Multilingual Disciplinary Literacies in Europe: Insights, Challenges, and Pathways Forward

A report by CLILNetLE

Working Group 2

Irene Guzmán-Alcón & Francisco Lorenzo

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

List of Figures

1. Introduction

The growing linguistic diversity in educational systems worldwide highlights the importance of bilingual and multilingual education in today's society (Aronin, 2015). Bilingualism, the ability to use two languages proficiently, and multilingualism have been well-documented for their cognitive, academic, and social advantages (Cenoz & Gorter, 2022). These benefits include improved cognitive flexibility, metalinguistic awareness, executive functioning, enhanced cultural competence, and global citizenship (Lorenzo *et al.,* 2019; Loreenzo & Moore, 2019).

Various programmes have been implemented in response to the need for effective bilingual and multilingual education, including Content and Language Integrated Learning (CLIL), bilingual programs, and immersion programs. CLIL has gained much popularity since its birth in the 90s (Coyle & Meyer, 2021; Hüttner & Smit, 2022; Llinares, 2023; Dalton-Puffer *et al.*, 2022; Sylvén & Tsuchiya, 2024). This approach is notably recognised in Europe as an effective method to enhance language proficiency while maintaining high academic standards by using a foreign language as the medium of instruction for subjects like Science, Mathematics, and History. In other words, CLIL encourages students to apply language skills in authentic, meaningful contexts (Banegas & Zappa-Hollman, 2024).

Similarly, bilingual education aims to ensure students become proficient in both the majority and a minority or foreign language and strives to promote equity as much as possible (Lorenzo, 2023). This approach helps maintain students' native language and culture while acquiring a new language, fostering biculturalism and bilingualism (Granados *et al.,* 2021; Granados & Lorenzo, 2021). Bilingual programmes vary in structure but often include dual-language programmes where subjects are taught in both languages to promote fluency and literacy simultaneously (Nikula, 2016). In conjunction with these methods, immersion programmes offer another practical approach by exposing students to a second language environment for a significant part of their school day. These programmes can start at different stages: early, middle, or late immersion (Genesee-Lindholm-Leary, 2013). Early immersion, starting in kindergarten or early primary school, is particularly effective in developing high proficiency levels in the target language (Cenoz, 2009; Genesee & Lindholm-Leary, 2013; Tedick & Lyster, 2019). Immersion programmes enhance language skills and contribute to overall academic achievement.

Studies have shown that students enrolled in these programmes often outperform their peers (Llinares & Naashat-Sobhy, 2021; Granados *et al*., 2022; Llinares & Nikula, 2023; Mattheoudaki, 2023; Villabona & Cenoz, 2022; Guzmán-Alcón, 2023; Morton & Nashaat-Sobhy, 2024). In addition, these programmes have garnered significant attention for improving students' capacity to navigate and thrive in a multilingual and multicultural world (Cenoz & Gorter, 2022). Overall, the integration of language and content learning helps students better understand and retain subject matter as they engage with the material in a more dynamic and contextually relevant manner.

However, more recently, there has been a growing focus on disciplinary literacies, which refer to the specific language and literacy practices unique to different academic disciplines (Dalton-Puffer *et al*., 2022; Granados *et al.,* 2022; Llinares, 2023; Llinares & Nikula, 2023; Coyle & Meyer, 2023; Whittaker & McCabe, 2023; Hüttner & Dalton-Puffer, 2024). This approach recognises that each subject, such as Mathematics, Science, History, or Literature, has specialised language and ways of constructing knowledge. Teaching disciplinary literacies involves helping students understand and use each discipline's vocabulary, text structures, and discourse practices, enabling them to think and communicate like experts in those fields (Shanahan & Shanahan, 2012). This shift highlights the importance of equipping students with the skills to engage deeply with subject-specific content and methodologies, further enhancing their academic and professional prospects (Morton, 2024).

Disciplinary literacies emphasise that each academic discipline has unique ways of thinking, communicating, and practising. For instance, the language used in Science is often precise and objective, focusing on methods and results. At the same time, History involves a more narrative style, emphasising cause and effect and interpreting events (Granados *et al*., 2022). By understanding these differences, students can better appreciate the nuances of each subject and develop the ability to approach problems and communicate solutions in a manner appropriate to each discipline.

Considering all this, there remains a significant gap in understanding how these programs are implemented across different European contexts, especially by actual practitioners who carry out CLIL and bilingual programs. More comprehensive data on the diversity of practices, the challenges educators face, and the specific outcomes of these programs must be provided (Morton, 2024). Moreover, the extent to which teachers are prepared and supported to integrate disciplinary literacies within CLIL and bilingual programs remains underexplored (Lazarević, 2022; Nikula *et al*., 2024).

The current project from the CLILNetLE network (COST Action 21114 project) introduces the primary observations arising from a questionnaire designed by WG2 for active actors in bilingual and CLIL programs, aiming to provide insights into the landscape of multilingual disciplinary literacies across Europe. The project seeks to understand multilingual education's current practices, challenges, and opportunities by developing and implementing a bilingual literacy model survey alongside disciplinary competence descriptors.

Firstly, the survey aims to map current practices by identifying and documenting the existing CLIL and bilingual education programs across Europe, highlighting the diversity in implementation and outcomes. Secondly, it seeks to understand teacher perspectives by gathering insights from educators regarding their experiences, challenges, and successes in implementing bilingual education models, focusing on disciplinary literacies (Llinares, 2023). Thirdly, it explores the professional development needs of educators in the context of bilingual and CLIL education, aiming to enhance teacher preparedness. Lastly, the survey intends to provide data-driven recommendations for policymakers, educators, and researchers to improve and support bilingual education initiatives.

The survey, which involves educators from diverse linguistic and cultural backgrounds, aims to provide a comprehensive overview of multilingual education in Europe, highlighting best practices and areas for improvement. The findings will contribute to the ongoing dialogue on effectively integrating language and content learning in diverse educational settings.

2. Method

2.1 Participants

The countries represented in the survey include Albania, Austria, Bosnia and Herzegovina, Croatia, Finland, Germany, Hungary, Israel, Italy, Jordan, Latvia, Portugal, Poland, Romania, Serbia, Slovakia, Spain, the Netherlands, Turkey, and Vietnam. This distribution highlights Spain and the Netherlands as significant contributors in terms of participant numbers. Fifty-five educators from various parts of Europe, engaging a diverse representation of the educational landscape participants in the study. Figure 1 shows the bar chart, which presents the distribution of survey participants across various countries. The data shows that most countries have between 1 and 3 participants, with a notable exception being Spain, which has 19 participants.

Figure 1

Number of participants by country

Country
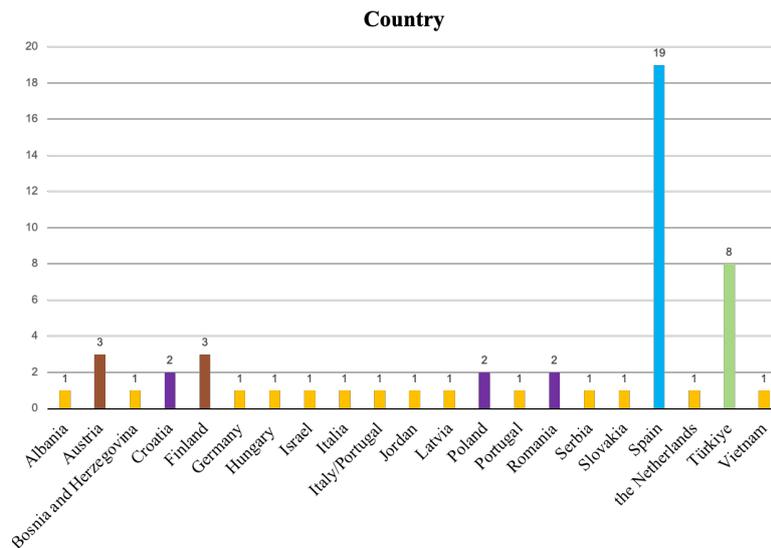
In addition, 28 participants were identified as researchers and 25 as university lecturers (see Figure 2). Additionally, ten teacher trainers, nine secondary education teachers, nine primary education teachers, and four participants were involved in writing teaching materials. Figure 2 reflects a diverse range of professionals participating in the survey.

Figure 2

Distribution of participants' roles in the study
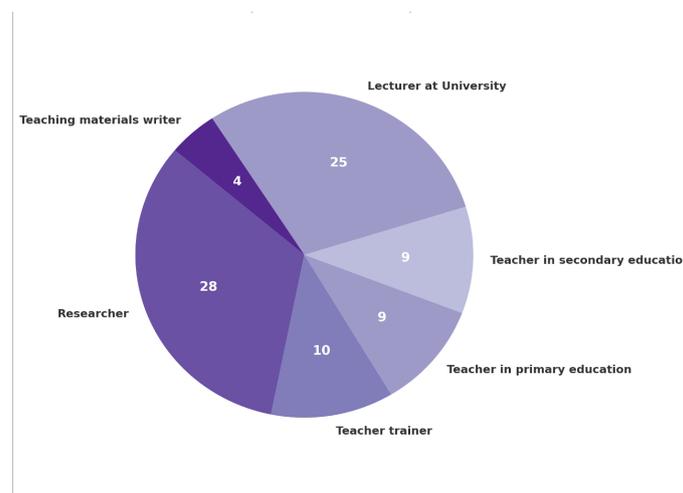
2.2 Questionnaire

Data were collected by means of a questionnaire adapted from (McCarty, 2012a, 2012b). It was divided into seven sections. Section 1 collected personal details to understand the demographic and professional backgrounds of the participants. The survey also delved into the participants' views on multilingual education and CLIL methodologies (Section 2, Conceptualisation), their familiarity with practices related to integrating language learning with subject-specific content (Section 3, Subject Literacies), and the design and implementation of lesson plans that incorporate multilingual education approaches (Section 1 Lesson Plan). Additionally, it gathered information on the use of language corpora in teaching and research (Section 5, Corpora).

Moreover, the questionnaire addressed how bilingual education was integrated into national curricula across different countries (Section 6, National Curriculum). The survey closed with a section for feedback on the survey itself, providing any additional insights the participants wished to share (Section 7). The questionnaire included closed-ended and open-ended questions, facilitating quantitative and qualitative data analysis. Appendix 1 provides a complete detailed version of the questionnaire, with the questions in each Section.

2.3 Procedure and Data Analysis

The survey was disseminated through educational networks and associations focused on Bilingual education. An invitation was sent out via email containing a link to the online survey platform, and the survey remained open for responses over two months. A quantitative and qualitative analysis of the data was carried out. The quantitative analysis examined responses to closed-ended questions, including frequencies and percentages. The qualitative analysis involved using content analysis techniques to explore open-ended responses, allowing the extraction of themes, perspectives, and differences in the participants' experiences with bilingual education and disciplinary literacies. This dual approach allowed a comprehensive analysis, offering a complete understanding of the multilingual education practices across Europe, and highlighted the challenges and pedagogical strategies described by the educators.

3. Questionnaire results

As previously mentioned, the questionnaire included seven sections, but Sections 1 and 7 will not be included in the results, as they reflect personal data and appreciation (respectively). In what follows, I will refer to findings related to the Conceptualisation Section.

3.1 Findings Related to the Conceptualisation Section

Findings related to conceptualisation comprised 11 questions. In question 1, participants were asked to describe their CLIL/Bilingual context briefly. We found that English emerges as the predominant language, highlighting its significant role. Additionally, the implementation of CLIL/ Bilingual programmes showed notable variation across the continent. For example, CLIL has become a mandatory curriculum component in Italy and Austria. In contrast, in Catalonia, CLIL programmes were adopted flexibly to align with local needs and motivations. This is illustrated in the following comets:

> P1: "In Italy, integrating CLIL into the mandatory curriculum has transformed our approach to language education, making bilingual learning a standard for all students."

> P23: "Austria's implementation of compulsory CLIL programmes has led to a unified method of bilingual instruction, benefiting students across the country."

> P16: "Catalonia's flexible CLIL adoption allows schools to customise the program to local contexts, resulting in diverse and effective bilingual education strategies."

Further differences are observed across educational levels. Austria and Turkey have a pronounced focus on primary education, introducing young learners to bilingual environments early on. Conversely, countries like Spain and Portugal concentrate more on secondary education, with Finland extending this approach to higher education levels.

Another aspect worth noting is the variance in cultural integration and teacher training. Regions like Transylvania prioritise the Hungarian minority by integrating their language and culture into the education system, while Bosnia and Herzegovina focus on preparing students for international opportunities through English. The requirements for teacher training also vary; countries like Italy and Spain emphasise the need for specific qualifications, whereas Austria and Romania adopt more flexible approaches.

