

Aspects of disciplinary literacies in multilingual Europe

Rethinking policies for languages of schooling

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Abstract

Multilingual education, mainly through Content and Language Integrated Learning (CLIL), has gained widespread popularity across Europe as a way to combine language development with subject-specific instruction. In fact, CLIL's ability to enhance content knowledge and language skills has made it a key educational strategy. However, challenges remain crucial for understanding CLIL across contexts, particularly in relation to the integration of disciplinary literacies. This study investigates the integration of disciplinary literacies within CLIL and bilingual education programmes across Europe. A total of fifty-five in-service teachers across Europe participated in the study. Data were collected by means of a questionnaire adapted from McCarty (2012a; 2012b). Findings indicate substantial variability in the implementation of CLIL and bilingual programmes across Europe. In addition, English emerged as the dominant language of instruction, the degree of integration of disciplinary literacies varies significantly between countries and educational contexts. While many teachers are familiar with disciplinary literacies, differences were observed in their application, often due to a lack of training and standardised assessment practices. The study also presents pedagogical implications, such as the need for teacher training, clearer curricular guidelines, and more comprehensive assessment practices to ensure disciplinary literacies are fully integrated into CLIL/bilingual programmes.

Keywords: multilingual education, CLIL (Content and Language Integrated Learning), teacher training, bilingual education, disciplinary literacies, subject literacies

1. Introduction

Multilingual education has deep roots in Europe, particularly through bilingual and CLIL programmes (Llinares and Nikula 2023). These initiatives have been widely adopted to enhance students' language skills while ensuring academic success in non-language subjects. On the one hand, bilingual programmes have been traditionally designed to support the acquisition of a second

language while maintaining and developing students' proficiency in their first language. These programmes often emphasise the importance of balancing both languages in order to promote cognitive and academic development, with the ultimate goal of fostering bilingualism and biliteracy. On the other hand, CLIL, which gained traction in the 1990s, is well known for its dual-focus approach, blending language learning with content instruction (Coyle and Meyer 2021). This method enables students to apply their linguistic skills in meaningful, subject-specific contexts, fostering a deeper engagement with the language and the content (Lorenzo and Moore 2019). The structure of these programmes varies, from dual-language immersion to more flexible models where subjects are taught in two languages (Nikula 2016). However, despite their widespread implementation, questions remain about the role of these programmes in promoting multilingual education. Specifically, it is unclear whether they go beyond developing basic language skills to truly support the mastery of subject-specific literacies.

The concept of disciplinary literacies has recently gained attention, emphasising the distinct language, text structures and discourse practices unique to each academic discipline (Shanahan and Shanahan 2012). This idea underscores the importance of teaching students to think and communicate like experts in mathematics, science, history and literature (Granados et al. 2022). In addition, teaching disciplinary literacies involves equipping students to navigate the unique linguistic demands of each subject, which is key to deeper engagement with content. However, despite its significance, many CLIL and bilingual programmes lack the resources, training or curricular frameworks to fully incorporate these literacies into teaching practices (Morton 2024), and it is also acknowledged that integrations of disciplinary literacies into CLIL and bilingual programmes remain underexplored. Thus, this study aims to investigate teachers' conceptualisation of CLIL/bilingual programmes and to examine how disciplinary literacies are integrated within CLIL and bilingual education programmes across Europe.

