Introducing four papers on upper secondary CLIL. Crossing the divides between language and content subjects

*Christiane Dalton-Puffer & Ute Smit**

School-age learners studying their curricula through a second, foreign or international language have become a widespread phenomenon in modern education systems. In other words, a language learning agenda runs alongside a content-learning one in the very same learning event. It is therefore one, if not the, central concern of such contexts to identify how both learning agendas can become integrated in an organic way, despite the deeply entrenched and historically grown realities of school subjects, timetables and teacher specializations. Several members of the educational linguistics research group at the University of Vienna have been working on these questions in the area of Content-and-Language-Integrated Learning with English as the working/target language.

At the Language Education across Borders conference organized by the University of Graz in December 2017 (https://language-education.uni-graz.at/), we therefore decided to run a symposium intended to showcase recent work done by members of our group. All participating researchers have written up their individual studies in stand-alone contributions to CELT Matters, while this short text functions as an introduction to their joint conceptual background before sketching the papers themselves.

With CLIL research having come of age, CLIL's central notion of integration has recently moved into the focus of more elaborate theoretical considerations (Llinares 2015). The original and widely used metaphor of content-and-language fusion (Coyle, Hood, Marsh 2010) acknowledges the existence of an inherent complexity of 'integration', but seems to have been mostly interpreted in such a way that meaningful communication per se counts as 'integration' as long as the meaning in classroom interactions is based on the curricular content of a non-language subject. More recently, an international research project financed by the Academy of Finland has produced a tri-perspectival model (Nikula, Dalton-Puffer, Llinares and Lorenzo 2016) that makes explicit the true multidimensionality which lies behind CLIL implementations. Rather than only taking account of the meaningfulness (or not) of language use during lessons, this model widens its view across the whole educational context and suggests that integration actually needs to happen on three dimensions simultaneously. The model consequently suggests three perspectives on the notion of integration: the What, the Who and the How. The first perspective (the What) concerns the institutional level of educational planning, curriculum design, learning goals and subject-specific pedagogies, as well as conceptual work on language and learning, all of which serve as reference points for decisions made in action on

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* christiane.dalton-puffer@univie.ac.at, ute.smit@univie.ac.at (both from the University of Vienna)

a moment-to-moment basis. The second perspective (the Who) focuses on the participants, referring in particular to how learners and teachers perceive their identities under CLIL conditions and how they consequently construct the teaching/learning activities they are engaged in. The third perspective (the How) shifts the focus to the concrete level of classrooms, examining content and language integration as a matter of in-situ practices.

These three perspectives form the backbone of this symposium and its four papers which throw empirical light on CLIL practices across different upper secondary school forms in Austria.

1. *"The science of it …": designing and teaching a CLIL curriculum* (Thomas Hasenberger)

2. *Integration of content and language pedagogies: cognitive discourse functions in the CLIL history classroom* (Silvia Bauer-Marschallinger)

3. *"What's the English word for* Spannungstrennung?*" Language-related episodes (LREs) as CLIL instantiations* (Thomas Finker & Ute Smit)

4. *The potential of CLIL: students' use of subject specific terminology* (Angelika Rieder-Bünemann, Julia Hüttner & Ute Smit)

The first contribution foregrounds the crossing of curricular divides in the design of a new subject as a grammar school elective. The project gives an account of the conceptualizations that enabled the interdisciplinary team (science and language teachers) to develop an integrated curriculum. Also in an AHS-setting, the second contribution by Bauer-Marschallinger zooms in on competence orientation in history and language teaching. The project tests the assumption that cognitive discourse functions represent a joint concern in language and content learning (Dalton-Puffer 2013) by first identifying curricular overlaps between historical competences and cognitive discourse functions and then inquiring into their realizations in classroom interaction and written tests. The perspective of classroom practices takes centre stage in the third and fourth contribution, both of which are based on data from upper secondary colleges of economics and technology (BHS). Contribution three inquires into the use of language-related episodes in teacher talk in technical subjects, arguing for topicalising language, such as subject-specific terminology, and for meta-level commenting on language use as supportive practices in bilingual educational contexts. The focus on subject-specific terminology is also present in the final paper, albeit with an emphasis on students' lexical output in different activity types. The analysis of individual language use indicates remarkable variation between students.

Overall these studies exemplify the challenges faced by learners, teachers and curriculum designers in negotiating the divides between subjects with their institutionally deeply entrenched traditions and practices of content and language learning.

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