In addition, the impact of CLIL on student outcomes appears significant, with evidence from Spain suggesting that the intensity of the program and the extent of language exposure play a crucial role. Finally, participants also believed that parental and community engagement is crucial. For instance:

> P45: "Parents and community support is essential for CLIL's success. When parents understand and engage with the CLIL approach, they can better support their children. Organising workshops and community events helps improve students' language skills and boosts their confidence."

P9: "Engagement from parents and community engagement is vital for CLIL's success. When parents are involved and understand the program, they can better support their children. Community events and workshops help enhance students' language abilities and confidence."

So far, responses to question 1 show that CLIL/bilingual education implementation in Europe is diverse, reflecting differences across educational levels, cultural implications, and teaching training requirements.

However, thanks to participants' comments, we also found the extent to which diverse linguistic programmes cater to educational needs and promote cultural inclusion and global mobility. As reflected in participant comments, educational systems increasingly embrace multiple languages to prepare students for a connected and multicultural world. For instance participants P23, P34, P12, P4 and P34 mentioned:

P23: "In Madrid, bilingual education includes Spanish and English, with additional offerings in French and German. This wide linguistic range in primary and secondary education underscores Spain's commitment to preparing students for a multilingual future and reflects a comprehensive approach to language learning."

P34: "Hungary offers a unique model of multilingual education that incorporates English and minority languages such as Slovak, German, Greek, and Romanian. These bilingual schools serve as cultural hubs, emphasising Hungary's dedication to preserving linguistic diversity and fostering an environment conducive to cultural exchange."

P12: "In Poland, the educational landscape has adapted to sociopolitical changes by integrating Ukrainian in response to recent migrations, alongside intentional English bilingualism in traditionally monolingual settings. This shift towards emergent bilingual contexts highlights Poland's responsiveness to the evolving linguistic needs of its population".

P4: "Bosnia and Herzegovina challenge traditional educational models by providing complete instruction in English within privately funded schools. This strategy aims to prepare students for global university environments and uses bilingualism to enhance global mobility and cultural integration, marking a significant move towards international readiness."

P34: "In Istanbul, the approach to education includes English, Turkish, and Arabic, catering to a diverse student body. The trilingual education system enhances language acquisition and promotes inclusion and intercultural understanding, preparing students to navigate and contribute to a diverse global society."

Moving to question 2 within the Conceptualisation Section, participants were asked about their perception of having different languages in the educational system. As seen in Figure 3, 43 responses indicated that having a different language was a resource, suggesting that they believed in the instrumental importance of language and the need to orientate education guidelines to support multilingual education even if that meant making sacrifices in other aspects of school organization. In contrast, fewer teachers highlighted human rights, with only ten responses in this category. This lower response rate could suggest that human rights issues related to language education are not perceived as widespread problems or that more immediate practical needs like resources overshadow them. Furthermore, the aspect of "Problems" received the least attention, with only four responses. This minimal concern might indicate that, from the teachers' viewpoints, there are relatively few problems or challenges facing language education that resource-related issues must cover.

Figure 3

Participants' perception of different languages in school
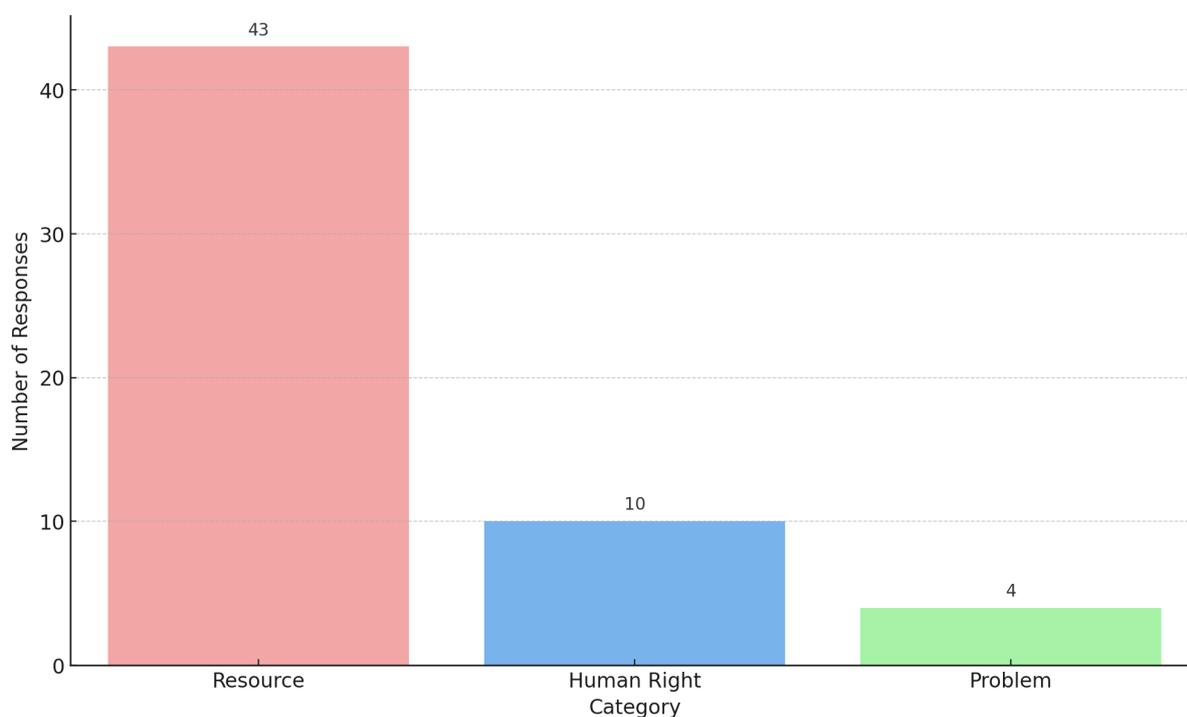
Participants' comments also support and justify our quantitative findings:

> Human Rights, P1: "It depends on how prestigious the additional language is. This is considered an asset if it is a Western European language (English, etc.). Nevertheless, if it is a language like Bosnian/Serbian/Croatian, Turkish, etc., this is considered a threat to students' German proficiency, but we have the right to choose languages."

> Problem, P2 "Additional work, materials and effort, students struggle to follow the technical content and the different languages do not help."

> Resource, P4: "Culture variety and opportunities, a unique selling point."

Findings related to question 2 indicate a positive outlook among teachers concerning the support and resources available for language education but also highlight potential areas for further investigation and improvement, particularly in human rights education.

Moving to question 3, participants were asked about the purpose of implementing CLIL/bilingual education in their context. As depicted in Figure 4, the predominant aim, as

indicated by a significant number of responses (46 responses), is adding a new working language. This reflects a strong inclination towards enhancing multilingual capabilities among students, preparing them for a globalised world where additional languages can be critical assets.

In contrast, the development of native language use obtained nine responses, indicating a moderate interest in strengthening students' proficiency in their first language within the school curriculum. Only six teachers reported the intention to maintain native language use, suggesting that maintaining the status quo is not a priority. Notably, only a single response suggested a change in native language use, highlighting a general tendency to preserve native language structures rather than transform them.

Figure 4

Participants' responses to the intention of implementing CLIL/Bilingual programmes
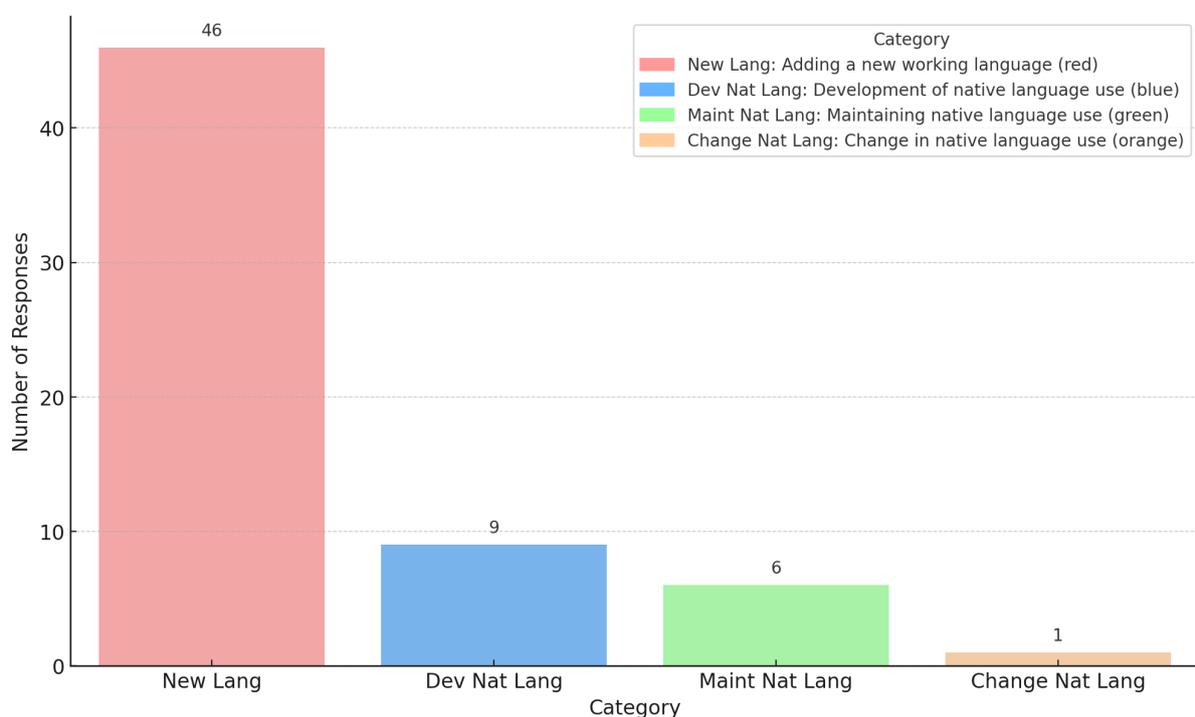
Concerning question 4, considering to whom CLIL/Bilingual programmes were, our data showed a clear preference for focusing on language majority groups and minority, with 33 responses (As illustrated in Figure 5). This trend highlights the importance of addressing dominant and non-dominant language speakers in educational programmes to enhance language proficiency and cultural competence. Conversely, 15 participants responded that

CLIL/ Bilingual programmes were aimed at language majority groups exclusively, suggesting a targeted approach to enhance the linguistic skills of students who already possess proficiency in the dominant language.

A minor focus was placed on language minority groups (4 responses, see Figure 5), suggesting that these models may support students who might not have the dominant language as their native tongue. Such initiatives could be crucial in promoting inclusivity and equal educational opportunities by providing language support and resources that help bridge the gap for minority language speakers.

In the category labelled "Others", three responses could encompass special educational needs or alternative educational setups not specified within the typical majority/minority framework (see Figure 5). This indicates a limited yet present recognition of the diverse educational requirements that may fall outside the mainstream categorisations.

Figure 5

Participants' responses to who the programmes were for
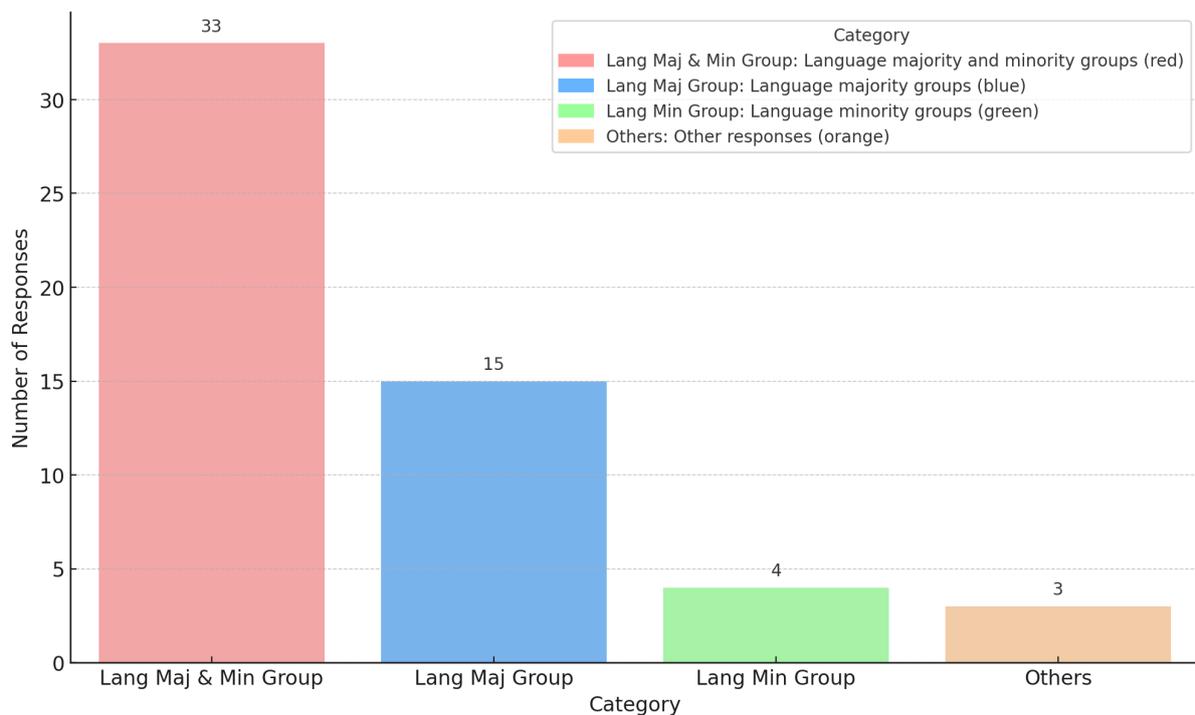
Questions 5 and 6 addressed the purpose of CLIL/bilingual education and the languages used for teaching disciplinary literacies, respectively. Focusing on question 5, the purpose, as noted in Figure 6, was to encourage linguistic diversity and multiculturalism within the educational environment (with 37 responses). This priority shows a broad educational goal of fostering an

inclusive atmosphere that embraces multiple languages and cultural backgrounds, preparing students for a globally interconnected world. The second most cited purpose, with 21 responses, involves enriching language majority students. This indicates a strategic focus on enhancing students' linguistic skills from the predominant language group, aiming to equip them with additional language proficiencies that are increasingly demanded in various professional and personal contexts.

