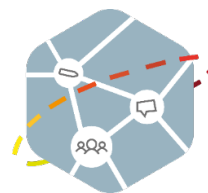


Book of Abstracts – World CLIL 2025



Research Papers - Session 1

How young, heterogeneous CLIL students make their learning visible through English alongside translanguaging and trans-semiotising

Silvia Frank Schmid

University of Teacher Training Lucerne (Switzerland)

Abstract

Different small-scale studies in German-speaking Switzerland have explored how primary school learners with heterogeneous levels of English used the learning opportunities offered in CLIL to develop dual competencies (Frank Schmid, 2021) and how these learners perceived learning (Frank Schmid & Carter, 2023). The findings showed, for example, that although the low-attaining learners used the learning opportunities provided significantly differently than the higher-attainers, all students met the objectives set by the curriculum and that also low-attainers' felt encouraged to use English. Such findings, still scarce in Switzerland (Elmiger et al., 2023), are in line with other studies' conclusions that less privileged learners can successfully participate in CLIL (e.g. Pérez Cañado, 2021; Pladevall-Ballester & Vallbona, 2016).

The question, however, remained whether and how young CLIL students could make their learning visible if target language competencies were an obstacle. Therefore, a «lesson study» (Dudley, 2014) was conducted to investigate how learners with heterogeneous English competencies demonstrated their learning using the target language and other means. Based on a wide range of data collected during four research lessons with CLIL in combination with PE, arts and crafts, the analysis resulted in five exemplary performance patterns of how the selected case pupils made their learning visible. The performance patterns ranged from exclusive communication in the target-language, to English supported by translanguaging and trans-semiotising, to non-verbal communication. Interestingly, the patterns were only partially dependent on students' attainment levels.

The findings suggest that valuing CLIL students' entire – nowadays often plurilingual – meaning-making repertoires not only accommodates diversity and promotes equity (Moore, 2023; Vogel and Garcia, 2017) but also prepares students for the multilingual and multimodal landscape of the 21st century (Liu and Lin, 2021; Wei, 2018)

Listening strategy instruction for CLIL learners to comprehend Science teacher input

Daniel Fung

The University of Hong Kong

Abstract

In Content and Language Integrated Learning (CLIL) programmes, students learn content subjects (e.g., Science, Geography) through their additional language (L2), which is usually their less familiar language. Although some research attention has been devoted to students' achievement and classroom interaction in CLIL, there is a scarcity of research that adopts a learner-oriented angle to examine how learners comprehend the CLIL teacher input, which dominates classroom interaction particularly in Hong Kong (Lo & Macaro, 2015), the context of this study. Building on previous studies that explored what listening strategies are used by CLIL learners (e.g., Fung & Lo, 2023), this study examined how a class of secondary school Science students can be trained to use these listening strategies (e.g., inferencing; recall of prior knowledge) to comprehend CLIL teacher input more effectively. Students were first provided with strategy instruction sessions, and subsequently, a unit of four CLIL Science lessons were observed. Post-lesson stimulated recall interviews were conducted, during which students reported their strategy use to facilitate their comprehension of the teacher input. This paper will present data from two focal students and shows that both students widened their strategic repertoires, but the high achiever benefited more from the strategy instruction programme than the weaker student. This presentation ends with pedagogical implications and proposes that CLIL learners need to be equipped with listening strategies to facilitate their learning in the classroom.

Exploring CLIL Leadership from Leaders' Perspectives

Louise Jones

University Autonomous Barcelona

Abstract

Over the past two decades, extensive research on CLIL has been carried out, however there is a scarcity of research in how leaders implement and sustain the approach. This paper is based on a qualitative study involving semi-structured interviews which explore the relationships, connections and comparisons of key actors from Ireland and Europe: policymakers, principals and teachers. The collected data is analysed thematically. Based on these themes, actionable recommendations are provided for prospective principals and teachers who wish to lead CLIL implementation in Irish primary schools in the future.

The missing fourth C: What CLIL educators can teach English-Medium Instruction colleagues about developing intercultural competencies

Yulia Kharchenko, Clive Earls

Maynooth University

Abstract

Much has been said about the similarities and differences between CLIL and English-Medium Instruction (EMI) approaches. Both are ways to teach content by communicating in an additional language, and both involve developing learners' cognitive and higher order thinking skills. However, unlike in CLIL, where the focus on culture

is the indispensable “fourth C”, EMI approaches tend to place significantly less, if any, emphasis on developing intercultural competencies of learners. Such discrepancy can be attributed to EMI being implemented mainly in higher education settings, where educator identity is linked more strongly to the subject expertise than the language and culture instruction, and where the crowded curriculum orients learning outcomes towards content, leaving language and culture learning as by-products. We review growing EMI research on developing interculturality in higher education, and with particular reference to Earls’ (2016) mixed-method multi-site study highlight the potential of EMI approaches to foster intercultural learning. We argue that there is significant potential for EMI educators to learn from CLIL pedagogy on the importance of language and intercultural communicative competence development for learner success. We discuss how disparate knowledge and cultural systems in the EMI classrooms can be acknowledged as a pedagogical resource and outline future opportunities for research and collaboration between CLIL and EMI educator

Fostering Collaboration in ICLHE: The Role of Autonomy, Collegiality, and Language Competence

Mónica Régio

Polytechnic University of Castelo Branco

Abstract

Content and Language Integrated Learning in Higher Education or Integrating Content and Language in Higher Education (ICLHE), necessitates collaboration between language and content lecturers. However, such collaboration is challenging in higher education, where faculty are often specialized in distinct fields. This study examines the potential for collaborative curricular design, lesson planning, and co-teaching in higher education contexts, by looking at three factors: autonomy, collegiality and language competence (both of teachers and students).

The research, conducted at a Portuguese Higher Education Institution (HEI), employed a mixed-methods approach: a quantitative survey of 194 lecturers and semi-structured interviews with 8 teachers experienced in ICLHE. Findings reveal that teacher autonomy and collegiality significantly impact collaboration. Lecturers with higher perceived autonomy are more inclined to adopt innovative methods, and while collegial interactions rarely lead to formal collaborations, they provide a foundation for future initiatives.

This research highlights the importance of collaboration in overcoming challenges for effective implementation of bilingual approaches in the context of both ICLHE and English Medium of Instruction (EMI). By exploring how autonomy, collegiality, and language competence influence collaboration, the study offers practical insights on how to create stronger connections among HE lecturers. It may also contribute to the understanding of effective conditions for teacher collaboration in bilingual education and provide a model that could be applied in similar higher education contexts.

How does CLIL affect the rural-urban divide in English proficiency in Andalusia (Spain)? An analysis of the educational supply

Alberto Álvarez-Sotomayor Posadillo

University of Córdoba

Abstract

Over the last two decades, Spanish-English bilingual education programmes based on the CLIL approach have expanded greatly in Spain. One of the declared aims of these programmes was the democratisation of the learning of English. Paradoxically, after these years, it's supposed elitism has become one of the main criticisms. Yet, the equity implications of bilingual programmes have not been sufficiently analysed in empirical terms. In this sense, the rural-urban dimension has been particularly understudied. This study aims to contribute to filling this gap by analysing: (1) how both primary and secondary 'bilingual schools' are spatially distributed across this dimension; and (2) the effect that the 'size of the municipality' variable has on the probabilities of schools offering a bilingual programme.

We take all the schools offering either primary education (N=2,543) or compulsory secondary education (N=1,603) in the self-governing region of Andalusia. We run cartographic and statistical analyses (bivariate and multivariate) of geographically referenced data that have been previously processed using a Geographic Information System (GIS).

Cartographic and bivariate analyses show that bilingual schools are mainly concentrated in larger municipalities. Therefore, families residing in smaller municipalities have far fewer opportunities for their children to receive this type of education. Results from multivariate analysis show that this disadvantage of smaller municipalities has to do with the low presence of subsidised-private and private schools in these areas and with the much lower availability of this bilingual programme within the state-run education system. Therefore, rural schools face a new element of educational inequality.

Systematic Implementation of CLIL in Higher Education in Chile: A Pilot Innovation and Transformation Project in UDP

María José González-Rodríguez

Universidad Diego Portales

Abstract

In Chile, learning English has been a priority both in primary education and at the university level. However, data shows that 65% of students graduate from high school with an A1 level, despite the goal being a B1 level (Agencia de Calidad de la Educación, 2017). At the university level, English has primarily been taught as general language (EFL) or in specific contexts (ESP), with undergraduate students reaching moderate levels according to the English Proficiency Index (2024).

In this context, Universidad Diego Portales (UDP) in Chile has developed, through its innovation grant program, the curricular integration of English through the CLIL methodology. This innovative pilot aims to consolidate the

language competencies acquired in mandatory general English courses, transforming the teaching of English at the university level through a systematic and institutionalized approach, as recommended by McDougald (2016).

The project will initially impact 1,200 students from the Faculty of Health in its pilot phase and will later expand to the entire undergraduate student body of UDP, strengthening plurilingual and pluricultural competencies essential in a globalized labour and cultural environment.

This presentation will analyse the design and implementation stages, the challenges faced, and the strategies adopted, highlighting the implications for higher education in Chile and its potential to innovate and transform educational systems across Latin America.

Implementing CLIL-informed language education policy in schools: policy perspectives from the UK and Ireland

Sarah O'Neill

Queen's University Belfast

Abstract

This paper presents the results of a qualitative research study forming part of the author's doctoral thesis, which explores the implementation of 'CLIL-informed' language education policies in the school systems of three jurisdictions: Scotland, Northern Ireland and the Republic of Ireland. The research focusses on the teaching and learning of 'Foreign' Languages in schools where English is otherwise the medium of instruction.

The paper introduces the term 'CLIL-informed' to describe language education policies which support the integration of language and content learning using a 'soft-CLIL' approach (Ball *et al.* 2015: 26), drawing on CLIL principals and pedagogy in order to pursue policy-level goals which seek to enrich language learner experiences and incentivise language learning in schools.

Reflexive thematic analysis (Braun and Clarke 2006; 2020) was applied to data collected from semi-structured qualitative interviews with key organisations from each jurisdiction, representing the executive level and/or an arm's-length body charged with policy implementation.

This paper will discuss the successes and challenges of implementing a CLIL-informed approach to language education from a policy-level perspective, analysing how teachers are empowered and enabled as co-initiators, -interpreters and -implementers of policy in their classrooms (Menken and García 2017). The findings illustrate practical and actionable solutions to the challenges of putting CLIL-informed policy into practice.

Transforming Bilingual Education to CLIL in Germany: Insights into Linguistic Demands and Policy Implications for Core Subjects

Sarah Wunderlich

Universität Koblenz

Abstract

This study examines the potential transition from bilingual education to Content and Language Integrated Learning (CLIL), analysing the specific linguistic demands of core KMK subjects: Mathematics, Biology, Geography, and History. Language-intense subjects may place considerable linguistic demands on students in early stages, potentially leading to cognitive overload (Hasberg 2004). Despite the importance of understanding these demands, they remain under researched (cf. Mentz 2015).

Using a mixed-methods approach, this study assessed the linguistic requirements embedded in textbooks and tasks for grades 7-10, identifying the levels of language complexity across the subjects. Based on this analysis, a recommended subject sequence was developed. A phased approach to CLIL implementation is suggested, allowing for gradual increases in linguistic complexity to align with students' language proficiency. For policymakers, these results highlight the need for policies that support CLIL-specific resources and teacher training, ensuring appropriate materials and pedagogical strategies. For practitioners, the study provides a subject-sequencing guide that can help avoid overwhelming students in early CLIL stages, fostering effective engagement with both language and content.