2. Literature review

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 and Gorter 2022; Guzmán-Alcón 2025). These benefits

include improved cognitive flexibility, metalinguistic awareness, executive functioning, enhanced cultural competence and global citizenship (Lorenzo et al. 2019; Lorenzo and Moore 2019). In addition, various programmes have been implemented in response to the need for effective bilingual and multilingual education, including content and language-integrated learning (CLIL) and bilingual and immersion programmes. CLIL has gained much popularity since its birth in the 1990s (Guzmán-Alcón 2019; Coyle and Meyer 2021; Hüttner and Smit 2022; Llinares 2023; Dalton-Puffer et al. 2022; Sylvén and 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 and 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 et al. 2021; Lorenzo 2023). This approach aims to maintain students' native language and culture while acquiring a new language, fostering biculturalism and bilingualism (Granados et al. 2021; Granados and Lorenzo 2021). Although bilingual programmes vary in structure, they often include dual-language programmes where subjects are taught in both languages to promote fluency and literacy simultaneously (Nikula 2016). 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 and Lindholm-Leary 2013). Early immersion, starting in kindergarten or early primary school, is particularly effective in developing high proficiency levels in the target language and contributes to overall academic achievement (Cenoz 2009; Genesee and Lindholm-Leary 2013; Tedick and Lyster 2019).

Looking at research, studies have shown that students enrolled in bilingual and multilingual programmes often outperform their peers (Llinares and Naashat-Sobhy 2021; Granados et al. 2022; Llinares and Nikula 2023; Mattheoudakis 2023; Villabona and Cenoz 2022; Guzmán-Alcón 2023; Morton and 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 and Gorter 2022). 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 and Nikula 2023; Coyle and Meyer 2023; Whittaker and McCabe 2023; Hüttner and Dalton-Puffer 2024). This approach recognises that each subject, such as mathematics, science, history or literature, has specialised language and ways of constructing knowledge. Thus, 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 and Shanahan 2012) and it 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). In fact, 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.

In spite of the attention paid to bilingual and multilingual programmes, there remains a need to understand how these programmes are implemented across different European contexts. According to Morton (2024), more comprehensive data on the diversity of practices, the challenges educators face and the specific outcomes of these programmes must be provided. Moreover, the extent to which teachers are prepared and supported to integrate disciplinary literacies within CLIL and bilingual programmes remains underexplored (Lazarević 2022; Nikula et al. 2024).

Considering the research gap mentioned above, this paper aims to investigate how disciplinary literacies are integrated within CLIL and bilingual education programmes across Europe, focusing on both multilingual education and subject-specific literacies. First, we examine teachers' conceptualisation of CLIL and bilingual education programmes in Europe, exploring whether these programmes effectively promote multilingual education. Second, we look at whether teachers are familiar with the concept of disciplinary literacy and whether content and language goals are integrated in CLIL/bilingual programmes.

3. Method

3.1 Participants

The sample consisted of a total of fifty-five participants of CLIL/bilingual education from twenty European countries. Participants were selected based on their experience with CLIL and bilingual education programmes, representing a diverse range of educational settings, including primary, secondary and higher education. The countries with the largest representation in the sample were Spain and the Netherlands, which contributed nineteen and fifteen participants, respectively. In addition, twenty-eight participants were identified as researchers and twenty-five as university lecturers. Additionally, ten were teacher trainers, nine secondary education teachers, nine primary education teachers and four participants were involved in writing teaching materials.

3.2 Instruments, procedure and data analysis

Data were collected by means of a questionnaire adapted from (McCarty 2012a; 2012b). It was divided into seven sections, but only three sections were used for the present study. Section 1 collected personal details to understand the demographic and professional backgrounds of the participants. Section 2 delved into the participants' views on CLIL/bilingual programmes. Participants were asked about their opinions on including different languages in such programmes, the purpose of implementing CLIL/bilingual programmes, and to whom these programmes should be addressed. Section 3 referred to subject-specific literacies, where participants were asked about their familiarity with this approach, whether their national curricula explicitly reflected disciplinary literacies and how they were assessed. The survey concluded with a section in which participants could provide any additional insights related to the implementation of CLIL/bilingual programmes in their contexts (see Appendix 1).

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. 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 participants.

4. Results

Regarding teachers' conceptualisation of CLIL/bilingual programmes, participants indicated that using different languages was considered a resource, as shown in Figure 1.