Other notable purposes include maintaining ethnic languages and assimilation of language minority students into the majority culture, which received 6 and 5 responses, respectively. These goals highlight the dual aspects of preserving cultural heritage through language and facilitating integration, each playing a crucial role in the dynamics of multicultural education settings.

Figure 6

Participants' responses to the purpose of CLIL/Bilingual programmes
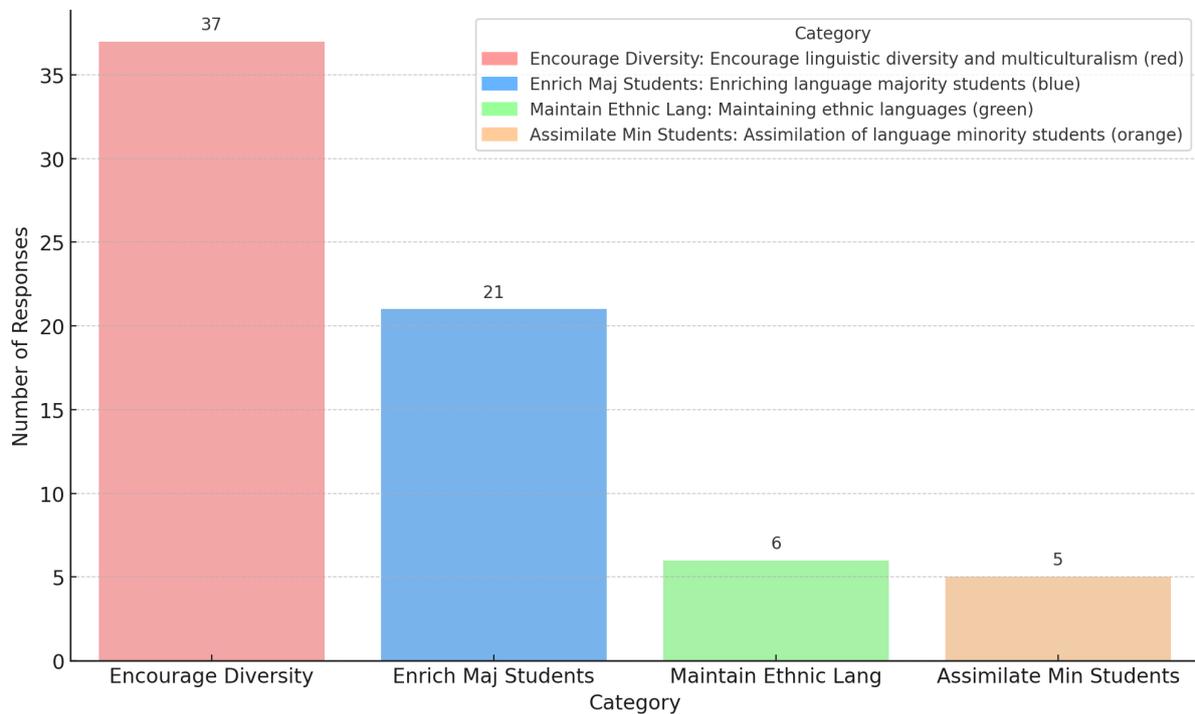
Moving to question 6, referring to the languages utilised for teaching disciplinary literacies, Figure 7 shows the overwhelming preference for English, with 43 responses indicating its use. This dominance of English reflects its global status and the perceived necessity of English proficiency in academic and professional realms.

Nine responses suggest that other European languages, such as French, German, and Spanish, play significant roles. This suggests that considerable value has been placed on these languages, probably due to their cultural and economic relevance in Europe and beyond.

The national language received nine responses, while the regional language received four. Heritage languages, such as Chinese, were least represented with only two responses, indicating limited but specific educational settings where these languages are promoted.

Figure 7

Languages used to teach disciplinary literacies
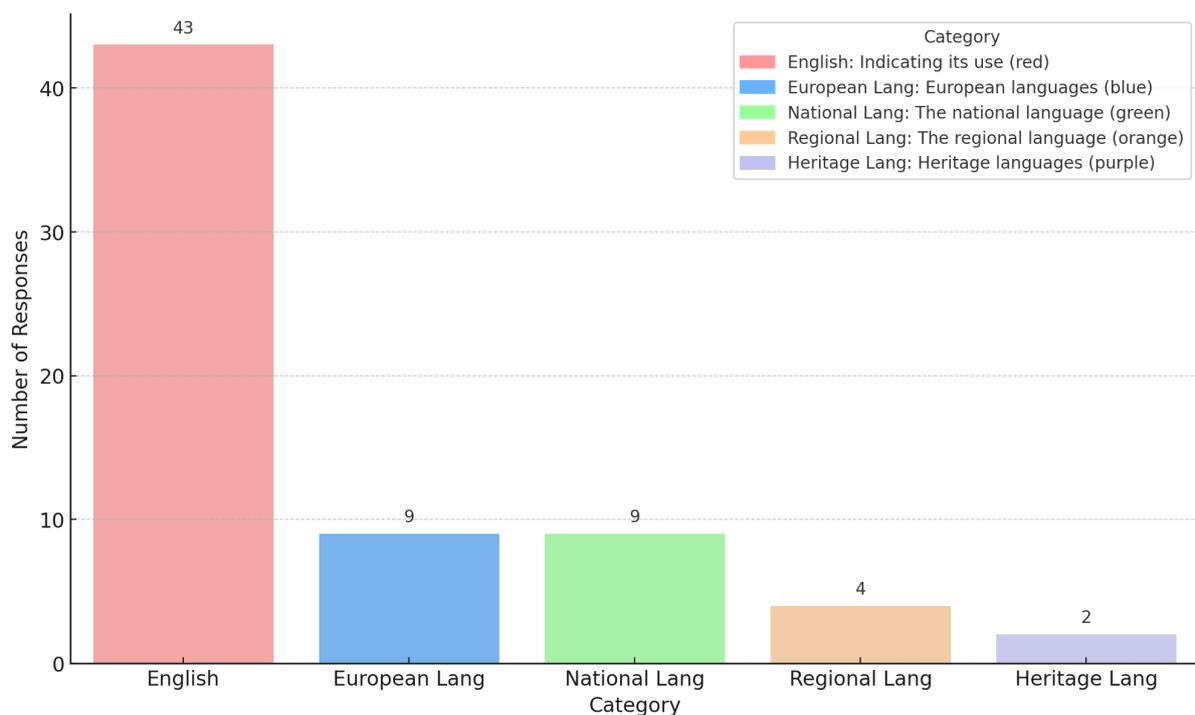
The insights from questions 5 and 6 show the strategic intentions behind adopting CLIL/bilingual education models, which primarily focus on promoting a multicultural and multilingual education environment. The dominant use of English and significant inclusion of other major European languages highlight the outward-looking educational strategies that equip students with the necessary tools to thrive in a globalised society. Meanwhile, the purposes and specific languages used reflect a different approach to balancing global competencies with national and regional cultural identities and needs.

Moving to question 7, participants were asked about the CLIL/bilingual education type implemented in their context. As depicted in Figure 8, there was no agreement on whether CLIL/ Bilingual models encourage bilingualism. Nineteen participants considered it a

substantial form, 17 did not consider CLIL a bilingual education model, and 11 viewed it as a weak form to encourage bilingualism.

Figure 8

Participants' responses to the type of CLIL/Bilingual programmes
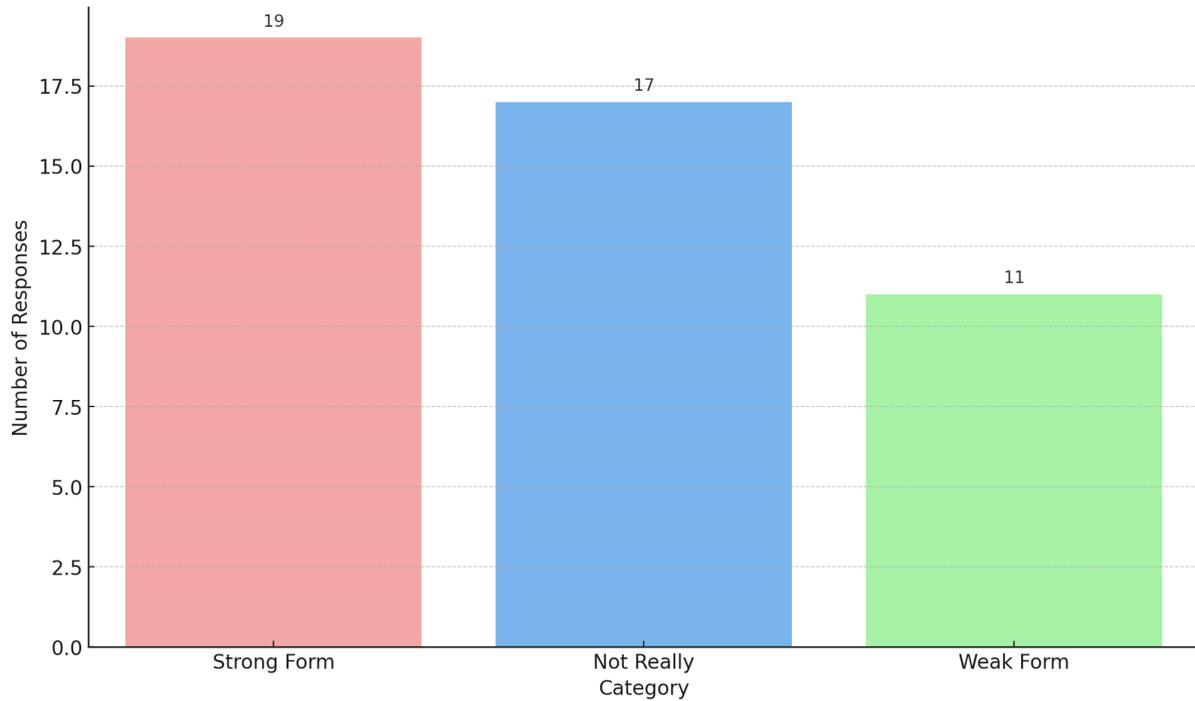
This is illustrated in the following comments:

P3: "This depends on what individual schools envision and implement."

P33: "I would not say there is one specific bilingual model in Austria. At most levels, it can be described as "weak form", but there are many schools with a more intense and specific CLIL."

P12: "Neither strong nor weak bilingual education."

In question 8, participants were asked to describe their CLIL/Bilingual system. They could choose between Middle immersion, Early immersion, not immersion and late immersion. As depicted in Figure 9, "Middle Immersion" emerged as the most common approach, with 21 teachers indicating its use. This involves introducing a second language as a medium of instruction after the early school years. "Early Immersion", with 12 responses, and "Late Immersion", with 7. Notably, 13 respondents indicated they did not employ any form of

immersion, highlighting that a significant group of educators may need help implementing these models.