This research advances understanding of CLIL's linguistic demands and offers strategic recommendations to support a sustainable shift from bilingual education, enhancing outcomes for students, educators, and policymakers alike.

Gaining Access to an International Discourse Community: Determinants of Ability to Work With Sources Among International Graduate Students

Gavin O'Neill

Hitotsubashi University

Abstract

The English language and Western conventions of scientific writing hold a dominant position in global academic discourse. However, this dominance can create barriers to entry for researchers who have not mastered the unique variety of English used in technical, scientific writing (language) and for those researchers whose previous academic experiences differ from Western academic conventions (content). Acquiring the requisite skills to successfully gain entry to discourse communities involves more than learning correct grammar and organization; it involves developing entirely new, disciplinary-appropriate ways of thinking as well as learning to construct arguments and texts that members of the target discourse community find convincing (Hyland, 2004). It is vital that we understand the needs of such students so that they can be prepared for success in their studies and for entering the international discourse community of their field through publication. This study employs a mixed methods design to explore these issues with a unique sample of graduate students—from countries in Africa, Eastern Europe, and Central and Southeast Asia—as they pursue a master's degree in the interdisciplinary field of policy studies at a Japanese EMI graduate school. To assess the relationships among select content and language learning experiences and students' abilities to engage with their academic community in their writing, statistical modelling is conducted (a partial least squares structural equation model; PLS SEM). In addition, qualitative data from semi-structured interviews with students during their studies is examined to further explore these factors and any local support that they receive

Using CLIL to generate new knowledge to foster wellbeing literacy: A conceptual model for pedagogic practice (Part 1 of 2)

Russell Cross¹, Do Coyle², Kim Bower³, Lindsay Oades⁴, Ken Cruickshank⁴, Yvonne Foley²

¹The University of Melbourne. ²University of Edinburgh. ³Sheffield Hallam University. ⁴The University of Sydney

Abstract

This first part of a two-part presentation outlines how concepts from CLIL affords tools to support new approaches to developing students' wellbeing. Understood as the human capacity to "flourish" and "thrive" (Oades & Mossman, 2017), wellbeing has emerged as a core concept within education due to its "protective" value as a new type of capability that goes beyond the acquisition of knowledge or skills (i.e., academic and technical attainment), that instead involves patterns of deeper thinking that foster and, crucially, sustain resilience to function positively—a mindset to "live well" (De Rutter et al., 2020, p. 6). The problem, however, is how can such a capability—a "mindset"—be taught? Conventional instructional models focused on developing subject-matter based knowledge and skills are limited in their capacity to develop new frames of thinking: wellbeing, as a capability, cannot be simply taught through a module on "how to be well". We address this challenge by bringing a novel conceptualization of wellbeing emerging from the field of positive psychology—wellbeing literacy (WL; Oades & Mossman, 2017)—together with linguistic-sensitive 'Pluriliteracies Teaching for Deeper Learning' (PLTD; Coyle & Meyer, 2021) to develop a pedagogic model for wellbeing literacy.

Using CLIL to generate new knowledge to foster wellbeing literacy: Praxis-oriented, co-designed professional learning partnerships (Part 2 of 2)

Do Coyle¹, Russell Cross², Kim Bower³, Lindsay Oades⁴, Ken Cruickshank⁴, Yvonne Foley⁵

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⁵The University of Edinburgh

Abstract

This second part of a two-part presentation outlines how pedagogic practices were developed by teachers with researchers to teach wellbeing literacy using a novel pedagogic model, informed by concepts from CLIL and positive psychology (Coyle & Meyer, 2021; Oades & Mossman, 2017), as discussed in Part 1. Using co-design teacher action research, we report on a pilot study that aimed to identify classroom strategies that realise the pedagogic model for wellbeing literacy in practice. Praxis-oriented professional learning (Johnson et al., 2022) was used to grow learning partnerships for wellbeing pedagogy (LPWP) over a series of modules that afforded spaces to mediate professional reasoning and scaffold teachers' exploratory interventions. This involved collective, reflexive dialogue to ensure the application of the model was relevant, meaningful, and sensitive across diverse contexts. This pilot involved a small group of pioneering practitioners, and data included recordings of the LPWP modules which documented teachers' reflections on their classroom practice and evidenced student learning. The outcome is a prototypical proof-of-concept model for professional learning that foregrounds the 'invisible' role that language(s) and literacies play in nourishing flourishing mindsets in young people across diverse contexts.

Workshops - Session 1

Language mapping: exploring student teacher beliefs about plurilingualism and plurilingual pedagogies in a CLIL setting

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Abstract

How can we prepare teachers for teaching in CLIL schools where many learners are plurilingual? Outside school they speak and move between language variants or languages other than those used by the school for teaching and learning. Teachers can have misconceptions about harnessing non 'school' languages or language variants. A survey in the Netherlands showed many believe that there is no place for languages other than the official languages of schooling (van Beuningen & Polisenska, 2019) in their lessons. A key place to start is by challenging such preconceptions about plurilingualism during teacher education.

This workshop introduces an approach sensitising student teachers to whether their CLIL placement school provides an inclusive and stimulating multi- and plurilingual learning environment for learners (Dale & van Batenburg, 2024). Student teachers critically engage with their placement schools' language policy, explore teacher attitudes to language use, investigate their learners' lived experiences with languages, reflect on their findings, and make recommendations for their future practice.

During the workshop, participants will explore common language ideologies about plurilingualism (Ricklefs, 2023), review current bilingual language policies and try out the use of language mapping and learner interviews as research tools. Finally, they will consider which mechanisms may play a role in broadening CLIL teachers' perspectives on their learners' plurilingualism.

Using Chaplin's silent film *Shoulder Arms* to teach a lesson on WWI

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¹Lycée Richelieu, Rueil-Malmaison. ²Collège Notre-Dame, Rueil-Malmaison. ³Ecole Alsacienne, Paris

Abstract

The subject of my proposal is a classroom-based workshop that CLIL history teachers can use in middle and high schools. Participants will get hands-on experience with action-based teaching. This proposal fits into the first pillar of the conference – Innovation and Transformation.

The workshop will centre on an extract from Charlie Chaplin's 1918 silent film *Shoulder Arms*, which focuses on the horrors of trench warfare (sanitary conditions, disease, weather, and promiscuity) during WWI. The film's visual narrative provides a unique opportunity to study life in the trenches, which plunges the viewer into an accurate portrayal of the historical events of that time.

Lesson plan: I will demonstrate approximately 5 minutes of classroom context lesson, where participants are placed in pairs A and B. One faces the whiteboard, while the other faces their partner with their back to the board.

When the film starts, A describes what they see to B using a worksheet of keywords related to the extract. B also has an identical checklist with additional vocabulary and verbs that cannot be used. B checks off only the words they hear. Halfway through the extract, the participants change roles.

The scaffolding implemented using lexical and verbal fields of trench warfare encourages active listening and ensures that all the participants speak, even those who typically struggle.

Follow-up: Participants will be given time to reflect on implementing this method in their teaching practice. They will have group time to think of other films suitable for their subjects (history, geography, economy, or science). The workshop aims to support the development of new CLIL materials and resources, providing practical application that leads to innovation and transformation.

CLIL Connects Us: Transdisciplinary Task Design for Plurilingual and Pluricultural Development

Jennifer Eddy

Queens College, City University of New York

Abstract

How can we design tasks to open doors for meaningful community, career and global connections? This workshop explores how transdisciplinary tasks can enrich CLIL task design, merging insights from multiple fields—such as business, science and the arts—to develop deeper, real-world language use for meaningful interaction.

Participants will view task exemplars that unfold pupil deliverables for transition across levels within transdisciplinary themes. Through these tasks, learners solve problems and create products with value beyond the classroom and develop confidence to use language they own right now to mediate for others between, among, across and within languages and cultures. These tasks empower learners at all levels of engagement to weave together linguistic, cultural, and disciplinary threads in ways that go beyond traditional language education. Our tasks allow students to engage with content in ways that mirror authentic, global communication contexts—where language and expertise across various disciplines must interweave seamlessly for transcultural communicative competence.

Participants will leave with practical strategies and design templates for application of this design framework within their learning context and communities of practice.

Visual Language Support for CLIL: The drawing effect

Petra Hatley-Richardson, Sietske Dijkema-Verbree

CLIL&more

Abstract

In this hands-on workshop, discover how drawing can enhance understanding, output, and memory in CLIL through the use of dual coding - combining visuals and language for deeper learning. Using a geography lesson as a model, you'll see how drawing can save time, engage all learners, and make learning more enjoyable, while also lowering the affective filter to create a positive, low-stress environment that encourages participation.

You'll explore practical strategies to support both input and output, check content and language understanding, and actively engage students. Participants will adapt the techniques to their subject and age group, collaborating with peers throughout. No drawing skills required!

Key CLIL concepts covered:

- Dual coding for visual and language support
- Reducing the affective filter to enhance learning
- Encouraging participation in a safe, supportive environment

Suitable for both face-to-face and online teaching.

Pluriliteracies Teaching for Deeper Learning in the Language-as-Discipline classroom: actioning innovative approaches for inclusive global citizenship

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¹University of Edinburgh. ²University of Mainz. ³Berlin Senate Department for Education, Youth and Family. ⁴ECML TAC Co-ordinator

Abstract

This workshop is built on recent work by the trans-European Graz Group, exploring opportunities for learners to use languages in ways that embrace not only disciplinary literacies but also embody active, responsive global citizenship. Language teachers from all sectors, researchers and teacher educators are invited to critique an emergent model 'beyond CLIL' shifting languages classrooms towards being and becoming transformative, inclusive, pluriliteracies spaces. We will explore how learners can access the language(s) they need to engage in multi-perspectival interpretations of the outside world which are relevant to and impact on their daily lives. We will provoke debate by sharing new and tested principles that embrace the concept of language-as-discipline classrooms and offer powerful ways of developing textual fluency alongside deepening linguistic skills. Our fundamental goal is to encourage learners to be resilient, responsible and active citizens by seeing the relevance of how our globalized, multilingual world impacts their own lives and communities, promoting better understanding of self-value, identities and responsibilities. Early evidence to be shared with participants suggests that language-as-discipline classrooms provide rich spaces for students to bridge the gap between deeper understanding of global and local imperatives and taking informed action at different levels – ultimately strengthening compassion and understanding the challenging values underpinning diverse societies. The outcome of the workshop is to actively chart and disseminate key issues raised relating to shared understanding of multimodal, meaning-making practices including critical awareness and cultural consciousness, that provide alternative pathways for actioning global citizenship in CLIL/bilingual contexts. We look forward to further debate.

Research Papers - Session 2

Equity in CLIL Programmes: Socioeconomic Influences on Primary Student Writing

Irene Guzmán-Alcón

Universitat de València

Abstract

While Content and Language Integrated Learning (CLIL) programmes are designed to promote multilingualism and support equality in public education, they have also been criticized for potentially reinforcing educational inequality (Van Mensel et al., 2020). On the one hand, previous research on the role of family socioeconomic status in CLIL student achievement highlight a significant impact (Pérez-Cañado, 2018; Tompkins, 2022), while other investigations suggest less influence (Lorenzo et al., 2021; Llinares & Evnitskaya, 2021). Given the mixed results, the aim of this study is to investigate to what extent family socioeconomic status and different intensity of CLIL programs (high, medium and low) predict primary students science writing. A total of 270 students enrolled in Year 6, under different intensities of CLIL programmes, participated in the study. Data were collected from three public schools in the Valencian Community through an elicitation task in which participants wrote about the water cycle. Additionally, a background questionnaire adapted from Huguet and Lasagabaster (2008) was used to measure family socioeconomic background. Findings from the study revealed that while family socioeconomic status, particularly fathers' professional occupations, significantly predicted students' scores in science writing. The implementation of CLIL at school was a more crucial predictor of students' writing performance, regardless of the intensity of the CLIL programme. Thus, this study highlights the potential of CLIL to promote equity in education and mitigate the effects of socioeconomic disparities.

