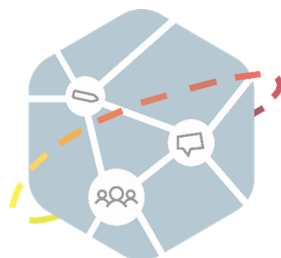


World CLIL 2025
CLIL Connects
13–14 June 2025
Maynooth University, Ireland



We're pleased to announce a call for papers to researchers, policy makers, practitioners, emerging researchers, and interested others to come together to share, reflect, discuss, and debate insights under the conference theme:

CLIL Connects: the role of CLIL across subject disciplines, supporting and developing pluriliteracies, plurilingual and pluricultural competencies.

Key Dates

Deadline for Submissions	25 th October 2024
Notification of outcome	20 th December 2024
Early Bird Registration opens	13 th January 2025
General Conference Registration	10 th March 2025
Conference registration closes	30 th April 2025
Conference Date	13th - 14th June 2025

Submission guidance

This conference welcomes contributions around the conference theme and pillars in the following submission styles:

- A) Research Papers** (15 minutes + Q&A)
- B) Workshops** (50 minutes)
- C) Posters** (A1, 594 mm x 841 mm)

A) Research Paper

Short presentation of 15 minutes duration followed by 5-minute chaired Q&A. Papers should critically examine current knowledge and empirical research relating to one of the conference pillars and explore the benefits and challenges in relation to CLIL practice, research and/or policy making. Papers discussing collaborations between researchers, practitioners and policy makers are particularly encouraged.

B) Workshop

Workshops will last 50 minutes. Proposals must clearly state a purposeful outcome or practical application linked to one of the conference pillars and demonstrate how participants will be actively engaged for the duration of the workshop. We particularly welcome classroom-based workshops led by, or designed for, teachers/practitioners. Presenters are encouraged to bring 20 copies of any materials or handouts for delegates.

C) Posters

We strongly encourage posters from teachers/practitioners, students and early career researchers sharing their experiences or findings from individual action research, classroom-based or collaborative projects, and research in progress. Poster submissions must be provided for display at registration in hard copy format. Posters should be A1 in size (594 mm x 841 mm) and should relate to one of the conference pillars. Presenters are encouraged to bring 20 copies of an A4 handout for delegates.

Posters will be displayed throughout the conference. You will have the opportunity to discuss your poster with delegates during a scheduled poster session.

All submissions should address one of the three conference pillars.

- 1. Innovation and Transformation**
- 2. Connectivity and Collaboration**
- 3. Equity and Diversity**

Pillar 1: Innovation and Transformation

Discussing key questions such as (but not limited to):

- Examples of successful practices which transform and innovate education systems to promote CLIL, and lessons we can learn from them;

- What are the key implications and considerations for education policy and practice when introducing, or transitioning towards increased use of CLIL?
- What role can innovative technologies, including AI, play in the development of a CLIL approach, and what are the associated challenges?
- How do educational institutions adapt and innovate to address challenges to, and opportunities in, fostering a CLIL approach?
- Examples of creative and innovative responses to promote and support the development of CLIL materials and resources.

Pillar 2: Connectivity and Collaboration

Discussing key questions such as (but not limited to):

- What collaborative steps are being taken between researchers, policy makers and/or practitioners to explore the development of a CLIL approach and methodologies?
- What can we learn from other countries and educational settings implementing CLIL, including examples of policy borrowing and cross-jurisdictional or whole-sector collaboration?
- How can languages, literacies and pluricultural competencies be integrated across the wider curriculum using a CLIL approach?
- How can connected and/or collaborative learning through CLIL, including projects and partnerships, support pupil progress, motivation and engagement?
- In what ways can transdisciplinary, collaborative and research-informed approaches play a part in advancing CLIL for the development of plurilingual and pluricultural competencies?

Pillar 3: Equity and Diversity

Discussing key questions such as (but not limited to):

- How can a CLIL approach advance and maintain community, heritage, indigenous and/or minoritised languages?

- In what ways can translanguaging in CLIL be used to support equity and diversity?
- How can CLIL support inclusion and equity within or across education sectors?
- What are the methodological trends in CLIL research, policy and practice which widen participation in, and access to, transdisciplinary language learning and/or pluriliteracies?
- How can CLIL initial teacher education play a stronger role in advancing pedagogies for social justice?



Teangacha
Iar-bhunscoile Éireann
Post-Primary
Languages Ireland



QUEEN'S UNIVERSITY BELFAST