Figure 9

Participants' selection of types of immersion in their context
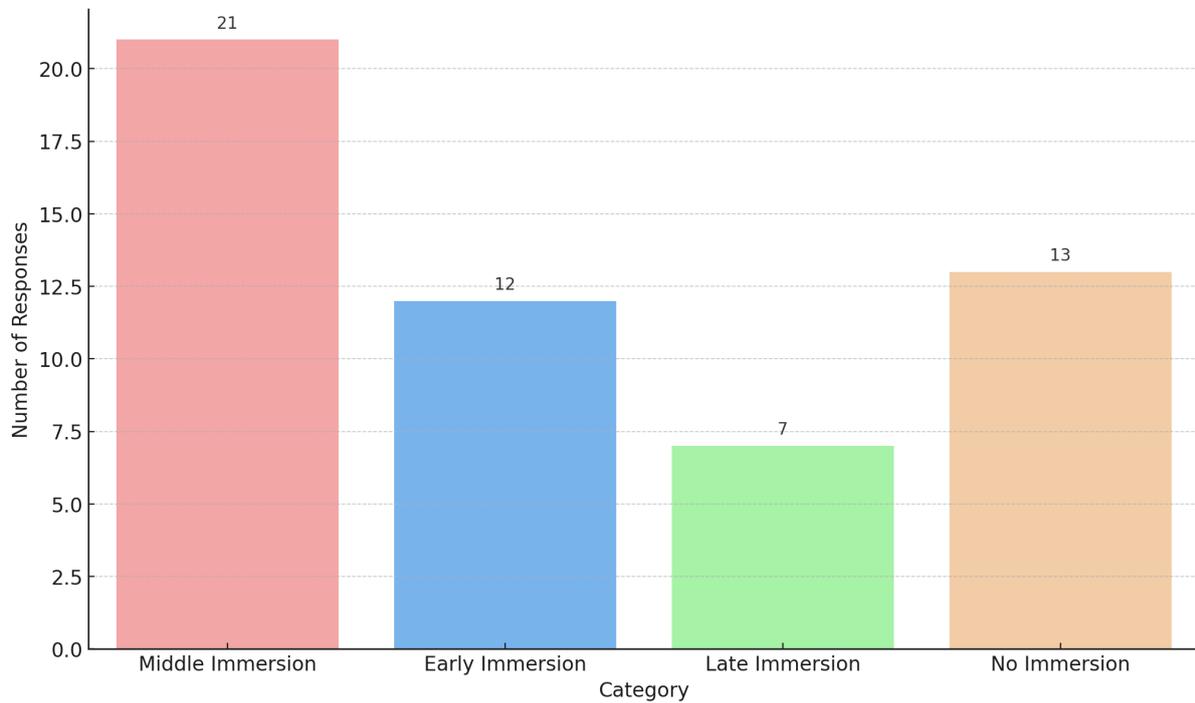
The following comments illustrate such unconscious discrepancy.

> P22: "The point is that CLIL is not officially presented as
>
> bilingual education."
>
> P43: "There is too little exposure in the foreign language to call it "exposure"; but it does start at primary level."

In question 9, where participants were asked about the effectiveness of CLIL/ Bilingual programmes, the responses were quite diverse (see Figure 10). A significant number, 28, felt that the current models are "Not enough to become bilingual". However, 21 teachers believed these models helped students become "Functionally Bilingual". In addition, 9 responded "Foreign Language Classes in Native Language", which may indicate a perception that the models do not fully integrate language learning in the native language.

Figure 10

Participants' responses to the effectiveness of CLIL/Bilingual programmes
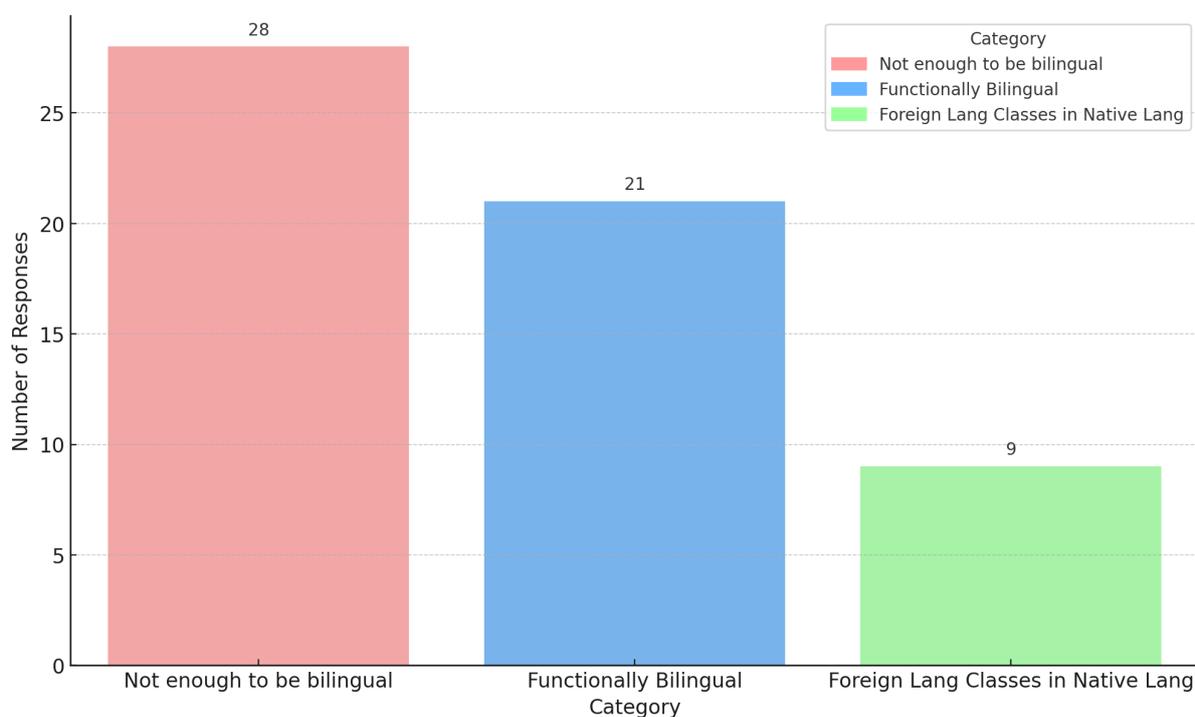
These findings provide different views of how CLIL/bilingual models are perceived and implemented in educational settings. While many teachers support their effectiveness and report strong implementation forms, many need more confidence in CLIL/Bilingual programmes to encourage bilingualism. This suggests the need for continued dialogue on best practices and more support or training for teachers to maximise the benefits of bilingual education.

Regarding language proficiency, question 10 refers to the expected outcomes for students" L2 competence (see Figure 11). The majority of teachers, with 27 responses, responded that their students reached a B2 level, which indicates a high degree of fluency that allows students to engage in complex textual and conversational contexts. A smaller group of 12 teachers set their expectations at the B1 level, which signifies basic conversational and academic language abilities. This level is typically sufficient for everyday communication and professional interactions but less comprehensive than B2. Meanwhile, 11 teachers aim for their students to achieve C1 competence, denoting advanced language skills that enable complex and nuanced understanding and communication. Notably, none of the respondents expected their students to reach the C2 level, representing mastery or native-like proficiency in the language. This

absence may reflect realistic expectations about the limits of language acquisition within the timeframe and intensity of typical school programmes.

Figure 11

Participants' expected level of students' L2 competence in CLIL/Bilingual programmes
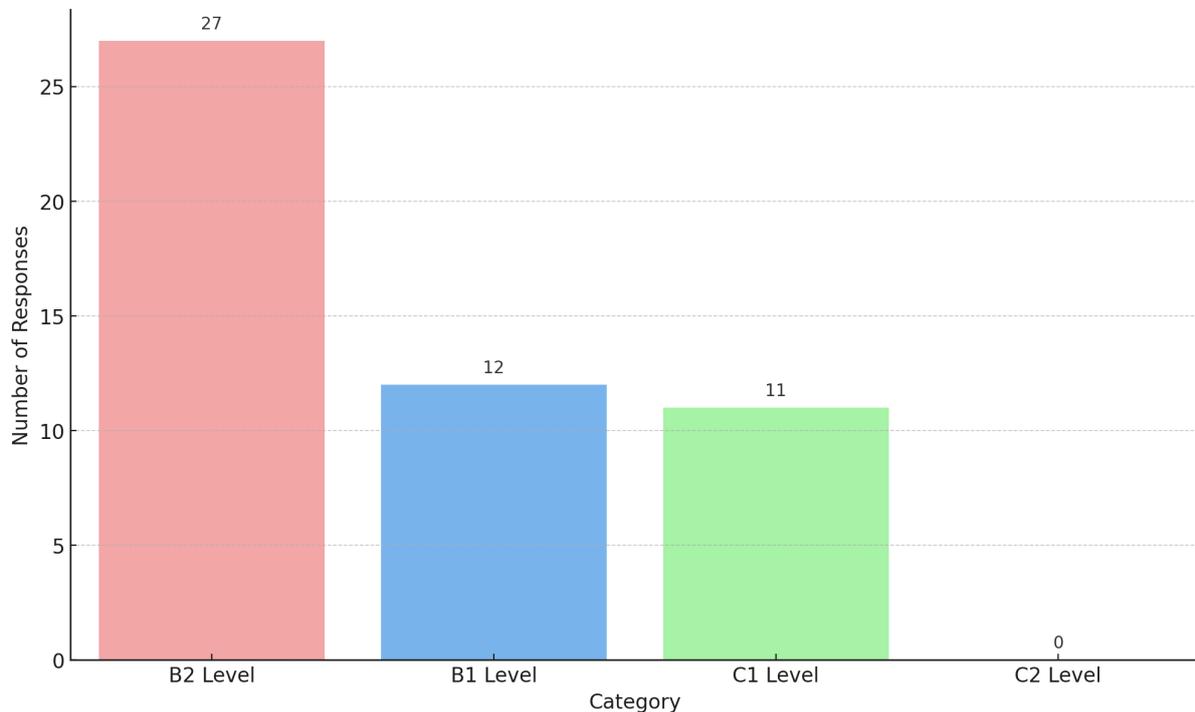
In question 11, participants were asked about the exploitive level students could achieve in a CLIL/Bilingual programme (see Figure 12). The largest group, 24 teachers, reported that their students spent less than 50% of their educational time in L2. This model supports essential language acquisition without overwhelming students who are new to the language. Thirteen teachers stated that about 50% of classroom instruction occurs in L2, suggesting a balanced approach to progressively building language skills alongside content mastery. Seven teachers indicate that their students are exposed to L2 for around 100% of the time, a total immersion likely to fast-track language acquisition, albeit with the challenges of maintaining comprehension and engagement in all subject areas.

Figure 12

Participants responses to the number of hours of exposure to L2 in CLIL/Bilingual programmes
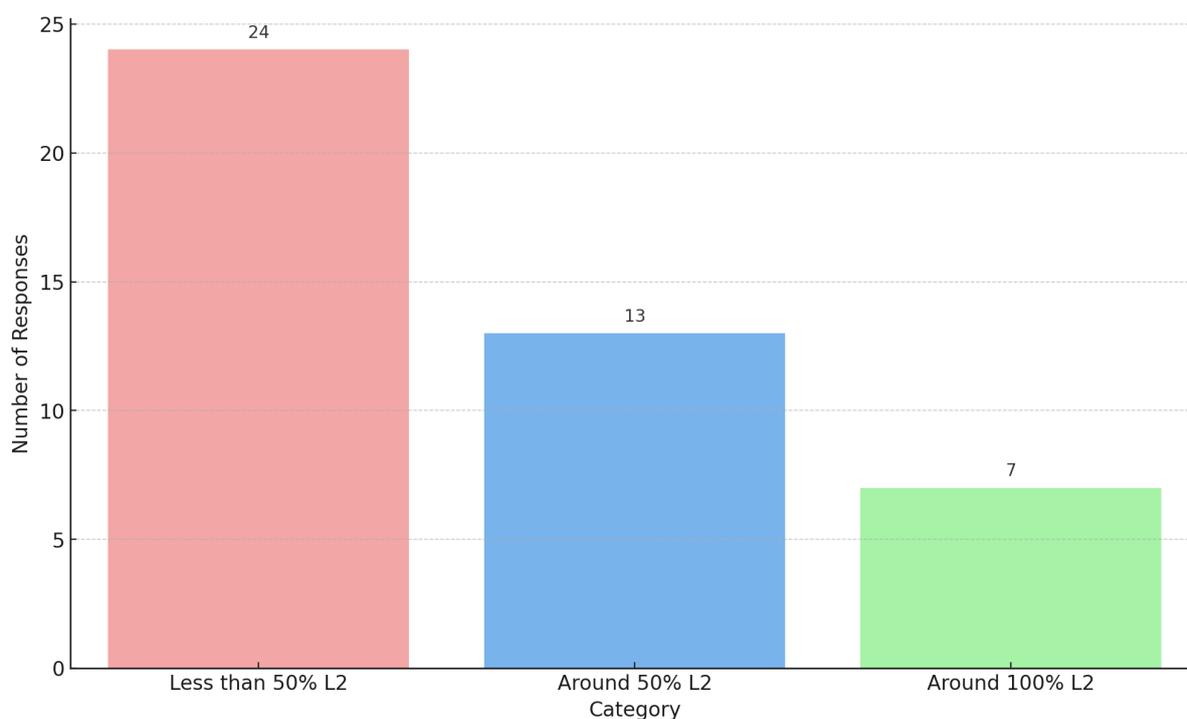
This is illustrated in the comments by the participants

> P1: "Depends on what individual schools target in their CLIL programmes."