Learner-centred Translanguaging to Support Content Knowledge Development: Reconceptualising Language in CLIL

Sarah Beal, Fotini Diamantidaki

University College London

Abstract

Content and Language Integrated Learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle et al., 2010, p. 1). This study explores learner-centred translanguaging practices in a primary CLIL classroom and their role in content knowledge development.

While CLIL integration is often framed from a teacher's perspective—emphasising curriculum, planning and pedagogy—this research shifts the focus to what learners bring to the classroom and examines how learners' communicative repertoires contribute to content and language integration. Although learners' linguistic

resources are sometimes perceived as a threat or an element to be controlled, this study highlights their potential as valuable assets.

This paper explores learners' perceptions of translanguaging and draws on Wei and Garcia's (2014) conceptualisation of translanguaging as each individual possessing a communicative repertoire consisting of linguistic and semiotic resources that they draw on according to their communicative needs. Data from classroom observations and focus groups were analysed through Interpretive Phenomenological Analysis. Findings reveal that learner-centred translanguaging not only supports CLIL's dual-focused objectives but also provides a novel framework for integrating content and language.

Teachers' Perspectives on Implementing CLIL in Trinidad and Tobago's Primary Schools

Romulo Guedez Fernandez, Natalie Ava Bhawanie

The University of the West Indies

Abstract

A university-community-based research initiative was designed to provide essential support to primary school teachers in Trinidad and Tobago, particularly those teachers instructing both English-speaking local and Spanish-speaking migrant children aged 5-11. Ninety teachers (81 female, 19 male) from eight primary schools distributed around the country participated in three-hour, hands-on, in-person workshops focused on Content and Language Integrated Learning (CLIL) and Translanguaging Pedagogy. These approaches are especially relevant for teaching young learners in diverse, multilingual and plurilingual classrooms.

The CLIL training aimed to equip teachers with the tools to effectively instruct both migrant and local children and enhance their professional development. The initiative aimed to empower teachers to integrate Spanish-speaking migrant children into the classroom, fostering a harmonious bilingual learning environment for all.

A survey was administered to all the teachers who participated in the workshops; however, 79 participating educators completed the survey, which revealed insights into the challenges and benefits of implementing CLIL. The National Primary School Curriculum is an integrated curriculum that can be aligned with the CLIL approach (San Isidro and Lasagabaster, 2020, Rutgers et al, 2020). Collaboration between primary teachers and language specialists in developing of local materials and resources was identified as a crucial factor for the successful implementation of CLIL.

CLIL provision in pre-service secondary teacher education: a cross-European analysis

Louisa Mortimore¹, Semih Kaygisiz², Pilar Gerns³, Leila Kääntä⁴, Tessa Mearns⁵, Sejdi Sejdiu⁶

¹Universidad Internacional de La Rioja. ²National Defense University. ³Universidad de Navarra. ⁴University of Jyväskylä. ⁵Leiden University. ⁶University of Prizren

Abstract

With the exponential growth in CLIL implementation across Europe (e.g. Gülle & Nikula, 2024), research has consistently underscored the need for specific training in CLIL methodologies within pre-service teacher education (Porcedda & González-Martínez, 2020).

This study, as part of the CLILNetLE Cost Action-CA2114, explores the provision of CLIL training in Europe by examining the university curricula in certifying secondary teacher education programmes.

We examined the syllabi from 167 universities across seven countries (Spain, Finland, Turkey, Slovakia, Czech Republic, Kosovo, and the Netherlands) that offer initial teacher education.

Data were collected from course titles and descriptions of five disciplines across natural sciences (chemistry, physics, and biology), social sciences (history and geography), and mathematics, to determine whether CLIL methodologies were included in secondary teacher education.

Preliminary findings reveal significant differences in the availability of CLIL training in pre-service teacher education across the seven countries, with insufficient or non-existent provision to prepare teachers for multilingual education. For example, despite extensive CLIL implementation at the secondary level in Spain, Finland, and the Netherlands, no university offers obligatory CLIL-specific training in the content disciplines analysed. Equally in Turkey, programmes centre on EFL and elective literacy courses without a CLIL focus. Meanwhile, analysis from Slovakia identified the existence of CLIL teacher education in multiple programmes; these, however, remain a minority.

Implications highlight the need for a coherent integration of CLIL methodologies into preservice teacher education across European educational systems, and legislative frameworks to include CLIL in teacher education policies to ensure systematic teacher preparation.

Promoting an integrated approach in immersion teacher education: A pilot study

Laurent Cammarata

University of Alberta

Abstract

Immersion/bilingual programs play a key role in promoting bilingualism. However, despite their growing popularity, these programs do not always produce the desired results in terms of students' language development, which can have a negative effect on students' academic success (e.g., underperformance on provincial achievement tests). To meet the challenge associated with immersion students' language development, the preparation of future teachers needs to be rethought placing greater emphasis on the integration of language and literacy into subject-matter instruction (Cammarata et al., 2024). Yet pedagogical integration, considered "the crux of effective bilingual/immersion teaching," is still only marginally addressed in most teacher education programs (Tedick & Cammarata, 2024).

This presentation reports on preliminary findings from an ongoing pilot study that uses the lesson study professional development inquiry model (Fernandez & Yoshida, 2024) to allow researchers and teacher educators

to work collaboratively to develop, carry out, and observe the effect of targeted interventions in the didactic courses of a four-year teacher education program in Western Canada. The interventions are designed to increase student teachers' awareness of the need for an integrated approach in all school subjects and to enhance their ability to implement such an approach in planning and teaching. A mixed methodology is used, and data collection includes questionnaires administered to student teachers at the beginning and end of the didactic courses, student teachers' lesson plans, and follow-up semi-structured interviews conducted with a sample of the student teachers. Preliminary findings as well as implications for professional development and future research will be discussed.

Navigating CLIL implementation and transforming MFL teacher practice in Ireland: Insights from a National Pilot

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Abstract

This presentation shares key findings from an evaluation of a National CLIL Pilot in Ireland, which aimed to innovate language education by providing training, teaching materials, and pedagogical support for Modern Foreign Language (MFL) teachers implementing CLIL in Transition Year. Drawing on focus group interviews with participating MFL teachers, the study examines their experiences with CLIL implementation, emphasising both the challenges faced and the transformative potential of the approach. The findings identified four key areas: (1) Insufficient understanding of, and skills required for, effective CLIL and pluriliteracies teaching; (2) The complexities of transitioning from a Foreign Language (FL) approach to a CLIL approach, including shifts in assessment practices and target language use; (3) The need for differentiation in language instruction to accommodate diverse and multilingual learner needs; and (4) Variations in disciplinary knowledge, which impacted teachers' confidence and teaching effectiveness. The discussion will highlight valuable lessons that this CLIL innovation in Ireland provides for education systems seeking to promote CLIL. Key implications will be explored in relation to teacher language awareness, professional development, and the broader systemic changes in teacher education and policy necessary to support and sustain CLIL adoption.

What role do digital technologies play in the development of CLIL languages? A cross-country study with CLIL students

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¹Firat University, Elazig. ²Universitat Internacional de Catalunya. ³Universiteti Alexander Moisu Dures

Abstract

Extramural activities are recognized as pivotal in advancing foreign language (FL) proficiency, especially in the current era in which there is increasing accessibility to digital technologies. Such tools and resources not only facilitate students' language learning, but also active participation and enhance their digital literacy skills. This study presents a cross-country analysis of FL extramural engagement (EE) in Content and Language Integrated

Learning (CLIL) students' target languages across three distinct European contexts (N=438): Albania, Spain, and Turkey. These countries were chosen for their diverse educational, linguistic, and societal environments. Using a pan-European survey, developed by COST Action #21114 CLIL Network, followed by hierarchical multiple regression analysis, the study explores students' out-of-school engagement in their CLIL languages. The findings indicate that students in CLIL programs are acutely aware of the dual benefits of digital EE activities, recognizing their positive impact on both content mastery and language proficiency. Technology-based tools, such as phone apps, social media, and streaming platforms, were identified as the primary means of engagement. Despite the growing body of research suggesting that individual factors, such as gender, age, and parental education affect engagement in EE activities, this study found no significant differences among these variables. This challenges previous expectations, implying that in the context of CLIL, individual demographic factors may not significantly influence students' out-of-school language engagement. The results highlight the importance of digital resources in fostering linguistic development outside the traditional classroom setting and suggest further studies that look at CLIL, individual differences and digital activities/resources in a holistic integrated way.

Four C's and Three P's: Learning and Teaching About Power, Privilege, and Patriarchy in the CLIL Classroom

Quenby Hoffman Aoki

Rikkyo University

Abstract

CLIL's Four C's framework provides a multifaceted structure for integrating language with meaningful, authentic content (Coyle et al., 2012). In a similar way, gender studies is an interdisciplinary field which is directly relevant to humans' lived experience. In addition to examining gender's intersections with other identities such as race and social class, a valuable co-learning endeavour is to explore the root causes of gender discrimination and other forms of inequity and oppression. The presenter has come to call these roots the "Three P's": power, privilege, and patriarchy.

Great strides have been made, but the speaker's adopted country of Japan still has the largest gender gap among developed nations (World Economic Forum, 2024). In the Japanese educational system, CLIL is generally introduced at the tertiary level. Thus, the students are young adults who will soon take their places as adult members of society. They urgently need both awareness and agency to navigate a complex, often unjust world.

The speaker will elucidate how CLIL has helped her to develop a more nuanced approach to gender studies that goes beyond a narrow, binary focus on women's equal rights (which, of course, are still of crucial importance). She will then describe how a CLIL approach lends itself to a natural progression from identity and personal reflection to the ultimate aim of encouraging inclusion, diversity, and social justice. Practical classroom activities will be shared, and participants will have the opportunity to consider how the "Three P's" apply to their own professional contexts.

CLIL teachers' practice of the "third C" and its relationship with their language-/content-disposition

Xiaqing Chen, Russell Cross, Shu Ohki

Abstract

“Cognition” is one of the four key dimensions that comprise of understanding of CLIL (alongside Communication, Content, and Culture). Existing research has extended our knowledge of cognition and CLIL with respect to instructional materials, linguistic discourse, and teachers’ beliefs (e.g., Evnitskaya & Dalton-Puffer, 2020), yet there has been little systematic investigation into teachers’ practice with respect to how they foster students’ cognitive skill when both the language and content being taught are new in a CLIL context. This study aims to explore how cognition is taught in CLIL classrooms by collaboratively developing an understanding of teacher practices with participating CLIL teachers. With data generated from four CLIL teachers in Australia primary schools as the four cases, this study draws on Cultural Historical Activity Theory (CHAT) by Engeström to construct the representation of a teacher’s practice as their situated sociocultural activity (Cross, 2010). Moreover, it recognises the teacher subject’s un- or pre-thought inclinations that guide actions, also known as “dispositions” (Bourdieu, 1990) and investigates whether a disposition that orientates the CLIL teacher to teach either more content or language shapes differences in how they develop cognitive skills in CLIL classrooms. Findings contribute the knowledge of different teachers’ practices of cognitive development in CLIL within their sociocultural context and also reveal how teacher practice of cognition varies based on their dispositions towards either content or language.

