



Communicating in discipline-specific English: on CLIL-students' language skills at an Austrian Higher Secondary School for Tourism and Business Studies (HBLA)

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Time frame: 2013-2015

This project builds on the ongoing research into classroom discourse in CLIL and focuses on student language use and development. The aim is to address discipline-specific language use, in particular in areas of international relevance. While this is a research area that has so far attracted little attention, it is a central pedagogical concern at the upper secondary level such as in the Austrian HBLA (Higher Secondary School for Tourism and Business Studies). In order to contribute to the research scene in this regard, this project approaches the research question as to and how, and with which linguistic means, students communicate in CLIL lessons on economic and business studies (in speaking and writing). The data base consists of video and audio recorded lessons collected in one public school. In two phases (in Nov. 2013 and April 2014), lessons in international business studies and tourism were recorded over 10 school days each. In addition, interviews were conducted with the two teachers involved and with selected student in two focus groups. Preliminary findings suggest that students are able and willing to use their discipline-relevant English in prepared as well as spontaneous language production (with and without teacher participation), and that successful target language development go hand-in-hand with pedagogically embedded and sustainable bilingual practices in English and German.

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