> P3: "This depends on the teacher in primary school. You can expand the given lessons and provide even more CLIL learning scenarios - if wanted."

> P4: "Depends on the settings and the languages involved."

In summary, findings related to the conceptualisation of CLIL/Bilingual programmes reveal significant diversity in its implementation and perception. English predominates, reflecting its global importance, though other European and regional languages are also valued. Regional differences are notable, with some countries like Italy and Austria mandating CLIL education while others, such as Catalonia, adapt programmes to local needs. Cultural integration and teacher training approaches vary, with specific focuses on linguistic minorities and preparation for international opportunities. Teachers generally view CLIL programmes as valuable resources, though they acknowledge practical and human rights challenges as less frequent concerns. The primary goal of these programmes is to add a new working language while promoting linguistic and multicultural diversity, focusing on both majority and minority groups. Most teachers consider current programmes insufficient for complete bilingualism,

though functional bilingualism is often achieved, with expected L2 competence levels varying, mostly reaching B2. Finally, L2 exposure ranges widely, from less than 50% to total immersion, reflecting different approaches and challenges in implementation.

3.2 Findings Related to Subject Literacies Section

Referring to Subject Literacies, the first question of this section of the questionnaire assessed teachers' familiarity and engagement with the whole concept of disciplinary literacy for the conceptualization of language goals and content across the curriculum in multilingual education. As seen in Figure 13, most respondents (29 teachers) had previous experience with this approach. However, many participants (18) remain, although they were aware of this approach and have yet to engage with it actively. This may be due to barriers such as lack of training, resources, or institutional support. Only nine respondents reported needing experience with the disciplinary literacy teaching approach, reflecting a relatively small proportion of the total yet underscoring ongoing gaps in teacher training and professional development.

Figure 13

Participants' familiarity with disciplinary literacy
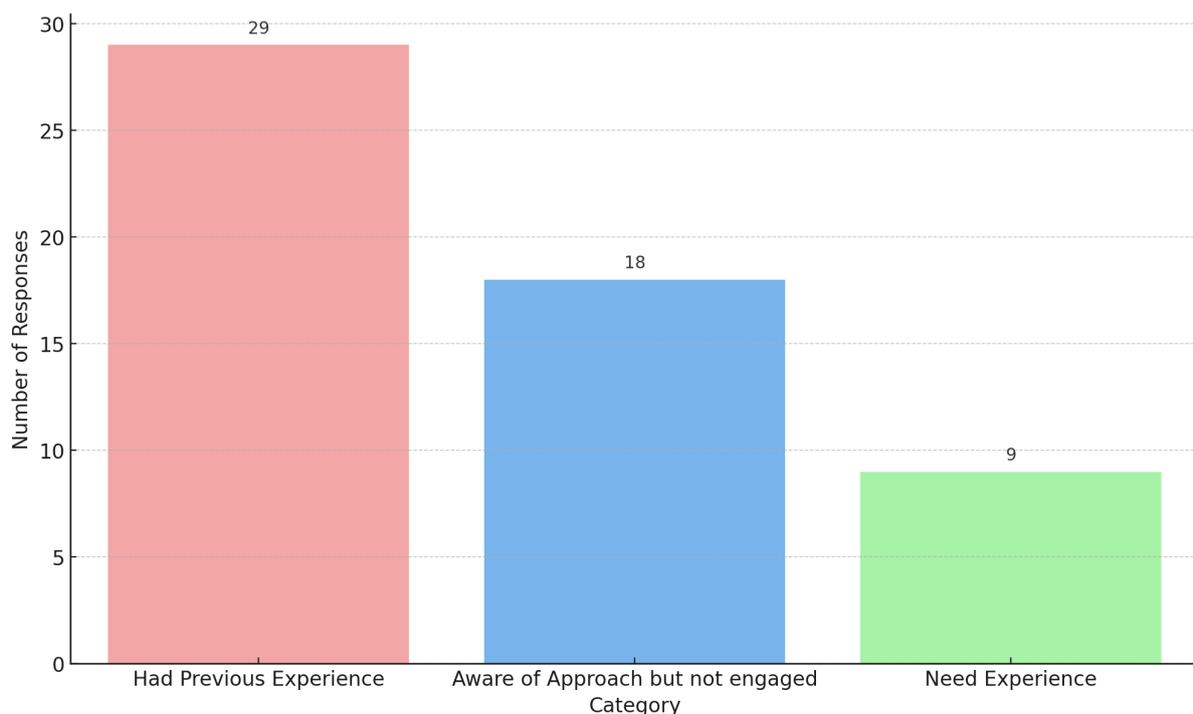
Reading question 2 within the section on Subject Literacies, we were interested in exploring participants' use and perceptions of assessment tools, specifically rubrics. We analysed participants' comments thematically, and the following key themes emerged.

1. Varied Use of Rubrics and Assessment Tools

Participants reported diverse rubrics and other assessment tools in CLIL classrooms. These tools, often created by CLIL teachers in collaboration with foreign language (FL) teachers, are used to correct exams and assignments, evaluate students after each theme, and evaluate speaking and presentation skills. The assessment methods mentioned included tests, oral presentations, portfolios, and written essays, indicating the multifaceted nature of evaluation practices in CLIL/ Bilingual settings. There needs to be more standardisation, as some responses highlighted the absence of standardised assessment practices, with some teachers creating their rubrics for specific groups within schools.

2. Diverse Evaluation Practices Across Regions and Schools

The responses revealed a need for more standardisation in evaluating CLIL students, with practices varying significantly across regions and schools. Some teachers from Hungary and Austria reported needing knowledge or guidelines for evaluating CLIL students. In contrast, teachers from Croatia mentioned that the national curriculum guidelines exist, but they still need to provide specific assessment criteria for bilingual programmes.

3. Content Over Language

This suggests a focus on assessing the subject learned in English rather than how English was used. For instance, in Austria, content teachers' assessment of CLIL students is based on the goals of the respective content subject, often ignoring the CLIL/language aspect. Quote:

4. Formative Assessment and Non-Traditional Grading

In most primary and secondary schools, CLIL lessons are not graded. CLIL is a means of improving communication skills, which will be reflected in better grades in foreign language lessons.

5. Need for Professional Development and Research

A significant need for professional development and research was expressed, with some educators relying solely on their initial teacher education and independent research on the topic.

Overall, the thematic analysis of question 2 reveals the diverse and complex nature of rubrics and assessment practices in CLIL classrooms, highlighting significant variation across regions, a focus on content over language, and the need for further professional development and standardised guidelines.

Regarding the last question in the section on Subject Literacies, participants were asked about integrating language learning with subject content in the national curriculum. As depicted in Figure 14, there appears to be a strong agreement among the teachers about the existence of language guidelines which integrate subject content and L1 (30 agree, 14 disagree). This suggests a prevalent recognition or implementation of first-language integration strategies within the curriculum, which can reinforce students' language proficiency alongside their content learning.

In contrast, integrating subject content and L2 needs to be more acknowledged. Twenty-eight teachers agree, and 19 disagree that such guidelines exist. This indicates more variability or less clarity on how second languages are integrated within the curriculum across different educational settings.

Furthermore, the survey explored the collaborative nature of lesson planning between content and language teachers. A notable number of respondents (29) believe that lesson plans integrating content and language are not commonly co-developed, compared to 17 who think otherwise. This points to a potential area for improvement in fostering collaboration between language specialists and subject matter teachers to enhance the effectiveness of bilingual education programmes.

Figure 14

Participants' responses to the integration of language learning with subject content in the national curriculum
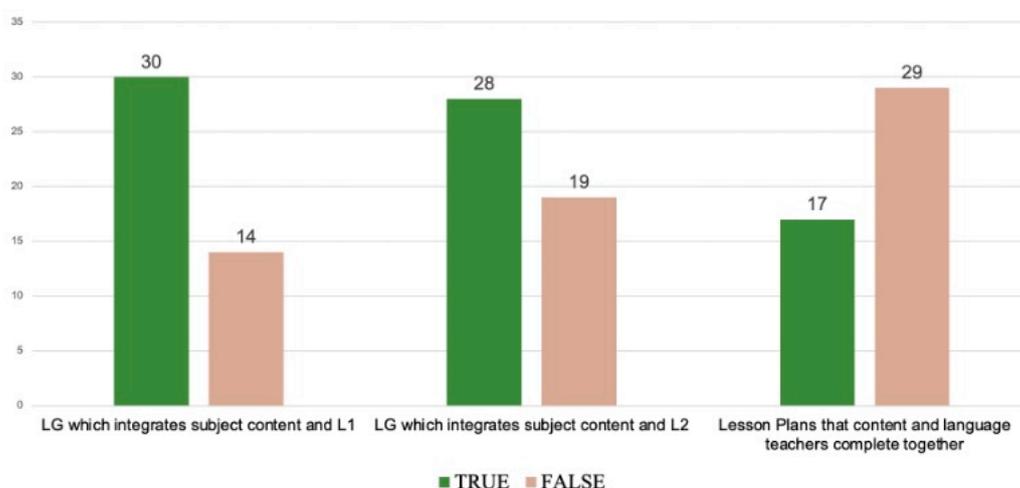
To summarise findings from the section, disciplinary literacies have revealed that teachers are generally familiar with the disciplinary literacy teaching approach, though there is still room for improvement. Some teachers must be aware of this or may have yet to have the experience.

When it comes to rubrics, their use varies widely, indicating a need for more consistent application and better resources. Assessments differ significantly across Europe, showing a lack of standardisation. Regarding the national curriculum, there is a clear need for better language and content learning integration. Finally, collaborative lesson planning between content and language teachers is rare, pointing to an area that could significantly enhance the effectiveness of bilingual education programmes.

3.3 Findings Related to the Lesson Plan Section

Four questions related to Lesson Plans were included in Section 4. In question 1, participants were asked about familiarity with the subject. As seen in Figure 15, the survey indicated varying levels of teacher familiarity with different subjects within CLIL/bilingual contexts. Most respondents reported being familiar with Science (23 responses), suggesting a significant engagement with this discipline in bilingual education settings. History follows with 19 responses, indicating a robust interest but slightly less than Science. Mathematics shows the lowest familiarity, with only five teachers feeling well-versed in teaching this subject in a bilingual context. This disparity in subject familiarity could influence the effectiveness and implementation of CLIL/bilingual methods, potentially favouring subjects where teachers feel more confident.