Impactful Teacher Development for the Integration of Content and Language in Secondary Education

Sarah Ní Dhuinnín

University of Limerick

Abstract

The integration of content and language is recurrently considered a keystone to effective immersion education (Baker & Wright 2021; Ó Ceallaigh et al. 2019). Despite the extensive literature recognising the academic and linguistic benefits associated with immersion education, it has long been lamented that implementing such an integrated pedagogical approach remains a significant challenge for teachers (Cammarata & Ó Ceallaigh 2020; Tedick & Lyster 2020).

This paper explores the core immersion competencies necessary for the pedagogical integration of content and language (Trojan et al., 2017). These competencies refer specifically to content knowledge of language used as a medium of instruction (CK-L), the interaction between CK-L and content knowledge of the curriculum area (CK-C), pedagogical content knowledge of language (PCK-L) and pedagogical content knowledge for integration of content and language (I-PCK).

Guided by the transformative paradigm, the study explores the knowledge, beliefs, and practices of six Home Economics teachers in the secondary Gaeltacht context regarding content and language integration. A tailored professional development programme (PD) was implemented over an eight-month intervention period to address the needs of the sample. Adopting an action research design, data were collected through various methods, including stimulated recall interviews, questionnaires, class observations, professional dialogues, and interventions.

Thematic data analysis revealed that participants demonstrated evident mastery of CK-C and partial mastery of CK-L, with limited knowledge of PCK-L and consequently I-PCK. However, with the provision of a tailored PD programme, core immersion competencies of CK-L, PCK-L, and ultimately, I-PCK began to evolve. These developments will be unpacked in the current paper, and implications for future research, practice, and policy will be outlined.

Promoting Teacher Knowledge using a Community of Practice Approach to CLIL Professional Development

Nóra Ní Bheaglaioich, T.J. Ó Ceallaigh

University College Cork

Abstract

The Irish language is compulsory in English-medium schools in Ireland and is taught as a minority second language. Content and Language Integrated Learning (CLIL) is widely acknowledged as a promising solution to enriching Irish language pedagogy (Harris and Ó Duibhir, 2011; Government of Ireland, 2010; National Council for Curriculum and Assessment 2019) and propel advancements in the field of bilingual education in Ireland. To date, there is a dearth of research into the professional development of CLIL teachers nationally, especially models of professional development that promote sustained changes in teachers' practices. This paper maps the results of a small-scale six-week study involving three elementary teachers as they implement CLIL in mathematics through Irish in their kindergarten classrooms with 4–5-year-olds. The study examines the teachers' lived experiences as they participated in an ongoing community of practice (CoP) approach to professional development related to CLIL, with the aim of developing CLIL-specific practices through the application of newly acquired knowledge. Data were collected through researcher field notes, focus group interviews and participant reflective diaries. Weekly meetings occurred on-site within the CoP. Opportunities were provided for teachers to unpack the potential of CLIL as a whole staff in a familiar environment, plan lessons collaboratively, engage in professional dialogue, partake in critical reflection and become familiar with CLIL process as an alternative pedagogy and a possible solution to the teaching of the Irish language in English-medium schools. The study identifies the values identified within the CoP which facilitated teacher knowledge development, empowered teacher engagement and encouraged teacher reflection as the teachers enacted CLIL in their classrooms for the first time.

This paper will provide a comprehensive examination of teacher knowledge related to CLIL, synthesising existing literature to establish the current understanding from previous studies. The research study is then outlined, detailing the methods of data collection and analysis. Findings will subsequently be presented, highlighting the impact of the Community of Practice (CoP) approach on CLIL teacher knowledge development. Key traits of effective CLIL professional development will be considered and specific challenges outlined. The paper will conclude by suggesting areas for future research and offering recommendations for potential system-level considerations to further support CLIL implementation.

Enhancing CLIL Pedagogy through Music: an Innovative Approach to Addressing Grammatical Accuracy in Irish Immersion Education

Aoife Hill

University College Cork

Abstract

Despite the widespread adoption of CLIL (Content and Language Integrated Learning) principles in Irish immersion education, student outcomes in grammatical accuracy remain underwhelming (Ó Duibhir, 2018). This shortfall is often linked to challenges such as limited teacher expertise in both content and pedagogical knowledge, insufficient access to specialized training, and varying levels of student engagement. This paper explores an innovative approach to CLIL pedagogy that leverages music as a tool to enhance language learning, particularly in addressing grammatical accuracy.

Drawing on findings from an action research project conducted with Irish immersion teachers, the study investigates the potential of integrating music into language instruction as a dual-purpose strategy. Music not only serves as an engaging medium but also provides effective cues for memory recall, making it a promising solution to reinforce language acquisition in meaningful contexts (Setia et al, 2012; Wallace, 1994). The research highlights the practical challenges faced by educators, including resource limitations and the need for professional development, while showcasing collaborative efforts to design and implement music-based pedagogical strategies.

By combining a contextual focus on language with innovative recall techniques, this approach aims to bridge the gap between theory and practice in CLIL pedagogy. The findings underscore the importance of collaboration with practitioners in developing sustainable, impactful methods. This presentation offers insights into the potential of music as a catalyst for innovation in CLIL and invites discussion on its broader applicability in immersion education.

Should bilingual education be compulsory for all? Analysing students' attitudes and perceptions

Inmaculada Senra-Silva

Universidad Nacional de Educación a Distancia

Abstract

Numerous research studies have investigated bilingual education programmes in Spain since their introduction. Despite extensive examination, many evaluation outcomes remain inconclusive, with several areas requiring further analysis. Most studies have concentrated on teaching methodologies, general educational community perceptions, and student performance and language skills. However, none have explored how offering bilingual programmes on a voluntary versus mandatory basis affects student attitudes and perceptions.

This study explores bilingual secondary school students' attitudes, motivation, perceived learning, anxiety, and satisfaction with bilingual education across different Spanish regions. It compares students in schools where bilingualism is mandatory with those attending schools offering a choice between bilingual and non-bilingual education. An ex post facto research design was employed, involving 261 high school students. Various analyses, including descriptive statistics, mean differences, and decision trees, were performed. The results indicate that students in schools where bilingual education is optional tend to have more positive attitudes and perceptions.

These findings could be valuable for future planning of more innovative and transformative educational approaches.

Empowering Heritage Bilingual Learners Through Art and Language: “A CLIL to Sustainability and Global Connection”

Fatima Khaled

Goldsmiths University

Abstract

This proposal highlights how Content and Language Integrated Learning (CLIL) in art education fosters environmental sustainability while enhancing language skills and critical competencies. Implemented with learners aged 13 to 17 at the Peace School and an Arabic heritage school, this approach promotes innovation, transformation, connectivity, and collaboration.

The proposal aims to:

1. Showcase how CLIL integrates art with environmental sustainability.
2. Highlight its role in developing language, critical thinking, and communication skills.
3. Provide an example of a transformative sustainability project.

CLIL integrates language and subject learning, fostering deep engagement and creativity. Through this method, learners:

- Develop environmental awareness using creative, real-world contexts.
- Enhance second-language proficiency by mastering subject-specific terminology and functions, such as describing, evaluating, and problem-solving.
- Build critical soft skills, including teamwork and adaptability, in collaborative activities.

Focus on Sustainability: A Transformative Example

In one initiative, students explored challenges like plastic pollution. They created eco-friendly art and produced a short film amplifying their voices on sustainability. This project was showcased at the Critical Connections Film Festival at Goldsmiths University, connecting students with global peers.

This approach led to:

1. Enhanced proficiency in environmental vocabulary and structures.
2. Deeper understanding of sustainability.
3. Greater engagement through creative expression.
4. Strengthened collaboration and global connections.

CLIL transforms education by integrating language, art, and sustainability. This innovative approach fosters academic and personal growth, offering educators a powerful tool to inspire and connect learners globally.

Transforming Education Through CLIL: Taiwan's Experience with the Bilingual 2030 Policy

Yueh-Nu Hung¹, Shih-Chieh Liao²

¹National Taichung University of Education. ²China Medical University

Abstract

In 2018, Taiwan launched its Bilingual 2030 National Development Policy, aiming for one-third of elementary to high schools to adopt Chinese English bilingual education by 2030. Central to this policy is the implementation of CLIL (Content and Language Integrated Learning), the most widely practiced bilingual teaching approach in Taiwan. This presentation examines the profound impact of CLIL on Taiwan's educational landscape, drawing from the authors' experiences in course development, teacher preparation, literature review, school visits, and government policy analysis. Key findings reveal how CLIL has enhanced the alignment with national curriculum guidelines, fostered innovative teaching design, and accelerated the internationalization of schools and curricula. Additionally, it has catalysed teacher professional development and community building while reshaping English education practices. The presentation also addresses the broader educational, cultural, socio-political, and linguistic factors influencing these outcomes, such as the balance between national identity and global competitiveness and the challenges of teacher capacity building. By sharing Taiwan's experience, this session provides practical insights and implications for countries planning bilingual policies and implementing CLIL-based teaching. The findings will benefit researchers and practitioners seeking strategies for implementing CLIL in diverse contexts, highlighting both the opportunities and challenges of large-scale bilingual education reform.

Symposium 1

CLIL Network for Languages in Education: focusing on bi- and multilingual disciplinary literacies at school

Symposium organisers:

Julia Hüttner (University of Vienna)

Ana Llinares (Universidad Autónoma de Madrid)

Discussant:

Tom Morton (Universidad Autónoma de Madrid)

Description

As a dual-focused approach (Coyle et al. 2010), CLIL requires the integration of language and content at all levels of teaching and learning. To operationalise this integration, the foreign language uses associated specifically with the practices of the disciplines or school subjects involved have become the focus of research attention (Llinares et al. 2012; Nikula et al. 2016; Hüttner & Dalton-Puffer, 2024). Such competence is best characterised as disciplinary literacies, i.e. the “use of reading, reasoning, investigating, speaking and writing required to learn and form complex knowledge appropriate to a particular discipline” (McConachie & Petrosky 2009: 6). In the context of CLIL, such disciplinary literacies are characterized by an integration of at least two languages, the main educational language and the CLIL target language. While the position of the main educational language(s) varies, contexts where it is a legitimate target implicitly acknowledge that developing competence in disciplinary literacies involves complex socialization processes regardless of whether the language in question is the learner’s first language or not.

The European COST Action “CLIL Network for Languages: Towards bi- and multilingual disciplinary literacies” (CLILNetLE; www.clilnetle.eu) brings together researchers and practitioners to address the fragmentation of existing research into bi- and multilingual disciplinary literacies by fostering collaborations across contexts, academic specialisations and between research and teaching practice.

In an initial conceptualization of bi- and multilingual disciplinary literacies (Nikula et al. 2024), this complex construct was related to five dimensions interacting in a non-hierarchical manner. These dimensions are addressed in research within five working groups (WGs); these consider a) disciplinary literacies within disciplines, such as history, science or mathematics (WG2), b) curricular and teachers’ expectations from students’ disciplinary literacies across educational levels (WG3) and c) the role of digital and out-of-school engagement with language and content on the development of these literacies (WG4). Two overarching working groups address the development and refinement of the conceptualisation of bi- and multilingual disciplinary literacies (WG1) and the dissemination of the network findings to educational and other stakeholders (WG5).

This symposium presents both the ongoing work on conceptualizing bi- and multilingual disciplinary literacies as well as three collaborative studies showcasing research conducted in working groups 2, 3 and 4, respectively.