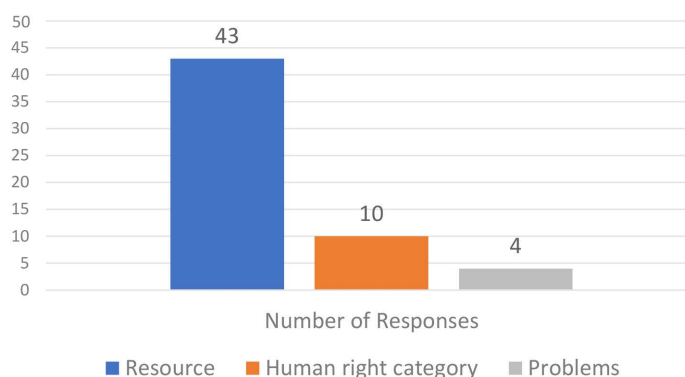


Figure 1. Participants' perception of different languages in school

As illustrated in Figure 1, forty-three participants reported that they believed in the instrumental importance of language and the need to support multilingual education, even if that meant making sacrifices in other aspects of school organisation. In contrast, fewer teachers highlighted that knowing languages was a human right, with only ten responses in this category. Furthermore, four participants viewed the integration of different languages at school as a problem.

In addition, regarding the target audience of CLIL/bilingual programmes, Figure 2 presents participants' opinions on who the programmes were intended for.

As depicted in Figure 2, most CLIL/bilingual programmes are aimed at both language majority and minority groups, with thirty-three responses supporting this approach. This reflects the importance of addressing dominant and non-dominant languages and fostering language proficiency and cultural competence across languages. However, fifteen respondents indicated that these programmes focused only on language-majority groups, suggesting that enhancing the skills of those already proficient in the dominant language remains a priority in some contexts. A smaller proportion of responses (four responses) focused on language minority groups, highlighting the need for initiatives that promote inclusivity by providing language support for students

whose first language may not be the dominant one. The “Others” category (three responses) included programmes that catered to special educational needs or alternative educational approaches, acknowledging the diversity of learners outside the traditional majority/minority framework.

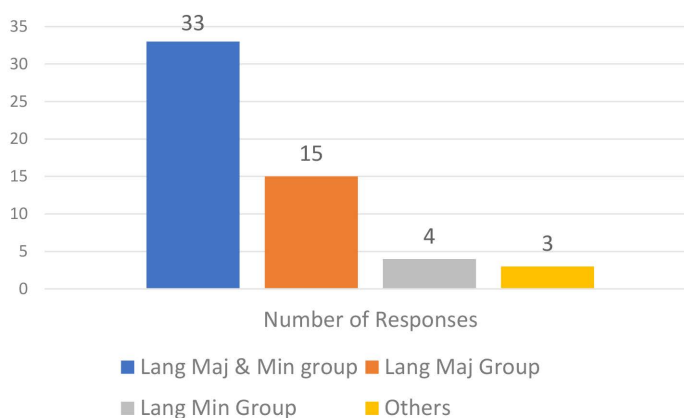


Figure 2. Participants’ responses to whom the programmes were for
 Note: *Lang Maj & Min group*: Language majority and minority groups; *Lang Maj Group*: Language majority group; *Lang Min Group*: Language minority group; *Others*: Others’ responses

Moreover, as shown in Figure 3 participants were asked about the purpose of CLIL/bilingual programmes.

