As schools around Europe adhere to the continental language policies and increase the number of vehicular languages, often under the CLIL label, new curricular challenges arise.

Chief among them is the adaptation of school subject curriculum to its rendition in a second language, a move which may affect L2 and content learning paces and assessment. The paper will analyze these issues in relation with History, a course often involved in bilingual school schemes. More particularly, this paper will consider: a) an analysis of the development of the language of history in a second language (the structures, lexicon and genres needed to convey historical meaning and the organization of these items in a fully integrated curriculum) and b) the study of the gradual development of historical discourse functions over the school years, for instance the expression of causality – key in the discourse of history- or the linguistic appraisal of historical facts and the interpretation of the past in an L2. Both strands together will constitute, this we will hold, historical (bi)literacy.

The paper will take a corpus-linguistic angle, examining CLIL students’ written history texts and classroom excerpts from CLIL history lessons from two European repertoires of secondary school texts from Austria and Spain. The paper will conclude with a discussion of the respective findings in the countries surveyed, with implications for the design of integrated bilingual history curricula and the feasibility of L2 historical literacy CEFR-based assessment.

Keywords: CLIL – History in L2 – bilingual education -immersion.