Conceptualising bi- and multilingual disciplinary literacies in CLIL

Julia Hüttner¹, Ana Llinares², Tarja Nikula³

¹University of Vienna, Austria. ²Universidad Autónoma de Madrid, Spain. ³University of Jyväskylä, Finland

Abstract

In recent years, substantial research has focused on students’ disciplinary literacies in CLIL, conceptualising these as a manifestation of the nexus of content and language. Such disciplinary literacies show how CLIL participants combine subject-specific knowledge with the appropriate forms of displaying such knowledge. Although some studies already provide conceptual frameworks (e.g. Nikula et al. 2016), it is necessary now to move a step further and draw on practices from a variety of contexts and involve research collaboration to synergise current conceptualisations of disciplinary literacies into one overarching one. In this paper, we present an initial conceptualization of bi- and multilingual disciplinary literacies (Nikula et al. 2024), drawing on the work of the European COST Action CLILNetLE, with the aim to inform good practices. We highlight the role of Cognitive Discourse Functions (Dalton-Puffer, 2013) as a driving model to address different dimensions of disciplinary

literacies (multilingual, multisemiotic, functional, critical and technological) and showcase collaborative studies on these dimensions, for example, the reference to specific genres (functional dimension) or the description of non-verbal semiotic elements (multi-semiotic dimension) in subject curricula.

Pre-Service Secondary Science Teachers' Preparedness for Disciplinary Literacy in CLIL: Insights from Spain and Croatia

Irene Guzmán-Alcón¹, Helena Roquet², Lidija Cvikic³

¹Universitat de València, Spain. ²Universitat Internacional de Catalunya, Spain. ³University of Zagreb, Croatia

Abstract

Cognitive Discourse Functions (CDFs) are essential for enhancing disciplinary literacies within CLIL (Hüttner & Dalton-Puffer, 2024), which emphasize the specific ways of thinking, reading, and communicating inherent to individual academic subjects (Llinares & Nashwa-Sobhy, 2021; Lorenzo et al., 2024). In the context of science, this literacy involves understanding and teaching how to categorize, describe, explain, and evaluate concepts effectively.

There is, however, limited research on how well-prepared pre-service teachers feel to implement these literacies, despite an awareness of their relevance. This study addresses this gap by examining the awareness and preparedness of pre-service secondary CLIL science teachers in Croatia and Spain. A total of 40 participants participated in the study, 20 pre-service teachers from each country. Data were collected both qualitatively and quantitatively by means of a background questionnaire and Lorenzo et al.'s (2024) competence descriptors, created to assess teachers' self-perceived ability to teach specific cognitive and disciplinary functions in science.

Preliminary findings indicate variability in the confidence and perceived preparedness of teachers, highlighting differences in training and exposure to disciplinary literacy methods. The results suggest that teacher education programmes should incorporate targeted modules on disciplinary literacy with CLIL instruction to support more effective science teaching, fostering a deeper and more discipline-specific learning experience.

Disciplinary Literacy Expectations in History Lessons: A Comparative Study of Turkiye and Albania

Yavuz Kurt¹, Merita Hoxha², Silvia Rieder-Marschallinger³

¹Marmara University, Turkey. ²University of Elbasan, Aleksandër Xhuvani, Albania. ³KPH Wien/Krems, Austria

Abstract

This presentation shows the use of CDFs in history texts produced by history teachers in Turkish and Albanian educational context. It applies research tools developed in CLILNetLE and showcases one focused comparative analysis of teacher expectations.

Applying Ting and Rieder-Marschallinger's (2024) elicitation tool, texts were collected which represent teacher expectations of good student writing in the last grade of lower-secondary in response to subject-specific semiotic

items, such as visuals or graphs. A total of 40 texts were analysed using Rieder-Marschallinger and Minardi (2024)'s coding and analysis protocol.

The findings indicate that certain CDFs, specifically REPORTING, EXPLAINING, and DESCRIBING, are prominent across both contexts. REPORTING primarily serves to recount historical events, while EXPLAINING establishes cause-effect relationships, underscoring their pedagogical emphasis in history education. DESCRIBING offers contextual grounding to prepare for deeper analysis. Divergent patterns emerge in the use of EVALUATE and CATEGORIZE, suggesting differences in cognitive engagement: Turkish texts tend to emphasize categorization, whereas Albanian texts lean more toward evaluative perspectives. The limited presence of DEFINE and EXPLORE suggests a shared instructional focus on historical analysis rather than exploratory or definitional discourse. The results additionally highlight the need for greater emphasis on teacher preparation in relation to CDFs and disciplinary literacies.

Workshops - Session 2

Integrating English with Genetic Engineering – Empowering Students in Life Sciences and Language through a CLIL-based CRISPR-Cas Lab

Yvonne Werle, Ricarda Franziska Aimée Diedrichs, Jutta Meier, Werner Manz

University of Koblenz

Abstract

This workshop illustrates how the gap between university research and school education can be bridged by integrating science and language learning in out-of-school student labs based on the CLIL approach.

Using the example of a student lab on the gene-editing tool CRISPR-Cas designed by Ziegler and Nellen (2020), we developed a two-day laboratory course conducted with both secondary school and university students. While all participants engage in hands-on scientific practices, secondary students benefit from additional scaffolding. Preparatory toolboxes equip them with essential technical and linguistic skills, including lab-specific terminology and grammatical structures in English - the lingua franca of science - ensuring their success in an authentic laboratory environment.

Workshop participants will engage in hands-on activities such as pipetting, plating bacteria, or preparing a PCR master mix, using sample exercises from the toolboxes, gaining insights into how these tools prepare students linguistically and practically for collaborative scientific work.

Through our digitally enhanced example materials, we will discuss how diverse CLIL science exercises can create authentic learning environments promoting a deeper understanding of research areas with societal impact, such as genetic engineering and thus foster the development of pluriliteracies.

Attendees will leave with a clearer understanding of how universities can design educational experiences that motivate students and strengthen connections between research and school education, offering a model for innovative, interdisciplinary approaches in STEM education. Additionally, they will gain strategies to create collaborative learning experiences that enhance engagement and provide students with meaningful insights into the world of science.

Enhancing Your CLIL Materials: Bridging Neuroscience and AI for Better Learning Outcomes

Elisabeth Dokalik-Jonak

University of Teacher Education Vienna

Abstract

This 50-minute workshop explores the intersection of CLIL (Content and Language Integrated Learning), neuroscience, and AI in educational transformation. Using neurodidactic materials and your favourite CLIL book (Primary and Secondary Schools), participants will learn how neuroscience-informed strategies can enhance language acquisition. The workshop will also explore how AI can support CLIL, providing innovative tools to create personalised learning experiences. We'll discuss key challenges and opportunities when using AI and innovative technologies in education systems.

Participants will leave with practical methods to incorporate AI and neuroscience-based approaches into their CLIL teaching, fostering innovation and transformation in education.

Hands-on activities will include exploring AI tools to enhance CLIL content, group discussions, and interactive demonstrations of neurodidactic materials.

Subject MATTERS: A perspective-based approach to teaching your subject (and its language)

Tessa Mearns

Leiden University

Abstract

We spend a lot of time discussing HOW we teach in CLIL. How about the question of WHAT to teach?

Which content is really worth teaching? Which perspectives on your subject matter most to you and your learners? Which are most essential for your curriculum? And what do those perspectives how do those perspectives carry through into the cognitive, communicative and cultural aspects of your CLIL teaching?

In this practical workshop, we will consider together how topics relevant to learners' lives can be approached through different subject 'lenses', to promote development of subject knowledge and subject-specific thinking. In a second step, we will connect those lenses to subject-specific communication and explore how the perspectives we take on our subjects can influence the ways in which learners learn and use language – and of course, what that can mean for our CLIL teaching.

This experimental workshop brings together two educational fields that have so far been developing in parallel (Mearns, 2024). Janssen et al.'s (2018) perspective-based approach acknowledges the importance of subject matter while also emphasising subject-specific thinking. Meanwhile, disciplinary literacies (e.g. Shanahan &

Shanahan, 2008) is about developing subject-specific communication in connection to subject-specific thinking. Combining these two approaches in practice could help us achieve a balanced connection between communication, cognition and content in the CLIL classroom.

Analysing CLIL Materials through Cognitive Discourse Functions: A Practical Approach for Secondary Science Education

Silvia MINARDI

Liceo Statale “Quasimodo” – Magenta. LEND – lingua e nuova didattica

Abstract

This interactive workshop will focus on the application of Cognitive Discourse Functions (CDFs) to the analysis and adaptation of books and materials designed for CLIL classrooms, featuring resources developed within the COST CLILNetLE project (<https://www.clilnetle.eu>).

Specifically tailored for secondary school science education, the workshop will guide educators, curriculum designers, and researchers in developing a tool for evaluating resources that support both subject content and language acquisition.

Through a series of hands-on activities and collaborative discussions, participants will engage with CDFs applied to science (Minardi, 2024) and explore how they can be effectively integrated into science textbooks and learning tasks. Participants will critically analyse sample CLIL materials, identifying strengths and areas for improvement, while also learning strategies to adapt existing resources to better align with the goal of encouraging learners to actively use CDFs in productive skills as well as receptive skills.

By the end of the workshop, attendees will have co-created a practical, adaptable tool for assessing the cognitive and linguistic demands of science materials used in CLIL contexts. This tool will be designed to help educators select and modify resources that foster deeper learning and more effective integration of content and language goals.

This workshop is ideal for those interested in improving the quality and effectiveness of CLIL instruction in secondary science education.

Oide Professional Learning through CLIL: Fostering positive teacher attitudes towards Irish in English-medium schools

Ciara Ní Chuilinn, Donncha Ó Duinnín, Caitríona Ní Mhurchú

Oide

Abstract

Oide is a support service for school leaders and teachers, funded by the Department of Education. Oide provides high-quality professional learning supports and services to school leaders and teachers since its establishment in 2023. As part of their work, the GaelAonad Division in Oide have been supporting schools engaging with the

Department of Education CLIL project for Irish. The aim of this CLIL project is to improve learner competence, confidence and disposition to Irish in English-medium primary and post-primary schools.

Central to the ongoing support Oide provides is teacher voice. Building teacher competence and confidence are key elements of this support, as well as deepening participant teacher's understanding of the guiding principles of CLIL and how to implement a CLIL approach organically in their own classroom.

This workshop will give an overview of the professional learning supports that have been developed and continue to be provided to participant schools and teachers at both Primary and Post-Primary levels. The evolution of supports from Oide will be explored, detailing how they have been tailored to meet the identified professional learning needs of teachers in order to foster a positive attitude towards the teaching of Irish. Collaboration and teacher agency underpin this ongoing and sustained support model, which is a balance of theoretical and conceptual understanding as well as practical implementation. Examples of this will be shared during the workshop.

Workshops - Session 3

Empowering CLIL with TBLT: Tools and Strategies for Task Design

Gina G. Arnold¹, Helena Roquet¹, Roger Gilabert²

¹Universitat Internacional de Catalunya. ²Universitat de Barcelona

Abstract

Language teachers often face challenges in designing and implementing pedagogically effective tasks in Content and Language Integrated Learning (CLIL) classrooms. While research has started exploring the crossover between Task-Based Language Teaching (TBLT) and CLIL approaches, more attention is needed regarding how CLIL teachers use tasks (Ortega, 2015). Although TBLT research offers some scaffolding and expectations for task design, the specific needs of CLIL teachers require further support (East, 2023). This workshop aims to bridge the gap in teacher training and pedagogy by offering strategies for how CLIL teachers may transfer knowledge from TBLT principles into their own practice. Participants will engage in hands-on training, beginning with a brief overview of TBLT and the essential question, "What is a task?" Through guided discussions, they will analyse examples and consider how tasks can be designed or adapted for CLIL settings taking into account both a TBLT framework and the CAPA Model (Tedick & Lyster, 2019) for dual language teaching. A research-based task-design checklist and template, specifically tailored for CLIL, will also be introduced. Attendees will then collaboratively design tasks using taskGen, an innovative task design automation tool being developed by linguists (<https://taskgen.eu/>) and will share insights from their teaching experiences. By connecting research to practice, this workshop equips CLIL teachers and researchers with tools and knowledge to create effective CLIL tasks, enhancing both content learning and language development opportunities for students.