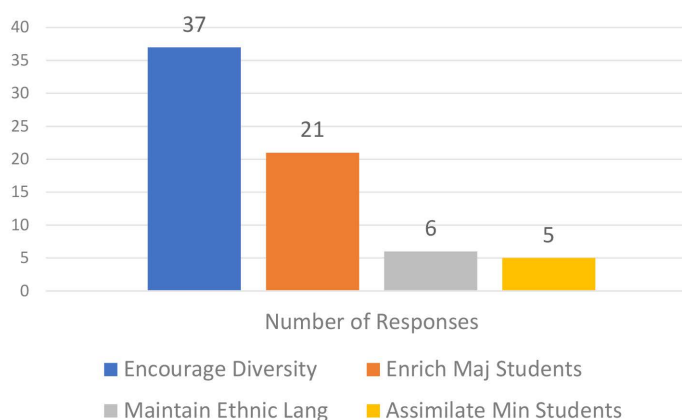


Figure 3. Participants’ responses to the purpose of CLIL/bilingual programmes
 Note: *Encourage Diversity*: Encourage linguistic diversity and multiculturalism; *Enrich Maj Students*: Enriching language majority students; *Maintain Ethnic Lang*: Maintaining ethnic languages; *Assimilate Min Students*: Assimilation of language minority students

As illustrated in Figure 3, the goal of CLIL and bilingual programmes was to promote linguistic diversity and multiculturalism in education (thirty-seven responses). This aligns with the broader educational mission of preparing students for a globalised, interconnected world by encouraging proficiency in multiple languages and fostering cross-cultural understanding. A secondary purpose, indicated by twenty-one responses, was to enrich the language skills of majority language students, reflecting a strategic focus on equipping students with additional languages that enhance their professional and personal competencies. A smaller group of participants identified the goals of preserving ethnic languages (six responses) and assimilating minority language students into the majority culture (five responses), both of which demonstrate the dual objectives of cultural preservation and integration within CLIL/bilingual programmes.

Another question posed to the participants focused on the language used to teach disciplinary literacies. Figure 4 illustrates the languages employed in teaching disciplinary literacies.

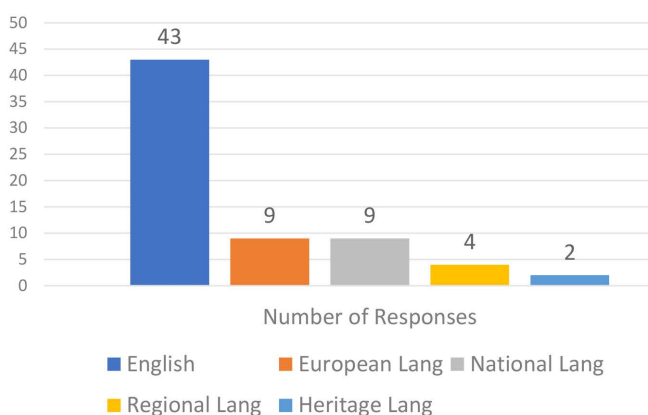


Figure 4. Languages used to teach disciplinary literacies

Note: *English*: Indicating its use; *European Lang*: European languages; *National Lang*: The national language; *Regional Lang*: The regional language; *Heritage Lang*: *Heritage languages*

As presented in Figure 4, there was a clear preference for English, with forty-three responses marking it as the primary language of instruction. This reflects the importance of English in academic and professional settings. Other European languages, such as French, German and Spanish, were identified by nine respondents, underscoring their cultural and economic significance. It is worth pointing out that national languages received nine responses, while regional languages obtained four responses, highlighting the varied emphasis on local linguistic identities. Heritage languages like Chinese were

least represented, with only two responses, indicating a limited but valuable recognition of these languages in specific educational contexts.

Our qualitative data further supports the findings mentioned above. Participants were asked to describe the implementation of CLIL/bilingual programmes in their contexts, reporting that English was the predominant language and highlighted 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 comments:

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 programme to local contexts, resulting in diverse and effective bilingual education strategies.

Further differences are seen in the educational levels where CLIL is implemented. For instance, countries like Austria and Turkey focus on primary education, introducing bilingual education in the educational system early on. In contrast, Spain and Portugal emphasise secondary education, while Finland extends CLIL to higher education.

Additionally, the cultural integration aspect of these programmes varies significantly. For instance, Transylvania focuses on the Hungarian minority, integrating their language and culture into the educational system, while Bosnia and Herzegovina prepares students for global opportunities by focusing on English instruction.