Figure 15

Participants' subject familiarity
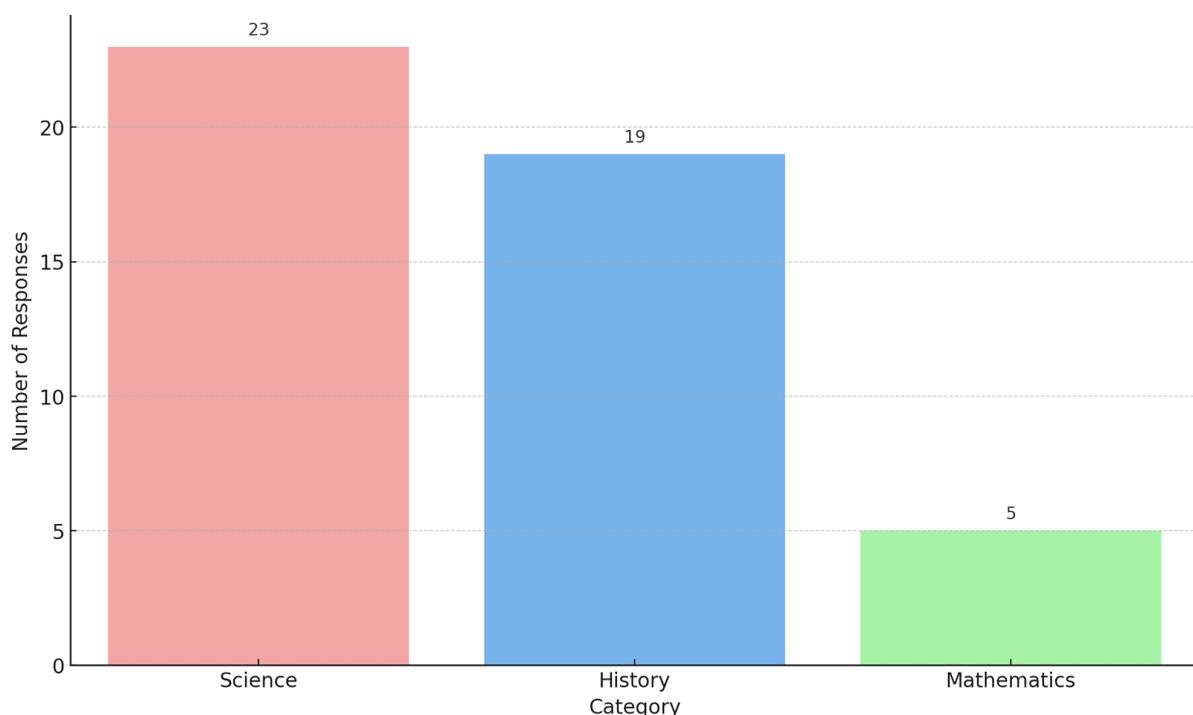
The following three questions of the section dealt with Lesson Plans focused on pre-task, task and post-task performance. As seen in Figure 16, during the pre-task activities, the survey highlights various practices teachers employ to prepare students for bilingual learning. The most common activity was activating content-specific lexis ("Very Often" by 21 teachers), emphasising the importance of vocabulary in understanding and engaging with content. Other common pre-tasks include brainstorming ("Very Often" by 21 teachers) and revisiting previous topics ("Very Often" by 20 teachers). These practices aim to scaffold new information, making it more accessible in a second language. Besides, learning how to do calculations and learning specialised equipment usage are less frequently employed (Never by 10 and 8, respectively).

Figure 16

Pre-task activities during CLIL/Bilingual lessons
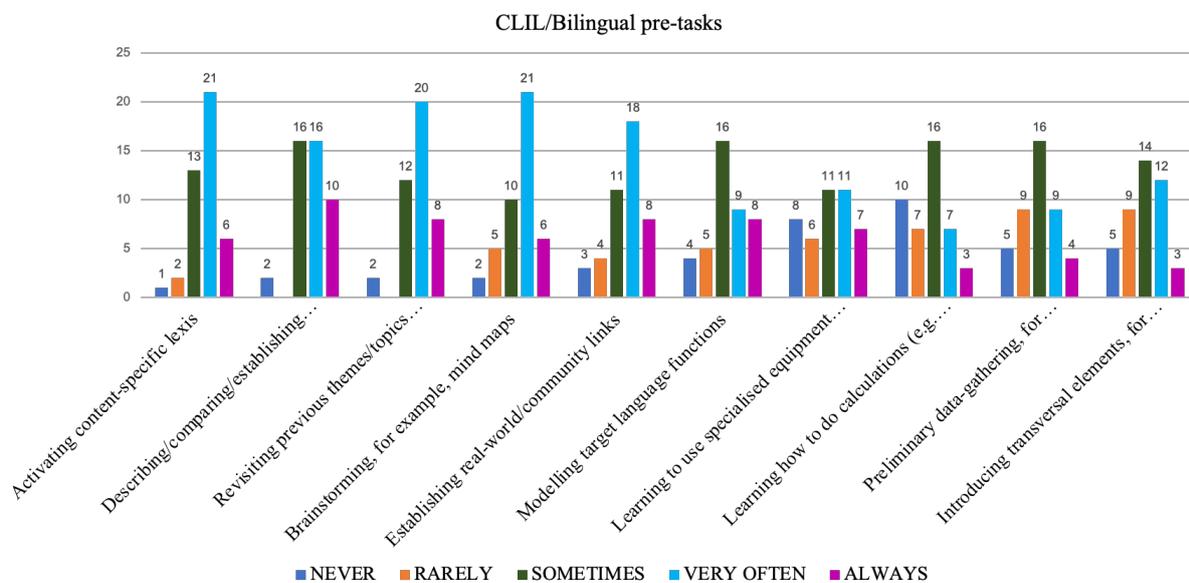
On the one hand, during the task itself, simulations such as debates ("Very Often" 21 responses) and drawing and labelling maps ("Very Often" 18 responses) are prevalent (see Figure 17). These tasks suggest a dynamic classroom environment where practical and interactive methods enhance subject comprehension and language use. On the other hand, the less frequent tasks were conducting experiments ("Never" in 7 responses) and composing original output ("Never" in 7 responses).

Figure 17

Task activities during CLIL/Bilingual lessons

CLIL/Bilingual tasks
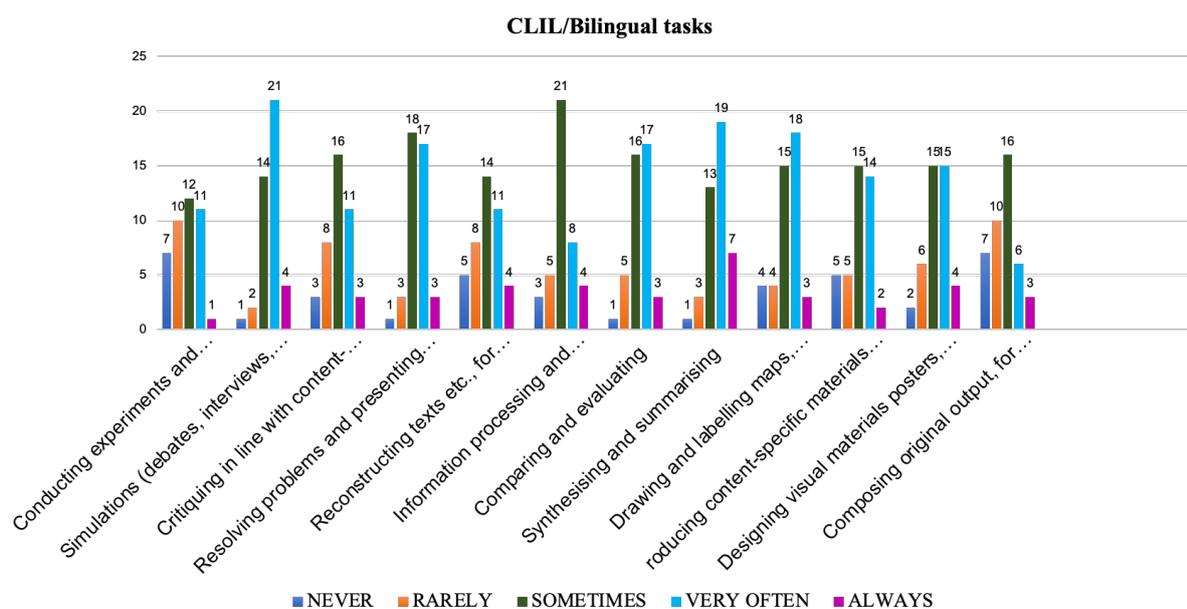
Finally, the Post-task activities also vary, with concept-checking being a standard method to assess understanding ("Very Often" by 19 teachers) (see Figure 18). Reflecting on learning strategies is frequently noted ("Very Often" by 12 teachers), as are quizzes ("Very Often" by 16 teachers). Less common tasks were text analysis and language analysis ("Never" performed by 5 and 7 respondents, respectively), which indicates an unbalanced assessment of content and language in the classrooms.

Figure 18

Post-task activities during CLIL/Bilingual lessons
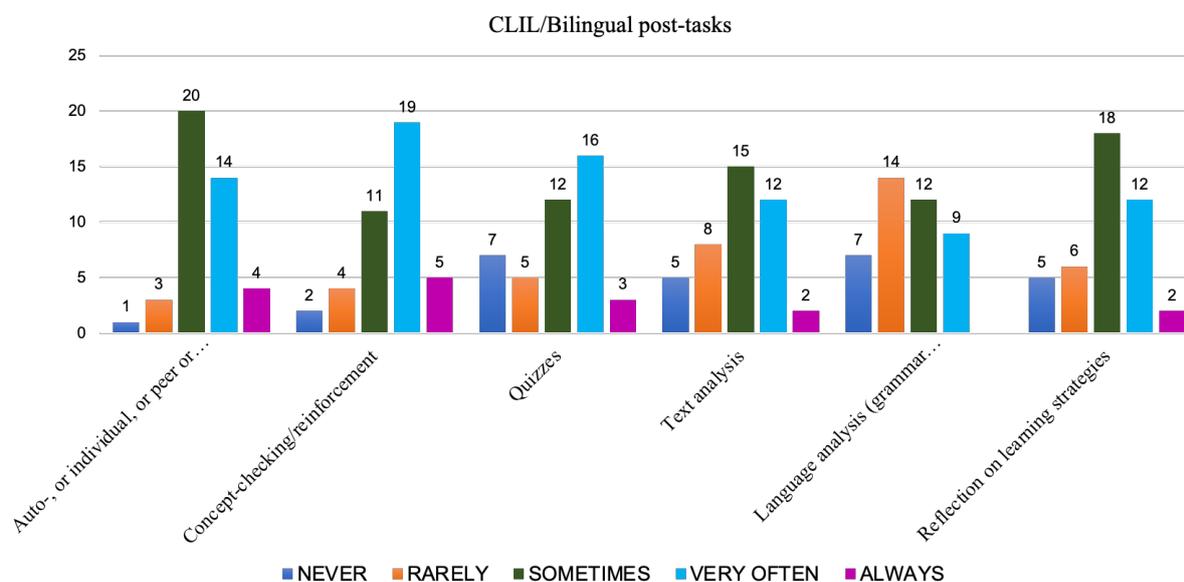
To sum up, findings from Section 4, related to Lesson Plans, revealed that teachers are most familiar with teaching Science in CLIL/bilingual contexts, followed by History, with Mathematics being the least familiar subject. Pre-task activities commonly included activating content-specific vocabulary, brainstorming, and revisiting previous topics, which helped scaffold new information. During tasks, simulations and map activities were prevalent, indicating a dynamic use of interactive methods. Post-task activities often involved concept-checking, learning strategy reflection, and quizzes, though text and language analysis were less common, highlighting an unbalanced focus on content over language assessment. These findings suggest a need for more balanced and comprehensive assessment approaches in CLIL/bilingual education.

3.4 Findings Related to Corpora Section

Section 5 of the survey was related to Corpora. We aimed to determine whether teachers had access to corpora and how they used them. The thematic analysis revealed a notable range in the availability and variety of these educational resources.

The availability of diverse corpora is crucial for educational and research purposes, and this thematic analysis highlighted the varying accessibility and variety of these resources. However, many respondents highlighted significant challenges in compiling and accessing corpora.

These included technical difficulties, copyright restrictions, and data protection issues. For example, in Croatia, the absence of a defined corpus points to a potential for data collection and a need for careful consideration of legal constraints.

In addition, participants indicated a vast potential for using corpora in interdisciplinary and international research. They reported that ongoing collaborations, such as those between academics from different universities, create small, focused corpora. These efforts enhance the richness of research outputs and foster greater understanding across academic disciplines and cultural contexts.

Plans are underway to develop new corpora, particularly in underserved areas. These developments are essential for expanding the scope of research and educational resources available. For instance, some institutions plan to gather new samples in the coming years, which is a promising step toward addressing current gaps in corpus availability.

The study also highlighted how corpora are used in different educational contexts. From private higher education institutions focusing on English for specific purposes to international baccalaureate programmes preparing students for global citizenship, the applications of corporations vary widely. This diversity underscores both best practices and areas for improvement. It is worth pointing out that a key finding was the lack of resources or knowledge in effectively using corpora, indicating a need for better training and support systems. Some participants noted they needed more samples for their studies, reflecting a resource availability and expertise gap.

Finally, the study also revealed the educational goals supported by corpora, such as enhancing communicative skills in specific subject areas like History, Science, or Mathematics. The presence of integrated curriculum procedures varied, with some participants noting that such procedures are sometimes or often part of their national curriculum.

Overall, findings related to Section 5 of the survey highlighted that while there is a diverse and significant use of corpora, challenges remain in accessibility and standardisation. There is a need for better resource allocation, enhanced support systems, and more robust training for educators and researchers. Addressing these needs will help with the potential of corpora to advance learning and interdisciplinary studies, supporting existing educational frameworks and fostering innovative teaching methodologies.

