The integration of content and language in CLIL can be approached in two main ways – pre-designed and contingent. In terms of pre-design, teachers or materials writers identify subject-relevant knowledge and skills to be worked on, design appropriate pedagogic tasks, and language needed to complete these tasks. In a contingent perspective, integration may occur ‘on the fly’ as teachers grasp opportunities to focus on form/meaning relationships in response to the need to complete ongoing tasks. However, in both approaches, what is ‘content’ and what is ‘language’ may be pre-specified into two distinct types of knowledge, reflecting a view that language is a ‘vehicle’ for content. An alternative perspective, rooted in conversation analysis, sees whatever knowledge is being worked on in any interaction as a participants’ matter. As CLIL learners work on pedagogic activities, they may jointly focus on knowledge objects which may be necessary for them to progress with the ongoing task. This paper examines the interactional and embodied resources CLIL students employ in discovering and working on such knowledge objects, and, in so doing, display their own and others’ states of knowledge and accountability for knowing or not knowing. The analyses provide evidence that the interactional management of knowledge underwrites the achievement of any learning outcome whether it relates to ‘content’ or ‘language’ as pre-defined in a CLIL curriculum. The findings suggest that content and language integration, as well as being a feature of curriculum planning or contingent focus on form, may also be profitably seen as a participants’ matter, as they find and work on their own knowledge objects, and it is also a participants’ matter whether or not they orient to them as ‘content’ or ‘language’.

Keywords: knowledge, CLIL, interaction.