Lastly, the role of parental and community engagement emerged as crucial for the success of CLIL programmes. For instance, in the following examples participants emphasised the importance of workshops and community events, which help improve students' language skills and boost their confidence.

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 programme, they can better support their children. Community events and workshops help enhance students' language abilities and confidence.

In addition, as reflected in the following comments, educational systems increasingly embrace multiple languages to prepare students for a connected and multicultural world.

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.

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.

Moving on to the issue of how disciplinary literacies are integrated into CLIL/bilingual programmes across Europe, participants were asked about their familiarity with disciplinary literacies (see Figure 5).

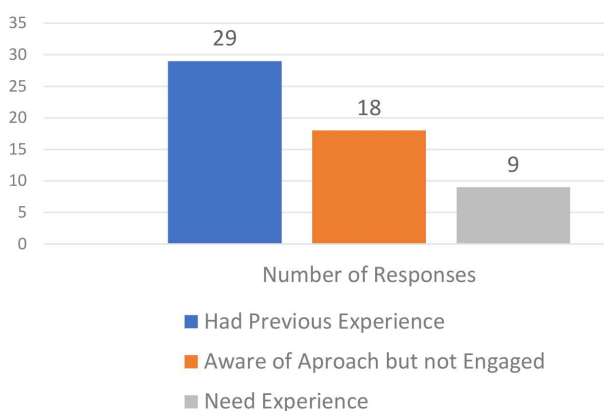


Figure 5. Participants' familiarity with disciplinary literacy

Figure 5 shows that most respondents (twenty-nine teachers) had previous experience with this approach. However, many participants (eighteen), although they were aware of this approach, had never engaged with it actively. Only nine respondents reported needing experience with the disciplinary literacy teaching approach, reflecting a relatively small proportion of teachers unfamiliar with the disciplinary literacy approach.

Finally, regarding the integration of language and subject content in CLIL/bilingual programmes, participants were asked whether their curriculum includes learning goals for both their L1 and L2, and whether lesson plans are collaboratively designed by content and language teachers. Figure 6 presents the results.

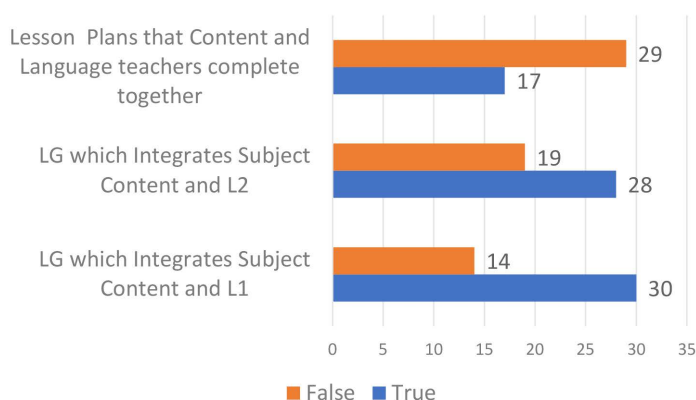


Figure 6. Participants' responses to the integration of language learning with subject content in the national curriculum
 Note. LG= Learning Goals

Figure 6 shows a strong agreement among the teachers about the existence of language guidelines that integrate subject content and L1 (thirty agree, fourteen disagree). This suggests a recognition of the integration of language proficiency alongside their content learning. In contrast, participants reported that integrating subject content and L2 is a difficult task. Twenty-eight teachers agree, and nineteen 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 (twenty-nine) believed that lesson plans integrating content and language are not commonly co-developed, compared to seventeen who thought 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.