Meeting the challenge of pedagogical integration: Introducing a model and process to guide the integration of language and literacy into subject-matter instruction

Laurent Cammarata

University of Alberta

Abstract

Despite their growing popularity, immersion/bilingual (I/B) programs do not always achieve the desired outcomes, particularly regarding students' language development (Lyster, 2007), which can hinder their academic success (e.g., Cammarata & Haley, 2018). Research examining the effects of CLIL instruction on language and content learning has yielded mixed results, sometimes highlighting disappointing or even negative outcomes, particularly in content learning (e.g., Bruton, 2013).

Over the past 50 years, research into I/B programs has consistently shown that their effectiveness largely depends on teachers' ability to adopt pedagogical approaches that promote the simultaneous, systematic, and sustained integration of language teaching, academic literacy, and subject matter knowledge. However, pedagogical integration remains a significant challenge for immersion teachers, many of whom were not exposed to this pedagogy during their own education and lack access to tailored teacher preparation or professional development opportunities.

This workshop aims to address this gap by introducing a model designed to help I/B teachers plan well-integrated lessons across various school subjects. Participants will explore concrete examples of how to apply the model and engage in hands-on activities to practice its implementation.

How to weave a rich tapestry of learning in a primary school setting with languages as the wrap

Raquel Tola Rego¹, Bernadette Clinton²

¹School and Local Authority. ²Local Authority and University

Abstract

The aim of the workshop will be to give teachers and researchers a glimpse into how learning across the curriculum in a primary school can weave language learning into the curriculum topic and through the study of Art and Music. We will demonstrate how each part of the curriculum will be strengthened by the collaboration and the building of connectivity. Children do not learn in silos and can be shown how to connect their learning from the start of their schooling.

This will be an interactive session requiring audience participation and reflection on the processes used. Participants will feel how pupils experience this learning; how previous learning is built on and how key hooks are used to engage them.

In the UK there is much wringing of hands over the decline in numbers taking GCSE and A level examinations in languages, in the decline of numbers choosing to study languages at universities and the knock-on effect leading to the closure of university languages departments and a shortage of language teachers in schools.

In Hackney, London, where we work, we buck this trend. GCSE numbers continue to rise and a recognition and celebration of the language skills of our pupils has led to an almost 20% difference between the national and local EBacc figures (a key measurement of attainment). Our work on plurilingualism sits within the local context of our diversity and inclusion agenda.

Enhancing Integrated Language and Content Learning through CLIL Teacher Tandems

Liesbeth Martens^{1,2}, Evy Heylen³, Marleen Dupond³

¹University of Applied Sciences UCLL (Leuven). ²KU Leuven. ³Secondary school 'Virgo Sapiens' (Londerzeel, Belgium)

Abstract

The integrated nature of content and language teaching in CLIL aims to align both language and subject objectives, but achieving this balance can be challenging, especially when two separate teachers—a subject teacher and a language teacher—are involved. Tensions often arise around the implementation of integration, as noted by previous research (Chohey, 2015; Dalton-Puffer, 2007).

This workshop presents ongoing practise-based research in Flemish secondary CLIL education, focussing on structured collaboration between subject and language teachers to enhance their dual focus. The project is centred on 'teacher tandems' – pairs of subject and language teachers working with the same student group – who engage in professional development to promote co-planning, joint reflection, mutual classroom observations, and shared teaching strategies. By combining research insights (Martens et al., 2023) with practical guidance, the project explores how effective collaboration can support CLIL's dual focus.

Workshop participants will explore practical examples developed during the professional development programme, including lesson materials co-created by a history and English teacher. These examples demonstrate the positive impact of collaboration, which, as a result of the professional development, has influenced the didactic approach across a significant portion of the school team.

Attendees will engage in hands-on activities, analyse materials, and reflect on how they could implement similar collaborative strategies in their own contexts. The workshop aims to foster the discussion on advancing collaborative, transdisciplinary approaches to CLIL.

How to integrate CLIL teaching within our teaching practice: a language teacher perspective

Clotilde de Fréin

St Columba's College

Abstract

This workshop aims at giving you the tools to dive into CLIL practice in your classroom.

We will look at the whole scale of teaching preparation, from examples of modules to units of learning, and even sample lessons.

While focusing on Transition Year programmes, this workshop will help you to take advantage of your own interests, passions, and previous experience, to create a world of learning through a Foreign Language and reignite your students' enthusiasm for it.

Research Papers - Session 3

Current CLIL Practices in Europe: How do they relate to curricular requirements?

Semih Kaygısız¹, Ana Llinares²

¹National Defence University. ²Universidad Autónoma de Madrid

Abstract

Existing research on disciplinary literacies in CLIL has provided insightful results, but these studies are often limited to specific contexts, thus providing a fractioned picture of CLIL disciplinary practices. In addition, very often curricular demands do not match teachers' and students' expectations regarding literacy practices. Although curricular and practitioners' perspectives are considered 2 of the 4 main dimensions of CLIL (Nikula et al. 2016), they are rarely studied in combination.

This study provides an analysis of disciplinary literacy practices and perceptions by teachers and students in CLIL environments, based on a cross-sectional survey conducted as part of the CLILNetLE network across 17 European countries. The survey involved 4,211 students and 574 teachers. Teachers and students answered questions regarding the implications of CLIL teaching and learning, and the use of linguistic and multimodal resources. The general data analysis included descriptive statistics and inferential tests to identify patterns across demographics. The results reveal that speaking, reading, and writing are the most common practices in CLIL classrooms, while interactive and multimodal tools, like simulations and laboratory equipment, are less frequently used. Students generally perceive language instruction as important, and teachers emphasise integrating academic and everyday language. However, there is less agreement on the use of authentic texts and explicit vocabulary teaching. We relate the results to the relevance of some of these features in two curricula from the Spanish and Austrian contexts (Ting et al. 2024), as well as to the conceptualisation of disciplinary literacies developed in CLILNetLE (Nikula et al. 2024).

Integrating CLIL & TBLT: Exploring the role of task design principles and technology in the production of CLIL tasks

Gina G. Arnold¹, Helena Roquet¹, Roger Gilabert²

Abstract

Research exploring the intersection of Content and Language Integrated Learning (CLIL) and Task-Based Language Teaching (TBLT) approaches is emerging (Ortega, 2015), with limited consideration to how CLIL teachers perceive and design tasks. TBLT studies meanwhile insist on improved teacher training and resources in pedagogic task design (East, 2023). The current study aims to, on the one hand, understand pre-service language teachers' perceptions on tasks and, on the other hand, investigate the effects of TBLT strategies and the use of technology (taskGen) on the development of CLIL tasks. Participants include 25 pre-service teachers enrolled in university CLIL courses in BA English Education or MA TEFL programs in Barcelona, Spain. The study implements a mixed-methods approach where participants complete a preliminary survey on task perceptions, followed by approximately three hours of interactive task design training, with consideration given to CLIL & the CAPA model (Tedick & Lyster, 2020). The training culminates in task design by participants under two conditions: first, without technology; and second, using taskGen. Ongoing data collection includes questionnaires, task outputs, and qualitative feedback. Analysis will assess participants' task perceptions, task designs, and the role of technological support on design outcomes using a quantitative rubric for task design and qualitative content analysis. To our knowledge, no prior study has similarly contributed to this CLIL-TBLT intersection by highlighting how TBLT-informed strategies and technological tools can enhance teacher training and support the creation of effective CLIL tasks and lesson plans.

What CLIL teachers expect: A comparative investigation of Austrian CLIL teachers' expectations regarding disciplinary literacies

Silvia Rieder-Marschallinger

KPH Wien/Krems

Abstract

Undoubtedly, one current central educational concern revolves around the role(s) of language within education. Especially in CLIL contexts, the linguistic demands of different disciplines become more tangible, yet both content and language teachers struggle with identifying language needs beyond the lexical or text-structural level and with voicing their own expectations regarding their students' disciplinary literacies (Ting et al., 2024).

This presentation intends to illuminate Austrian CLIL teachers' expectations regarding disciplinary literacies collected via an elicitation protocol (Ting & Rieder-Marschallinger, 2024) created as part of the COST Action CLILNetLE (<https://www.clilnetle.eu/>). Teachers were asked to select semiotic elements (e.g., visuals or graphs) and write what they assume good CLIL students would produce in response to these stimuli. The responses were analysed using a coding tool based on the notion of Cognitive Discourse Functions (CDFs) (Rieder-Marschallinger & Minardi, 2024), assuming that CDFs allow a transdisciplinary view into teachers' expectations. This presentation offers a comparison between lower-secondary History and primary-level "General Studies" (i.e., a collective subject combining socio-cultural content and natural science education), to investigate the role of disciplinary affiliation and age of learners.

This analysis has shown that the differences regarding content structure and choice of CDF-types are surprisingly similar, with teachers mainly expecting CDF-types associated with lower-order thinking skills. Instead, the differences are rather concerned with their linguistic realizations and the complexity of CDF combinations. In the

future, these findings can inform pedagogical innovation, helping learners reach their teachers' high linguistic expectations while also being challenged cognitively at appropriate levels.

Enhancing Learning for Students with Dyslexia: A Story with Mandarin and CLIL

Wanlin Li, Chang Zhang, Laura Quigley

Post-Primary Languages Ireland

Abstract

This research examines the impact of Mandarin Chinese language provision using a CLIL approach on post-primary students diagnosed with dyslexia in Ireland. The choice of Mandarin, a non-alphabetic language, addresses the phonological challenges typically faced by dyslexic learners, offering an innovative alternative to traditional language learning pathways. The integration of CLIL is crucial to this study, as it provides a dual-focused pedagogical model where students can simultaneously develop subject knowledge and language skills (Coyle, 2011). This approach is particularly suited to dyslexic learners, as it emphasizes multimodal learning strategies that can bypass some of the literacy barriers posed by alphabetic languages like English.

Aligned with national policy objectives to diversify foreign language provision and promote inclusive language education (DoE, 2024), this study explores how CLIL and Mandarin can advance these goals. The research adopts a mixed-method design, engaging both students diagnosed with dyslexia and a control group of non-dyslexic peers. Data collection includes pre- and post-intervention language assessments, semi-structured interviews with students and teachers, and classroom observations. By incorporating the perspectives of language specialists, teachers, and CLIL experts, the study seeks to uncover pedagogical strategies that support diverse learning needs and foster inclusion.

This research contributes to the growing body of evidence on the benefits of innovative language learning models in inclusive education settings. It will provide insights into how CLIL can be leveraged to support the cognitive and emotional development of students with dyslexia (Hu et al., 2010), while promoting more equitable and diversified language learning environments.

Teacher team coordination practices in secondary education

María Concepción Julián de Vega

Spanish Embassy Education Office in Ireland

Abstract

Foreign language learning at schools protects not only Europe's cultural heritage but it is also a key issue for our children to become world citizens. One of the ways in which educational systems are coping with this demand is through the CLIL teaching approach where content teachers and language teachers need to work in teams and to collaborate.

Though the relationships established between teachers are key processes when dealing with CLIL programmes, few empirical studies from an emic point of view have been carried out. The present case study analyses the role of coordinator teachers supporting CLIL teachers to develop pedagogical practices in their CLIL classes. Direct

observation, interviews and questionnaires help to describe CLIL teams in Spanish/Andalusian secondary schools and examine the development of their professional learning. Results indicate some training guidelines that should be included in European language policies of similar contexts to help CLIL teachers in their professional development.