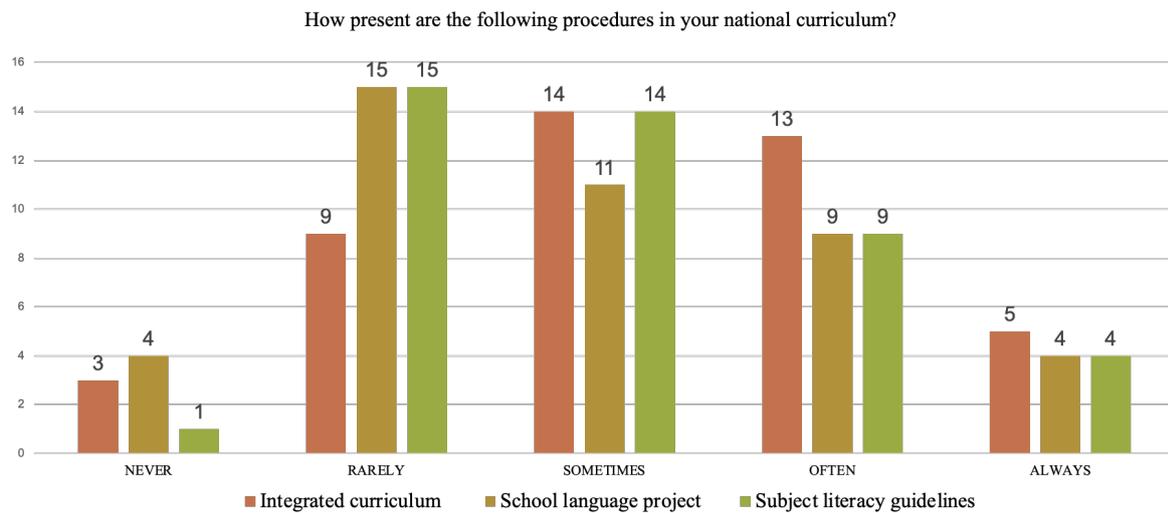**3.5 Findings Related to National Curriculum Section**

Two questions about the National Curriculum were formulated in Section 6 of the survey. For Question 1, we asked the participants about the existence of an integrated curriculum in the national education systems. As seen in Figure 19, the curriculum is integrated variedly. Thirteen respondents stated that integrated curriculums are 'Often' part of their national curriculum, suggesting a moderate level of interdisciplinary teaching that combines multiple subject areas or integrates language learning with other subjects. However, another significant group of 14 respondents noted that "Sometimes" this integration is observed. Fewer respondents, totalling 9, felt that an integrated curriculum is "Rarely" included, and a small number, 3, observed that it is "Never" a part of their curriculum. This variability may reflect differing educational priorities or resources among regions or schools.

The incorporation of language projects within schools 9 and 11 noted that language projects occur "Often" and "Sometimes" (respectively) in their curriculums, indicating moderate integration and emphasis on language projects in these specific schools. A larger group (15) reported that these projects occurred "Rarely", and a few (4) mentioned that the school language projects were not part of the national curriculum. This suggests a generally favourable approach towards language education in some schools, though it is only universally adopted across some institutions. The disparity in the frequency of language project implementation highlights the need for a more standardised approach to ensure that all students benefit from enhanced language education opportunities.

Concerning the category subject literacy guidelines, which provided structured approaches to teaching the literacy aspects of various subjects, they needed to be more consistently applied. The largest group of respondents (15) mentioned that such guidelines were "Rarely" a part of the curriculum, suggesting a significant gap in the consistent integration of literacy guidelines across subjects. However, 14 respondents reported that the guidelines were 'Sometimes' observed, and nine stated they occur "Often". Only a few (4) claim these guidelines were "Always" present. While literacy education is recognised as necessary, its systematic implementation across subjects may need more consistency and depth. The variation in responses highlights the need for more uniform application and robust support and resources to ensure that literacy guidelines are effectively integrated into all subject areas.

Figure 19

Integration of an integrated curriculum in participants' contexts

How present are the following procedures in your national curriculum?

Findings related to question 1, within the National Curriculum Section, indicated that while there are efforts to integrate comprehensive educational strategies such as integrated curriculums, language projects, and literacy guidelines into national curriculums, the frequency and consistency of these efforts vary. This highlights potential areas for policy enhancement to ensure a more uniform integration of these essential educational components. Future initiatives might focus on standardising approaches to integrate curricula and strengthen subject literacy guidelines to provide a more cohesive and supportive educational environment across all regions and schools.

Moving to question 2, within the National Curriculum Section, participants were asked to describe their national curriculum for organising bilingual education. The data were analysed thematically, and four issues are worth mentioning.

First of all, flexibility and Autonomy in Curriculum Implementation is observed. Countries exhibit varying degrees of flexibility and autonomy in implementing CLIL programmes within their educational frameworks. For instance, in Austria, the framework provides schools, excluding technical colleges, with the autonomy to introduce CLIL programmes. This is subject to approval by a school committee, which allows for flexibility based on the school's capabilities and needs. Technical colleges, however, have a mandated CLIL curriculum for grades 11-13, ensuring that older students receive bilingual education to prepare them for the global market.

Secondly, we observed community involvement and collaboration in some countries. Some countries emphasise community involvement and collaboration in their approach to bilingual education. Finland's National Core Curriculum underscores the importance of community involvement in CLIL programmes. It advocates for a collaborative approach, promoting joint efforts between teachers and the broader school community. This integration strategy enhances the learning environment and fosters a community-centric educational process.

Thirdly, other countries such as Latvia and Portugal prioritise linguistic diversity and customisation in their bilingual education policies. In the case of Latvia, schools have grants schools the freedom to include bilingual subjects in their curriculum, allowing them to combine the state language with English, German, or French. This approach caters to the varied needs of students across different regions and emphasises linguistic diversity.

The situation in Portugal is different. Portugal's approach is a blend of top-down and bottom-up initiatives. The country collaborates with the British Council to provide structured bilingual programmes and encourages local initiatives like the "English Plus" project. Training courses aim to enhance language teachers' skills, with English as the primary language of instruction.

Finally, some countries enforce standards and quality assurance measures for bilingual education. This can be observed in Spain and the Netherlands. On the one hand, in Spain, the quality of bilingual education is ensured by requiring teaching staff in bilingual programmes to possess advanced qualifications in English. The Regional Ministry of Education requires teachers in bilingual sections to maintain high standards in content delivery. On the other hand, the Netherlands has specific standards for bilingual education in secondary schools within the NUFFIC Network. These include a competency profile for bilingual teachers and a requirement that a significant portion of classes be taught in English. The curriculum also incorporates internationalisation projects to prepare students for global citizenship.

To summarise findings related to the national curriculum, our data shows a need for more standardised and consistent integration of interdisciplinary curriculums, language projects, and literacy guidelines across different educational settings. They also highlight the diverse national approaches to bilingual education, reflecting each country's unique educational policies, cultural values, and language priorities.

4. Conclusions, pedagogical implication and further research

The COST 21114 project aims to offer insights into the landscape of multilingual disciplinary literacies across Europe. By developing and implementing a bilingual literacy model survey alongside disciplinary competence descriptors, the project unveils significant variability in educators' familiarity with and implementation of disciplinary literacies in teaching and learning contexts. This variability, observed across different countries or regions within Europe, underscores a critical gap between current practices in multilingual education and its potential to enhance students' disciplinary skills. The preliminary results highlight the challenges and the opportunities for policy, practice, and research to adapt and evolve in the face of an increasingly diverse educational landscape.

The survey on disciplinary literacies provides a detailed view of how CLIL and bilingual education programmes are implemented across Europe. English emerges as the predominant language, with the adoption of CLIL showing notable variation by country and educational level. This is observed in Italy and Austria, where CLIL is mandatory, while its adoption is more flexible in multilingual regions in Spain. In addition, differences in cultural integration and teacher training are evident, with some regions prioritizing minority languages and others focusing on preparing students for international opportunities through English.

In addition, the survey shows that teachers generally view additional languages as valuable resources, though issues related to human rights and educational challenges receive less attention. These programmes aim to enhance students' multilingual capabilities, preparing them for a globalised world. However, the perceived effectiveness of current models and the implementation of different immersion approaches vary significantly. Teachers have high expectations for students' language proficiency, aiming for intermediate to advanced levels, but classroom exposure to the second language varies widely.

Findings related to Subject Literacies revealed that teachers are generally familiar with the concept of disciplinary literacy, with the majority having previous experience. However, despite being aware of the approach, many teachers have yet to engage with it actively, likely due to barriers such as a lack of training, resources, or institutional support. Additionally, a small proportion of teachers have yet to gain experience with this approach, highlighting ongoing gaps in teacher training and professional development.

Rubrics and assessment tools in CLIL classrooms are varied and reflect a wide range of practices. These tools are often created collaboratively by CLIL and foreign language teachers

and are used to evaluate exams, assignments, and speaking and presentation skills. However, there needs to be more standardisation, with some teachers developing rubrics tailored to specific groups. Evaluation practices also differ significantly across regions and schools, with some areas lacking specific guidelines for CLIL assessment.

A notable focus on content over language in assessments was observed, particularly in regions like Austria, where the emphasis is on the goals of the content subject rather than the language aspect of CLIL. Formative assessment and non-traditional grading practices are joint, with CLIL lessons often not graded directly but contributing to improved communication skills reflected in foreign language grades.

There is a clear need for professional development and research, as some educators rely solely on initial teacher education and independent study. Integrating language learning with subject content in the national curriculum shows strong agreement on first-language (L1) integration strategies but needs more consensus on second-language (L2) integration.

Collaboration between content and language teachers in lesson planning is rare, indicating a potential area for enhancement to improve the effectiveness of bilingual education programmes. The findings highlight the need for more consistent application of disciplinary literacy approaches, better resources, and standardised guidelines to support teachers and enhance student outcomes in CLIL and bilingual education settings.

The survey also reveals varying teacher familiarity with different subjects within CLIL/bilingual contexts. Science is the most familiar subject, followed by History, with Mathematics being the least familiar. Teachers are familiar with the Task-based language teaching approach. Pre-task activities commonly include activating content-specific vocabulary, brainstorming, and revisiting previous topics, while simulations and map activities are prevalent during tasks. Post-task activities often involve concept-checking and quizzes, though text and language analysis are less common. These findings suggest a need for more balanced and comprehensive assessment approaches in CLIL/bilingual education.

The use of corpora in educational settings shows a range of availability and application. While some participants have access to specialised corpora, technical difficulties and data protection issues are common. There is significant potential for using corpora in interdisciplinary and international research, enhancing the richness of research outputs. However, a lack of resources or knowledge in effectively using corpora indicates a need for better training and support systems.

Integrating interdisciplinary curricula, language projects, and literacy guidelines into national curriculums varies across Europe. While some countries incorporate these elements frequently, others need more consistent application. Flexibility and autonomy in implementing CLIL programmes differ among countries, with some emphasising community involvement and linguistic diversity. Standardisation and quality assurance measures, such as requiring advanced qualifications for teaching staff, are mandatory in some European countries.

Looking ahead, the project paves the way for further research in several key areas. Longitudinal studies are essential for tracking the evolution and impact of bilingual disciplinary literacies, providing insights into its effectiveness. Comparative studies could enrich the understanding how different instructional strategies are implemented in cultural and linguistic landscapes. Moreover, integrating technology in teaching and learning multilingual disciplinary literacies presents a ripe area for exploration. Investigating digital tools and resources could uncover new avenues for enhancing pedagogical practices, making education more accessible and engaging for European students.

The findings from the COST 21114 project also suggest some pedagogical implications. First, they necessitate a multifaceted approach to pedagogical improvement. Enhanced teacher training emerges as a critical need, advocating for professional development programmes rich in practical strategies for integrating subject-specific literacies into the classroom. These programmes, ideally developed in collaboration with universities, educational authorities, and practitioners, should focus on scaffolded instruction that aligns with the cognitive demands of each subject area.

Concurrently, there is an imperative to reevaluate and adjust national curriculum guidelines to ensure multilingual disciplinary literacies are woven into the fabric of educational standards, not merely added as an afterthought. This entails a collaborative effort in curriculum design that engages stakeholders across the educational spectrum. Additionally, the development and distribution of tailored instructional materials are paramount. These materials, designed to cater to various competence levels, should be developed with input from educators and students, ensuring they meet the cognitive and linguistic needs of a diverse student body.

In sum, the COST 21114 project illuminates the significant role of multilingual disciplinary literacies in contemporary education. While the findings highlight promising practices and areas for development, they also underscore the need for ongoing research, policy adjustment,

and pedagogical innovation to fully explore the benefits of multilingual education in developing disciplinary competencies.

References

Aronin, L. (2015). Current multilingualism and new developments in multilingualism research. In P. Safont & L. Portolés (Eds.), *Learning and Using Multiple Languages: Current Findings from Research on Multilingualism* (pp. 1–28). Cambridge University Press.