To sum up, our findings show that while CLIL and bilingual programmes across Europe generally support multilingual education, there are areas that need further attention, particularly in addressing human rights issues and ensuring inclusivity for minority language groups. In addition, the dominance of English in these programmes reflects global trends, yet there is a recognition of the importance of national, regional and heritage languages. These findings suggest a need for policy revisions to promote a more balanced approach that includes minority and heritage languages while still acknowledging the global importance of English. Educational institutions should also incorporate human rights perspectives into their language education strategies. Moving

forward, we recommend further research into how these programmes can better cater to diverse linguistic and cultural needs, especially in contexts where inclusivity remains challenging. Moreover, fostering community and parental engagement appears crucial to the success of CLIL programmes, and future initiatives should explore how to strengthen these ties to benefit students and their linguistic development. In relation to disciplinary literacies, it has been revealed that teachers are generally familiar with the disciplinary literacy teaching approach, though there is still room for improvement as most of them have never had the experience yet. Regarding the integration of language and content in CLIL/bilingual programmes, there is a need for collaboration between language and content teachers.

Discussion

The objective of this article was twofold. On the one hand, it aimed to explore teachers' conceptualisation of CLIL/bilingual programmes, and on the other hand, it examined the integration of disciplinary literacies within CLIL and bilingual education programmes across Europe.

Findings related to our first objective indicated that while CLIL and bilingual programmes generally support the development of multilingual competencies, several challenges persist that require further attention. First, although many programmes adopt an instrumental approach by promoting linguistic diversity, the human rights dimension – particularly in relation to access to minority languages – remains underdeveloped. This aligns with previous studies (Llinares and Nikula 2023; Guzmán-Alcón 2025) which highlighted the instrumental role of multilingualism in educational policy, but also pointed to gaps in addressing equity issues, particularly for minority language speakers. Moreover, a strong preference for English as the dominant language for teaching disciplinary literacies was observed. While this aligns with global educational trends, it raises important questions about the balance between national, regional and heritage languages. Although participants recognised the value of these languages in their local contexts, their integration into educational programmes remains limited and underexplored. In line with Granados et al. (2022), the dominance of English reflects a broader educational strategy focused on fostering global competencies. However, this emphasis may sometimes conflict with the preservation of local linguistic and cultural identities. These findings suggest the need to revisit educational policies to ensure more inclusive linguistic representation, providing adequate support

to minority, heritage and regional languages while also acknowledging the global importance of English. Linguistic inclusion must be further prioritised, particularly in contexts characterised by high levels of cultural and linguistic diversity. Our results support the findings of Coyle and Meyer (2021), who emphasised the importance of balancing the development of global linguistic competencies with local cultural needs. The significant use of English suggests that while European countries aim to equip students with global skills, there is room to further promote national and heritage languages, fostering a multilingual and multicultural educational environment.

Regarding disciplinary literacies, our second objective, the data revealed that while many teachers were familiar with the concept, a significant proportion had never engaged with this approach. This highlights a lack of adequate teacher training and institutional support, which limits the effective integration of disciplinary literacies in CLIL and bilingual programmes. Additionally, the collaboration between language and content teachers is limited, as suggested by the survey responses. This points to an area for improvement in fostering interdisciplinary cooperation to strengthen the effectiveness of these programmes. These findings echo Morton's (2024) assertion that integrating disciplinary literacies requires more robust frameworks and professional development.

The lack of collaboration between language and content teachers, highlighted in our study, further complicates the effective integration of disciplinary literacies. While some countries have started encouraging co-teaching, as evidenced in Austria and Italy, there is still room for improvement in aligning content and language objectives in lesson planning. This finding aligns with Lazarević (2022), who noted that the lack of collaboration between teachers is a significant barrier to implementing effective CLIL programmes.

Concluding remarks

This study shows that while CLIL and bilingual programmes across Europe are making progress in promoting multilingual education, challenges remain, particularly in ensuring that minority languages are fully supported in integrating disciplinary literacies. Our findings suggest that despite the widespread implementation of these programmes, further efforts are needed to ensure that disciplinary literacies are fully embedded into curricula. The study also suggests the need for a more balanced approach that prioritises English and enhances the role of national, regional and heritage languages.

