School-level learners who study curricular content in a second/foreign language require active support in the development of academic language, ideally in conjunction with working on said content. Content teachers, however, naturally orient towards the learning goals formulated for their respective subjects while language teachers do not routinely consider content-subject goals. This situation can be resolved if a zone of convergence between content and language pedagogies can be established. In this contribution I argue that a construct of cognitive discourse functions could capture such a zone of convergence. The construct has theoretical foundations in both education and linguistics and describes in a coherent and theoretically explicit way those cognitive processes by which subject-specific facts, concepts and categories are verbalized in recurring and patterned ways during the event of co-creating knowledge in the classroom and moving learners towards subject literacy.

In its present shape the construct consists of the seven function types CLASSIFY, DEFINE, DESCRIBE, EVALUATE, EXPLAIN, EXPLORE, REPORT. The presentation will introduce the construct as a whole and will then elaborate one of the seven functions in order to illustrate how it can enlighten the analysis of naturalistic classroom conversation. The data used for this purpose come from the CONCLIL project database with CLIL lessons from three national educational contexts (Austria, Finland, Spain) in the subjects history, geography, science and economics. Preliminary exploration of the database has shown the model to be applicable at two interdependent levels of analysis: the level of episode or mini-genre and the level of moves that make up individual episodes

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