



## **On the implementation of the new CLIL requirements for Austrian 'HTLs'. Question development for quality assessment and case studies on classroom practices**

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Time frame: 2015-2017

This educational linguistics project (2015-2016) builds on a previous study undertaken at this department (cf. Dalton-Puffer et al 2009) and deals with CLIL in HTLs (= Höhere Technische Lehranstalten, i.e. upper secondary colleges leading to university-entrance qualifications combined with professional training in a range of technical, industrial or craft specialisations). Commissioned by the Austrian Ministry of Education and Women (BMBWF), the present project will offer an evaluation of the implementations of the new curricular requirements for CLIL-teaching, which specify that at least 72 CLIL lessons must take place for all HTL students in each of the last three school years.

The first and smaller part of the project will develop themes and questions on CLIL teaching and learning that will later be used for a quality assessment survey involving HTL management, teachers and students across Austria (part of a different project). In view of the fact that educational innovations can best be analysed 'at the coal-face', the main part of the project focuses on "CLIL in action". Therefore, CLIL lessons will form the basis for investigating the ways in which the curricular CLIL requirements are put into practice across subjects, teachers and schools. More precisely, CLIL lessons will be audio and video recorded in various technical subjects and sites. In addition, the participants' emic perspectives will be elicited in (reflective) interviews. Guided by research interests such as students' and teachers' (trans)languaging of classroom practices, students' subject-specific language use, and the didactic and discursive steps taken by teachers in support of content and language development, the data base will be analysed and interpreted as regards successful CLIL practices for Austrian HTLs.

Dalton-Puffer, Christiane, Julia Hüttner, Veronika Schindlegger and Ute Smit. 2009. Technology-geeks speak out: What students think about vocational CLIL. *International CLIL Research Journal* 1: 20c