Banegas, D. L., & Zappa-Hollman, S. (2024). *The Routledge Handbook of content and language integrated learning.* Routledge.

Cenoz, J. (2009). *Towards multilingual education: Basque educational research from an international perspective*. Multilingual Matters.

Cenoz, J., & Gorter, D. (2022). Enhancing bilingual resources in third language acquisition: Towards pedagogical translanguaging. *Educational Linguistics, 1*(2), 338-357.

Coyle, D., & Meyer, O. (2021). *Beyond CLIL: Pluriliteracies teaching for deeper learning.* Cambridge University Press.

Coyle, D., & Meyer, O. (2023). An Introduction to the Special Issue 'Towards Pluriliteracies Approaches to Language Teaching and Learning: Theories and Principles for Transformative Practices'. *English Teaching & Learning, 47*(3), 263–270.

Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st century: Retrospective and prospective challenges and opportunities. *Journal of Immersion and Content-Based Language Education, 10*(2), 182–206. https://doi.org/10.1075/jicb.21021.dal

Francisco, L., Moore, P., & Casal, S. (2011). On Complexity in Bilingual Research: The Causes, Effects, and Breadth of Content and Language Integrated Learning. *Applied Linguistics, 32*(4), 450–455. https://doi.org/10.1093/applin/amr025

Genesee, F., & Lindholm-Leary, K. (2013). Two case studies of content-based language education. *Journal of Immersion and Content-Based Language Education, 1*(1), 3-33.

Granados, A., & Lorenzo, F. (2021). English L2 connectives in academic bilingual discourse: A longitudinal computerised analysis of a learner corpus. *Revista Signos, 54*(106), 626-644. https://dx.doi.org/10.4067/S0718-09342021000200626

Granados, A., Lorenzo-Espejo, A., & Lorenzo, F. (2021). Evidence for the interdependence hypothesis: a longitudinal study of biliteracy development in a CLIL/bilingual setting. *International Journal of Bilingual Education and Bilingualism, 25*(8), 3005–3021. https://doi.org/10.1080/13670050.2021.2001428

Granados, A., López-Jiménez, M. D., & Lorenzo, F. (2022). A longitudinal study of L2 historical writing: Lexical richness and writing proficiency in Content and Language Integrated Learning. *Ibérica, 43*, 129–154. https://doi.org/10.17398/2340-2784.43.129

Granados, A., Lorenzo-Espejo, A., & Lorenzo, F. (2022). A tale of two cities. *AILA Review, 35*(2), 203–226.

Guzmán-Alcón, I. (2023). The effect of intensity of content and language integrated learning programmes on students' multilingual writing. Unpublished thesis. University Jaume I.

Hüttner, J., & Smit, U. (2022). Policy, practice and agency: making CLIL work? Insights from Austrian upper secondary technical education. *In Global CLIL* (pp. 125-148). Routledge.

Lazarević, N. (2022). CLIL teachers' reflections and attitudes: Surviving at the deep end. *International Journal of Bilingual Education and Bilingualism, 25*(2), 571-584. https://doi.org/10.1080/13670050.2019.1703897

Llinares, A. (2023). CLIL and linguistics. In D. L. Banegas & S. Zappa-Hollman (Eds.), *The Routledge Handbook of Content and Language Integrated Learning* (pp. 11-27). Routledge.

Llinares, A., & Nikula, T. (2023). CLIL students' production of cognitive discourse functions: comparing Finnish and Spanish contexts. *Language and Education*, 1-20. https://doi.org/10.1080/09500782.2023.2211049.

Lorenzo, F. (2023). Academic Language as Linguistic Capital – A Window to Social Justice: A Commentary on "Midadolescents' Language Learning at School: Toward More Just and Scientifically Rigorous Practices in Research and Education". *Language Learning*.

Lorenzo, F., Granados, A., & Ávila, I. (2019). The development of cognitive academic language proficiency in multilingual education: Evidence of a longitudinal study on the language of History. *Journal of English for Academic Purposes, 41*, 100767.

Lorenzo, F., Granados, A., & Rico, N. (2021). Equity in Bilingual Education: Socioeconomic Status and Content and Language Integrated Learning in Monolingual Southern Europe. *Applied Linguistics, 42*(3), 393–413.

Lorenzo, F & Moore, P. (2019) European language policies in monolingual southern Europe: Implementation and outcomes. *European Journal of Language Policy. 2.* 121-135.

Mattheoudakis, M. (2023). Students' content learning in Science in CLIL vs non-CLIL classes in Greece. *Nordic Journal of Language Teaching and Learning, 11*(3), 447-468.

McCarty, S. (2012a). Analyzing Purposes of Bilingual Education. Child Research Net: Research Papers.

McCarty, S. (2012b). Analyzing Types of Bilingual Education. Child Research Net: Research Papers.

Morton, T. (2024). CLIL: Future directions. In D. L. Banegas & S. Zappa-Hollman (Eds.), *The Routledge Handbook of Content and Language Integrated Learning* (pp. 521–535). Routledge.

Morton, T., & Nashaat-Sobhy, N. (2024). Exploring Bases of Achievement in Content and Language Integrated Assessment in a Bilingual Education Program. *TESOL Quarterly, 58*(1), 5-31.

Nikula, T. (2016). CLIL – A European approach to bilingual education. In N. Van Deusen-Scholl & S. May (Eds.), *Second and Foreign Language Education, Encyclopedia of Language and Education.* http://dx.doi.org/10.1007/978-3-319-02323-6_10-11

Nikula, T., Jakonen, T., & Kääntä, L. (2024). Multimodal practices of unpacking and repacking subject-specific knowledge in CLIL physics and chemistry lessons. *Learning and Instruction, 92*, 101932.

Sylvén, L. K., & Tsuchiya, K. (2024). CLIL in various forms around the world. In D. L. Banegas & S. Zappa-Hollman (Eds.), *The Routledge Handbook of Content and Language Integrated Learning* (pp. 373–386). Routledge.

Tedick, D. J., & Lyster, R. (2019). *Scaffolding language development in immersion and dual language classrooms.* Routledge.

Villabona, N., & Cenoz, J. (2022). Integrating content and language in CLIL is a challenge for content-driven and language-driven teachers. *Language, Culture and Curriculum, 35*(1), 36-50.

Whittaker, R., & McCabe, A. (2023). Expressing evaluation across disciplines in primary and secondary CLIL writing: A longitudinal study. *International Journal of Bilingual Education and Bilingualism, 26*(3), 345–362.

APPENDIX A: QUESTIONNAIRE

COST Action CA21114 - CLILNetLE Network for Languages in Education: Towards bi- and multilingual disciplinary literacies

This is a questionnaire on initiatives, experiences, and understandings on bi- and multilingual disciplinary literacies in your context. This information will enable us to sketch the multiple forms of multilingual education in Europe. This work is part of a COST Action supported by European Cooperation in Science and Technology. We thank you for your participation.

Section 1: Personal Details

Email address:

Name:

Name of the COST Action Member who contacted you for the questionnaire (if applicable):

Institution:

Country:

Section 2: Conceptualisation

1. Select all applicable options related to your role in CLIL/bilingual education:

   - Researcher

   - Teacher trainer

   - Teacher in primary education

   - Teacher in secondary education

   - Lecturer at University

   - Policymaker

   - Teaching materials writer

   - Parent

2. Provide a brief description (150-200 words) of the bilingual/CLIL typology that best represents the context in which you operate:

3. Select all applicable options. My community sees different languages as:

   - Problem

- Resource

- Human right

4. Select all applicable options. In my community, CLIL/Bilingual implementation is intended to:

- Change the native language use of children

- Maintain the native language use of children

- Develop the native language use of children

- Add a new working language to the native language use of children

5. Select all applicable options. In my context, CLIL/Bilingual education is for:

- Language majority students

- Language minority students

- Language majority and minority students

6. Select all applicable options. CLIL/Bilingual education is here for the purpose of:

- Assimilation of language minority students into the majority culture

- Maintenance of a minority or ethnic language

- Enrichment of language majority students

- Encouraging linguistic diversity and multiculturalism

7. Select all applicable options. All in all, our bilingual/CLIL model is:

- A strong form of bilingual education

- A weak form of bilingual education

- Not really a type of bilingual education

8. Select all applicable options. In our bilingual/CLIL model:

- Students take some foreign language classes taught in their native language

- Students learn in two languages but not enough to become bilingual

- Students can get enough input and interaction in both languages to become functionally bilingual (and bicultural)

9. Select all applicable options. The target or expected outcome for L2 competence at the end of secondary education for the students participating in CLIL/bilingual schooling is:

- Level C2 of the Common European Framework of Reference

- Level C1 of the Common European Framework of Reference

- Level B2 of the Common European Framework of Reference

- Level B1 of the Common European Framework of Reference

10. Select all applicable options. Our CLIL/bilingual teaching is:

- Less than 50 percent in the second language

- Around 50 percent in the second language

- Around 100 percent in the second language

11. Select all applicable options. Our CLIL/bilingual system can be best described as:

- Early immersion (starting around pre-school)

- Middle immersion (starting around elementary school)

- Late immersion (starting around junior high school)

- Not immersion

Section 3: Subject Literacies

1. Select all applicable options. The second language in which disciplines are taught is:

- Regional language

- National language

- Heritage language (Chinese/Arabic/Romani)

- English

- Another European language (French, German, Spanish, etc.)

2. Choose one option. How would you describe your existing familiarity with approaching teaching/learning from the perspective of disciplinary or subject-specific literacies?

- I have previous experience of using such approach (e.g., in teaching, research)

- I'm aware of the approach but have not actively engaged with it before

- I have no earlier experience of disciplinary literacies approach

3. Choose the descriptor which best suits the narrative. This text is a sample of a bilingual/CLIL student:

   - A2: This student can explain historical events or what happened in the past in a simple way.

   - B1: This student can explain and justify why things related to History are the way they are, and explain sequences of events in the past in a straightforward way.

   - B2: This student can explain different processes, results or views on historical issues in a clear way.

4. Do you have rubrics for the evaluation of bilingual/CLIL students? Please explain which assessment tools you use in your national context:

5. Select all applicable options. Mark whether the following statements apply to your national context:

   - We have learning goals which integrate both subject content (Math, History, Science) and the L1.

   - We have learning goals which integrate both subject content (Math, History, Science) and the L2.

   - We have combined lesson plan models that content teachers and language teachers complete together.

6. If available, please insert a link where the national/regional or school CLIL/bilingual method guidelines are shown:

Section 4: Lesson Plans

1. Choose the subject you are more familiar with:

   - Sciences

   - Maths

   - History

2. Select all applicable options. How often do you use these bilingual/CLIL pre-tasks?

   - Activating content-specific lexis

- Describing/comparing/establishing links between visuals

- Revisiting previous themes/topics through activities designed to revise concepts

- Brainstorming, for example, mind maps

- Establishing real-world/community links

- Modelling target language functions

- Learning to use specialised equipment (e.g., compass)

- Learning how to do calculations (e.g., body mass index in sport)

- Preliminary data-gathering, for example, note-taking

- Introducing transversal elements, for example, maths in music; sport in biology

3. Select all applicable options. How often do you use these bilingual/CLIL tasks?

- Conducting experiments and tabulating data

- Simulations (debates, interviews, presentations, etc.)

- Critiquing in line with content-specific criteria

- Resolving problems and presenting solutions

- Reconstructing texts, for example, collaborative jigsaw readings

- Information processing and reformulation/transfer – from and to diverse sources

- Comparing and evaluating

- Synthesising and summarising

- Drawing and labelling maps, diagrams, etc.

- Designing visual materials (posters, exhibitions, web pages)

- Producing content-specific materials (e.g., timelines and technical drawings)

- Composing original output, for example, text and music

4. Select all applicable options. How often do you use these bilingual/CLIL post-tasks?

- Auto-, or individual, or peer or whole class feedback/evaluation

- Concept-checking/reinforcement

- Quizzes

- Text analysis

- Language analysis (grammar revision in the context of the subject text)

- Reflection on learning strategies

Section 5: Corpora

1. If available, please insert a link where national/regional or school bilingual/CLIL teaching resources may be consulted:

2. Describe a national/regional/school or personal corpus is available:

Section 6: National Curriculum

1. Select all applicable options. To the best of your knowledge, how present are the following procedures in your national curriculum?

   - Integrated curriculum (i.e., common competence goals for content as in Maths, Science or History and L1 or L2)

   - School language project (i.e., a whole-school strategy for academic language competence)

   - Subject literacy guidelines (i.e., directions for the development of communicative skills in the areas of History, Science or Maths)

2. Describe one of the major procedures in your national curriculum to organise bilingual education:

Section 7: Appreciations

Many thanks for your valuable responses, which will help coordinate our work at CLILNetLE.