongue. This type of education has been available in Hungary since 1987 on both primary and secondary levels. This paper presents a qualitative (multiple) case study on four graduates of the Pécs CLIL Programme. The study explores their ideas about their own language learning, and examines how the graduates perceive the influence of CLIL on their communicative competences. The participants of the study included four Hungarian females who graduated from the Pécs CLIL Programme in 2003.*

Key words: *applied linguistics, TEFL/TESOL, Content and Language Integrated Learning, case study, difference amplification.*