CLIL in the Early Years in Ireland

Máire Mhic Mhathúna

Technical University Dublin

Abstract

This paper will describe a pilot project on the learning of Irish as a second language in the early years in Ireland. Content and Language Integrated Learning or CLIL in the early years draws on both early childhood education theories and second language learning approaches as can be seen in their integral integration of the principles of holistic early education and language learning.

A pilot scheme based on conducting the Lunchtime routine in selected early years settings was undertaken for a period of 6-8 weeks over three years and mentoring support was provided through a blended approach of onsite visits, phone and online communication. The Lunchtime routine offered inbuilt repetition, active participation by the children and could be adapted in a flexible manner for various settings. Resources such as placemats, phrase cards, lotto games and songs were developed and found to be very useful. The children in the project were aged 3-5 years. Over the three years, 94 educators and 1,160 children in 48 settings were supported in experiencing the Lunchtime routine through Irish and important implications for early years practice, the management of such a scheme and for research emerged from the analysis of the project data. These implications are discussed in light of early years practice in Spain, Italy and Finland and recommendations made for the future of the CLIL scheme in Ireland.

Collaborating for Multilingual Education: Reflective Practice Between ELT and Primary Educators in Rural Vietnam

Dieuwerke Rutgers¹, Melike Bulut Al Baba¹, Dung Thi Phuong Cao²

¹Sheffield Institute of Education, Sheffield Hallam University. ²University of Social Sciences and Humanities, Vietnam National University

Abstract

This presentation reports on a research project exploring the challenges of teaching linguistic minorities in rural Vietnam and evaluating the impact of a professional development initiative using Teacher Activity Groups (TAGs). These TAGs brought together primary English language (ELT) and generalist teachers to develop language-aware, multilingual approaches for teaching linguistic minority students. Recognising the need for better teacher training on multilingualism, we propose that English language teachers, given their expertise in additional language learning, can play a key role in reducing language barriers and promoting multilingualism. ELT teachers received training on multilingualism, language in education, and TAG facilitation. With support from the research team

and local teacher educators, they were empowered to lead efforts to address multilingual teaching challenges, both in English and across the curriculum. The study involved 15 ELT teachers, 30 generalist primary teachers, and 5 teacher educators. Methods included pre- and post-interviews with teachers, observations of TAG meetings, and reflective journals from teacher educators. This presentation will share findings on how ELT and generalist teachers collaborated to create more language-aware teaching practices. It will also explore the broader implications of this approach for professional development in Content and Language Integrated Learning (CLIL) and multilingual education globally.

Language scaffolding practices across Dutch explicit multilingual education contexts and classrooms

Errol Ertuğruloğlu¹, Tessa Mearns¹, Wilfried Admiraal²

¹Leiden University. ²Oslo Metropolitan University

Abstract

A large number of learners worldwide follows (part of their) secondary education in a second language. The types of secondary education that offer education in a second language assume an important role for subject teachers to offer language support (Duarte, 2019). Within these settings, the concept of scaffolding is used to conceptualize the support that allows learners to engage with content in a language they only partially know.

Very few studies have focused on the kinds of scaffolding that are provided in order help students develop their subject specific literacies.

This contribution provides an overview of the results of an investigation into the types of language scaffolds used by teachers teaching citizenship related subjects in Dutch secondary bilingual education, where the medium of instruction is English, and Dutch reception classes, which are geared towards newcomer students and where the medium of instruction is Dutch.

Interviews, lesson observations and stimulated recall interviews were conducted to investigate reported practices, actual practices and reasons teachers have for using particular scaffolds.

The observation tool and interview scheme build on the concept of whole class scaffolding (Smit et al., 2013) and language levels and linguistic demands (Lo and Fung, 2020).

The results comprise a comparison between the two contexts with regards to language scaffolding practices as well as examples of the various types of scaffolds used by the teachers to help students engage in citizenship related disciplinary literacies in the medium of instruction.

Translanguaging for Fostering and Supporting Equity and Diversity in CLIL Classrooms

Sichen Huangfu, Céline Healy

Maynooth University

Abstract

In an increasingly globalized world, educational settings have become more linguistically and culturally diverse. However, too frequently, subject discipline classrooms remain monolingual, and the diverse linguistic needs of learners remain inadequately met. This is largely due to dominant monolingual teaching practices that advocate for strict separation of languages (Cummins, 2005). Translanguaging, as an alternative to the monolingual norm, challenges traditional practices while reinforcing learners' linguistic and cultural identities (Rosén & Lundgren, 2021). It enables learners to deploy their full linguistic repertoire for meaning making, learning, and identity formation (García & Li, 2014). Translanguaging, within a CLIL classroom, thus fosters a holistic, empowering approach to learning and teaching.

Through a systematic review of literature, this research critically examines how translanguaging, within a CLIL approach, can create equitable learning opportunities. It highlights how translanguaging in diverse, multilingual settings enhances learners' processing, understanding and expression of subject content, supporting and developing their pluriliteracies, plurilingual and pluricultural competencies. It explores the practical implications of integrating translanguaging within a CLIL approach, especially in teacher professional learning, initial teacher education, assessment frameworks that recognize multilingual practices, and policy reforms around translanguaging and CLIL pedagogies.

This research contributes to equity in education by enabling and encouraging all learners to bring their full linguistic and cultural repertoire to both their learning and their expression of learning and understanding. It provides theoretical underpinnings and practical insights for challenging existing linguistic and cultural hierarchies through the integration of translanguaging in CLIL classrooms.

EDINA: connecting European partners to implement CLIL in migrant education

Mary Kenny¹, Marie Steffens²

¹DDLETB. ²Utrecht University

Abstract

EDINA is a European consortium consisting of universities, schools and municipalities from The Netherlands, Belgium, Spain, and Ireland to actively support language teachers but also subject teachers working in diverse classrooms. The aim of the project is to provide trainings and tools to encourage teachers to empower students with a migrant background, helping them realising their full potential. For most of those students, every lesson is a CLIL moment, as they are learning a topic and the school language at the same time. It is crucial that the teachers embrace that reality to consciously adapt their teaching practices.

An essential added value of the consortium is to bring together partners from different educational settings, with welcome classes or with a fully immersive system since the arrival of the students in the country. One aim of the team in the coming years is to identify weaknesses and strengths of both systems to inform European policy makers. One of the first steps of this process was to send a survey to the EDINA teachers' network about the attention paid to the linguistic dimension of subject teaching and about the space available for students to use their home languages for learning purposes in class.

This presentation explains how EDINA is structured to favour interdisciplinary connections, details the most relevant results of this survey to show how subject teachers in the different partner regions see their role as language teachers, and gives tips to address preconceptions and encourage CLIL approaches.

Mobilising EAL learners' cultural and linguistic resources through content and language integrated pedagogy in the Australian EAL classrooms

Shu Ohki

The University of Melbourne

Abstract

Leveraging English as an Additional Language (EAL) learners' cultural and linguistic resource facilitates their learning process, cultural competencies, agency, and identities to bring their "whole selves" into the classroom" (Ladson-Billings, 2021, p. 353). This is particularly important against the backdrop of the deficit and monolingual (English-only) discourses that continue to shape Australian EAL classrooms (Cross et al., 2022). Using Cultural Historical Activity Theory as an analytical framework, this study examines the affordances of CLIL pedagogy for expanding EAL teachers' capacity to consistently integrate their learners' cultural and linguistic resources in their practice. Although CLIL is a pedagogy developed specifically for the foreign language context, we argue for the relevance of CLIL's key concepts and framework for EAL teachers to establish a multilingual, multimodal, and inclusive environment whereby EAL learners' cultural and linguistic resources are mobilised effectively. Drawing on qualitative data—interviews, observations, and reflections—collected from two EAL teachers of newly arrived students in Melbourne, Australia, the key findings show how using CLIL's 4Cs Framework and Language Triptych helps teachers put learners' cultural and linguistic considerations at the forefront of lesson planning and delivery, enabling them to implement various teaching practices—e.g., embodied and arts-rich translanguaging pedagogies—that are yet to be widely used in a formal EAL classroom context. The important implication arising from this study relates to practical ways for EAL teachers to consistently mobilise EAL learners' rich cultural and linguistic resources while developing their confidence and competence to use English to communicate and demonstrate their meanings.

CLIL and attention to diversity: A cross-sectional quantitative study in the Spanish region of Andalusia

Diego Rascón Moreno

University of Jaén

Abstract

This paper presents a triangulation quantitative study framed within an Attention to Diversity in Bilingual Education (ADiBE) governmentally funded R&D project coordinated by Doctor María Luisa Pérez Cañado.

It aims to determine whether bilingual education is working adequately when all the students in a given educational institution follow the CLIL programme and there is not a non-bilingual stream. Their knowledge was

assessed on three fronts: Spanish (their L1 in the vast majority of cases), English (a foreign language for all of them) and the content subject of Geography and History.

The sample is composed of learners who were finishing Compulsory Secondary Education (CSE) at three high schools in the Spanish region of Andalusia. Validated tests designed by the Spanish National Institute of Educational Assessment or by Cambridge Assessment English were administered in, approximately, six hours (per school) in the months of May and June, 2022.

This cross-sectional investigation is innovative because three tiers of students were considered depending on their level of academic ability (high, medium and low). To do so the marks that they obtained in the previous year were taken as a point of reference. The SPSS program was used to perform statistical analysis.

In the light of the results, it can be argued that the CLIL methodology is able to cater for diverse needs. However, there is still work to be done for it to be fully beneficial for all learners. Some suggestions to achieve so will be given.

Exploring the Effects of the Soft CLIL Approach on English Proficiency and Competencies in Japan's National Institute of Technology

Tatsuma SHIRAI

National Institute of Technology, Kurume College

Abstract

Japan's National Institute of Technology (JNIT), commonly known as Kosen, is a higher education institution within the Japanese educational system, focused primarily on engineering with broader competencies, such as communication and cognitive skills. However, JNIT does not provide explicit guidance on how English should be taught to support this educational mission. Consequently, English instruction varies widely, depending on individual teachers' preferences, ranging from communicative approaches to traditional grammar-translation methods. This variability may result in misalignment with JNIT's broader goal of cultivating versatile competencies. Previous research suggests that Content and Language Integrated Learning (CLIL) could address this gap by fostering competencies that align with JNIT's educational philosophy. For instance, Ikeda (2015) argues that CLIL promotes global competencies, including communicative and cognitive skills. Kudo (2018) demonstrated the impact of Soft CLIL at the university level, showing significant improvements in students' higher-order thinking. Ichimura et al. (2023) implemented Soft CLIL at JNIT and reported high student satisfaction, though their study did not measure the approach's impact on English proficiency or other competencies. This study aims to empirically analyze the effects of Soft CLIL on second-year JNIT students by comparing their pre- and post-writing performance on targeted content. The analysis focuses on complexity, accuracy, fluency, and depth of writing. Results indicate statistically significant improvements in both fluency and depth of content, implying positive impacts on students' competencies. However, no significant improvements were observed in accuracy and complexity, indicating the need for further refinement of the approach to enhance language development.

An Appraisal analysis of 'CLIL attitudes': implications for educational policies.

