In my PhD project, I describe and analyse the aims, main actors, pedagogical approaches, learning outcomes, and assessment structures which underpin Aston’s approach to Content and Language Integrated Learning (CLIL). The results are embedded in the wider context of CLIL in HE, and I discuss the implications for UK universities facing an challenging future.

**Background:** CLIL is increasingly prominent in classroom research as more and more primary and secondary schools integrate content teaching in a foreign language into their curriculum. However, there is very little research into similar learning and teaching settings in UK Higher Education, most likely due to the fact that very few MFL departments actually teach content in their specific languages.

**Rationale:** CLIL has a long tradition at Aston, and with its strong focus on employability, intercultural skills and practical language skills, it helps prepare our MFL students for the changing demands of the labour market. In light of the impending increase in student fees, CLIL may be an invaluable tool to maintain and raise student numbers and to continue to provide students with a rich and engaging learning environment.

**Preliminary results:**
- Of the 23 students familiar with Aston’s CLIL approach, 22 state that it directly influenced their decision to come to Aston. This indicates that it can serve as a USP – if the message reaches the prospective students!
- 81% of students from Years 2 and F believe that, without CLIL, they would not have seen such a significant improvement in their language skills.
- Only 25% of students think that they would retain more information if they were taught in English, while 90% consider using German to communicate in class beneficial and rewarding.
- The majority of students think Aston needs to advertise CLIL more visibly. Why? “Because it is a USP of Aston which other unis don’t offer.”; “because it […] could […] give language students here an advantage over [other] students”; “It’s the reason why I’m here.”
- Despite marketing efforts, only 38% (23/60) of students say they had come across Aston’s CLIL approach when investigating the university.

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