Furthermore, strengthening the collaboration between content and language teachers is essential for improving the integration of disciplinary literacies in CLIL and bilingual contexts. In doing so, European educational systems can better prepare students for a multilingual and culturally diverse world.

Despite its contributions, this study has several limitations that should be considered. First, the sample size, though diverse in terms of geographic representation, may not fully capture the complexity of CLIL and bilingual programmes across Europe. A larger and more evenly distributed sample could provide a more comprehensive view of the different contexts in which these programmes are implemented. Second, the study relied on self-reported data, which may be subject to biases, such as social desirability or personal interpretation. While qualitative responses provided valuable insights, future studies could benefit from triangulating these findings with classroom observations or student performance data to ensure a more objective analysis. Lastly, the study focused primarily on the perspectives of teachers and educational practitioners. While their insights are crucial, incorporating the views of students and policymakers would provide a more holistic understanding of the challenges and successes of these programmes.

Building on the findings of this study, future research should explore several areas. First, there is a need for more in-depth investigations into how CLIL and bilingual programmes can better support minority language speakers. Research could focus on case studies of successful models that balance dominant and minority languages to ensure inclusivity. Additionally, further studies should examine the long-term impact of disciplinary literacy integration in CLIL contexts, particularly regarding student outcomes. Longitudinal studies could track students' progress over time to determine these programmes' effectiveness in developing content knowledge and language skills. Finally, future research should explore the role of teacher training, professional development and educational policy frameworks in facilitating the successful implementation of CLIL and bilingual education. Understanding how best to equip teachers with the tools and knowledge to integrate disciplinary literacies will be key to advancing these programmes in the coming years.

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Résumé

L'éducation multilingue, principalement par le biais de l'enseignement d'une matière par l'intégration d'une langue étrangère (EMILE), a gagné en popularité à travers l'Europe en tant que moyen de combiner le développement des langues avec l'enseignement d'une matière spécifique. En fait, la capacité de l'EMILE à améliorer la connaissance du contenu et les compétences linguistiques en a fait une stratégie éducative clé. Cependant, des défis restent à relever pour comprendre l'EMILE dans tous les contextes, notamment en ce qui concerne l'intégration des littératies disciplinaires. Cette étude examine l'intégration des littératies disciplinaires dans les programmes d'EMILE et d'éducation bilingue à travers l'Europe. Au total, 55 enseignants en exercice à travers l'Europe ont participé à l'étude. Les données ont été collectées au moyen d'un questionnaire adapté de McCarty (2012a; 2012b). Les résultats indiquent une variabilité substantielle dans la mise en œuvre de l'EMILE et des programmes bilingues à travers l'Europe. En outre, l'anglais est apparu comme la langue d'enseignement dominante et le degré d'intégration des littératies disciplinaires varie considérablement d'un pays à l'autre et d'un contexte éducatif à l'autre. Bien que de nombreux enseignants soient familiarisés avec les littératies disciplinaires, des différences ont été observées dans leur application, souvent en raison d'un manque de formation et de pratiques d'évaluation standardisées. L'étude présente également des implications pédagogiques, telles que la nécessité d'une formation des enseignants, de lignes directrices plus claires en matière de programmes et de pratiques d'évaluation plus complètes afin de garantir que les littératies disciplinaires sont pleinement intégrées dans les programmes EMILE/bilingues.

Mots clés: éducation multilingue, EMILE (enseignement d'une matière par l'intégration d'une langue étrangère), formation des enseignants, éducation bilingue, littératies disciplinaires, littératies disciplinaires

Appendix 1: 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 of 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 context, CLIL/Bilingual education is for:
 - Language majority students
 - Language minority students
 - Language majority and minority students
5. 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

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. 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.

Section 7: Appreciations

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