



**RT 3.6 – VRIJE UNIVERSITEIT  
BRUSSELS**  
MULTILINGUAL PRACTICES IN A  
BRUSSELS' CLIL CLASSROOM. A  
CASESTUDY OF HOW PRACTICES MAY  
BE LINKED TO LANGUAGE POLICY

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The focus in this paper is on the actual language practices in a Brussels' secondary CLIL classroom. The use of language alternation within this classroom is analysed and we intend to show that such an analysis, if conducted on a larger data sample, can provide evidence regarding the construction of monolingual versus multilingual spaces.

As such, we argue that the study of language alternation can reveal information on the context as well as on representations and therefore contribute to the study of the relationship between policy and practices. The results presented in this paper, which were obtained through the analysis of a small data sample, lead us to hypotheses about the nature of the spaces constructed. The frequent use of pseudo translations by the teacher, for example, indicates that the introduction of CLIL is not necessarily contradictory to the monolingual "focus on Dutch" policy advocated by the Flemish ministry of education. The formulated hypotheses will direct our further analysis and will, in a later stage, be linked with the analysis of policy related documents.