Abstract

In the last few years, CLIL research has widened its focus from examining students' attitudes and motivation towards a second/foreign language learning to including students' views towards the integrated nature of content and language learning (Somers & Llinares, 2021). Appraisal Theory's comprehensive framework (Martin & White, 2005) for evaluating language provides a novel approach to understanding students' 'CLIL attitudes', offering deeper qualitative insights beyond traditional quantitative methods. This study investigates the attitudes of 215 Year 10 students (aged 15-16) participating in two L1 Spanish- L2 English bilingual education programmes in Spain: the MEC/British Council Bilingual Programme and the Community of Madrid Bilingual Programme. Within this programme, students are streamed into different strands of CLIL exposure (high- versus low). Utilizing Appraisal Theory (Martin & White, 2005), the research includes both statistical analysis and a fine-grained annotation scheme using UAM Corpus Tool (O'Donnell, 2008) to uncover both explicit and implicit attitudinal meanings as gathered from a comprehensive student questionnaire. Results show recurrent Attitude subsystems rates that are located in the category of opinion, such as capacity and valuation. Said findings indicate that differences in both students' perception of ability to learn through CLIL and their increased valuation of its social significance are influenced by the amount of CLIL exposure. Moreover, students' emotive evaluation showcases specific interests and degrees of satisfaction when learning through CLIL. This carries implications for educational policies due to the potential consequences of a tracking (or streaming) for equity/inequity in CLIL programmes.

EMIC STEAM - Development of a CLIL approach that integrates interdisciplinary maker education and education for sustainable development

Moritz Wagner, Ute Massler

University of Education Weingarten

Abstract

The contribution presents an innovative educational project that integrates the CLIL approach with international virtual student collaboration, Education for Sustainable Development and Maker Education as a cross-curricular learning offer.

The Erasmus+ project EMIC-STEAM (Ecological Making in Intercultural Cooperation Through Steam, 10/2024-9/2027) introduces "Interdisciplinary Mobile Maker Boxes" (MMBs) to combine Maker Education and the CLIL approach in schools without traditional Makerspaces. Maker Education refers to a student-centered learning method that emphasizes problem-solving and collaboration through projects using digital and/or analogue tools.

These MMBs serve as support and encourage students in developing creative projects that address social-ecological challenges while collaborating and discussing their ideas internationally. MMBs will be developed for students in grades 7-10, in art, biology and geography.

Thus, EMIC-STEAM develops an innovative learning offer that empowers students to participate in shaping the future, following the principles of transformative education (Pettig & Ohl, 2023). Didactic concepts and training programs for pre- and in-service teachers will be designed, enabling them to use MMB projects as transformative

learning environments. These initiatives will be developed, implemented and monitored using an educational design-based research approach (McKenney & Reeves, 2021).

Researchers and practitioners from Germany, Austria, Sweden, Portugal and Luxembourg are exploring how integrating CLIL in Maker Education enhances students' content knowledge, intercultural understanding and foreign language skills. This project explores how transdisciplinary, collaborative and research-based approaches contribute to the development of the CLIL approach.

The presentation will discuss the theoretical background, the research methodology, the MMB prototype development and how language and pluricultural competencies are promoted.

Symposium 2

Embracing the 'I' in CLIL – The Koblenz CLIL Academy as an Example of Interdisciplinary Collaboration

Symposium organisers:

Sarah Wunderlich (Universität Koblenz)

Discussant:

Constanze Juchem-Grundmann (Universität Koblenz)

Description

The Koblenz CLIL Academy, founded in 2016 as a part of the MoSAiK project as part of Germany's "Qualitätsoffensive Lehrerbildung" initiative to enhance teacher education, serves as a model for interdisciplinary collaboration in Content and Language Integrated Learning (CLIL). Its mission prioritises integrating theory and practice, bridging teacher training phases, advancing digital methodologies, fostering reflective teaching practices, and promoting inclusive learning environments.

At the core of the Academy is the "Educate the Educators" framework (Fein, 2021), an evidence-based teacher-competence model that serves as the basis for a certificate programme preparing educators to teach content subjects in English while embedding English instruction with authentic subject material. This certificate, relevant for all school types and teacher training stages, qualifies educators to truly integrate language and content.

During the second phase of the QLB initiative, the Academy developed a CLIL curriculum sequence for secondary schools, grounded in an analysis of the linguistic requirements of subjects like Mathematics, Biology, History, and Geography (Wunderlich, 2023).

In cooperation with the biology department, a digitally enhanced, CLIL-based laboratory course offers secondary school and university students hands-on experiences with genetic engineering experiments. This collaboration merges content learning with language acquisition, bridging the gap between secondary education and university research. The lab course on genetic engineering enhances pluriliteracies by integrating scientific content, language learning, and critical thinking, helping students develop the skills to address both scientific and linguistic challenges in an authentic research environment.

Extending CLIL beyond secondary education, the Academy also collaborates with the International Relations Office, the student's career centre and the interdisciplinary centre of teaching at the University of Koblenz to adapt CLIL and ICLHE (Integrating Content and Language in Higher Education) frameworks for English-medium Master's programmes. This expansion supports dual subject literacy development among German and international students, equipping them with the skills to navigate academic content in both English and German, fostering multilingual proficiency within higher education.

This symposium will present selected achievements of the Koblenz CLIL Academy and explore its interdisciplinary approach, demonstrating how integrating content and language across various academic stages and disciplines enriches both language and subject learning. By embracing the "I" in CLIL, the Academy exemplifies how collaborative efforts can create a comprehensive and inclusive CLIL framework, offering a model that benefits educators and students across school and university settings alike.

The Heart of the Koblenz CLIL Academy - The CLIL Certificate Programme

Felicitas Kexel (née Fein)¹, [Sarah Wunderlich](#)²

¹University of Koblenz, International Relations Office. ²University of Koblenz, Department of English and American Studies

Abstract

The CLIL (Content and Language Integrated Learning) Certificate programme at the University of Koblenz is based on an evidence-based study and leads to increased connectivity and cooperation not only among disciplines but also among the different phases in teacher education. Developed as part of the MoSAiK project as part of the "Qualitätsoffensive Lehrerbildung," and based on the framework "Educate the Educators" (Fein 2021), the certificate combines theory and practice to a unique qualification for CLIL teaching.

The certificate features three modules which increasingly focus on the integration of language and content subject teaching and thus provides participants of all phases of teacher education with the tools to address the linguistic and pedagogical challenges of CLIL.

Due to its interdisciplinary approach, cooperation with experts from fields such as Biology and Linguistics to explore subject-specific language demands is a core aspect of the certificate. The practical module is based on cooperation with local schools where participants gather experience in teaching CLIL.

The CLIL Certificate programme demonstrates how targeted collaboration among university departments, schools, and teacher trainees creates a cohesive framework for professional development, advancing both language and content learning. This integrated model serves as a blueprint for successful interdisciplinary education.

Advancing CLIL Through Cooperation: Linguistic Demands and Policy Recommendations

Sarah Wunderlich

Universität Koblenz

Abstract

Effective implementation of Content and Language Integrated Learning (CLIL) requires collaboration among policymakers, educators, and textbook publishers to address its linguistic demands. So far, research has shown that CLIL students stay behind expectations in language and academic performance which is potentially rooted in the selection of subjects and available teaching material (Fehling 2008; Rumlich 2016). As a second pillar of the Koblenz CLIL Academy, this study examines the language complexities of four subjects – Mathematics, Biology, Geography, and History – on the textbook and task levels for grades 7-10.

Linguistic demands in these subjects vary significantly, with some, such as History and Geography, presenting challenges that may overburden students in early stages of CLIL if not carefully managed (Hasberg 2004; Mentz 2016).

Using a mixed-methods approach, the study identifies a sequence of subjects suited for phased CLIL implementation, enabling students to gradually develop the required language and cognitive skills.

Findings emphasise the importance of coordinated efforts to create subject-appropriate resources, train educators in language-sensitive pedagogy, and establish policies that align with students' language proficiency levels.

Through cooperation with teachers and researchers, policymakers can prioritise phased strategies, publishers can produce language-appropriate resources, and educators can implement scaffolding techniques informed by these findings.

From School Desk to Lab Bench: Enhancing Language Motivation and Pluriliteracies through CLIL-based Genetics Labs

Yvonne Werle

Universität Koblenz

Abstract

The integration of scientific advancements and authentic language use in education remains a challenge, particularly when bridging the gap between classroom learning and real-world applications. In an interdisciplinary project, we developed a digitally enhanced, CLIL-based laboratory course on CRISPR/Cas, designed to integrate genetic engineering experiments with English language learning. As the global language of science, English provides students with the opportunity to engage in authentic scientific communication in the laboratory, while also explicitly enhancing their scientific language skills through targeted practice. By

incorporating socially impactful research topics into a CLIL laboratory course, we support the development of scientific literacy, multilingual competence, and critical thinking, empowering students for active engagement in society.

In our research, we have evaluated the effectiveness of this approach through various assessment methods, including surveys, interviews, and the analysis of learning outcomes. The results indicate that the learner-centered approach, enhanced by digital tools, significantly reduced language anxiety and increased motivation, particularly among students with lower confidence in English.

Scaffolding strategies, both for content and language, were found to be essential in ensuring comprehension of complex scientific concepts, enabling students to confidently engage with the material and laboratory equipment and improve both their scientific and language competences.

Developing Dual Subject Literacy in Higher Education through CLIL – A Case Study

Ann-Katrin Biehl

Universität Koblenz

Abstract

Another part of the Koblenz CLIL Academy focuses on the English-medium education programmes at the University of Koblenz, designed to attract both internationally oriented German-speaking students and non-German-speaking international students.

In light of a new DAAD-funded initiative aimed at integrating international students into the German workforce to address the skilled labour shortage, the university is exploring ways to equip these students with, e.g., the necessary linguistic, content related, and intercultural skills (DAAD, 2023).

Assuming that these students have to develop dual subject literacy, i.e., subject-specific competences in both English and German (Diehr, 2018), it is necessary to investigate how they can be supported accordingly. Therefore, a case study at the University of Koblenz was recently started, including, e.g., the exploration of the status quo by analysing the perspectives of researchers, practitioners from different subject disciplines and policymakers. Based on this, a theoretical framework for supporting both national and international students in developing dual subject literacy in German higher education will be designed and its application exemplified by planning two different kinds of CLIL tutorials that are integrated into students' curricula meaningfully and use their linguistic and cultural diversity productively.

Workshop - Session 4

**Is CLIL sustainable without a radical plurilingual approach in early years?
Reflections and data from LEyLA research project about early year teachers' competence profile**

Fernando Trujillo Sáez, Beatriz Cortina Pérez

Universidad de Granada

Abstract

Content and Language Integrated Learning (CLIL) has gained prominence in early childhood education as a means to promote bilingual and multilingual competence. However, the sustainability of CLIL without embracing a radical plurilingual approach remains a contentious issue. This presentation draws on findings from the LEyLA research project, which investigates the competence profile of early years educators in multilingual settings.

Through a mixed-methods approach, the study analyses how early childhood teachers conceptualize and implement early language teaching within diverse linguistic landscapes. Quantitative data and qualitative insights from interviews suggest that current early language teaching practices often fall short in addressing the complexities of emergent multilingualism. Many educators rely on monolingual or out-of-date instructional strategies, revealing a gap between policy aspirations and classroom realities.

Findings highlight the need for a reconceptualization of CLIL that integrates plurilingual pedagogies, leveraging children's linguistic repertoires as a resource rather than a challenge. We argue that a sustainable CLIL model in early years must be rooted in a radical plurilingual framework, requiring a shift in teacher training and language policies. By discussing key competences that early year's educators need, this talk offers insights into how teacher education can bridge the gap between monolingual instructional tendencies and the dynamic, multilingual realities of young learners.

These reflections invite researchers and policymakers to reconsider the foundations of CLIL in early years and to explore new directions for fostering sustainable and inclusive multilingual education.

Designing CLIL-Learning for Productive Disciplinary and Academic Literacy/ies: A Concrete Step Towards Inclusive Instruction

Y.L. Teresa Ting

The University of Calabria

Abstract

If “content and language” at post-primary level are already academically complex and challenging in L1, mainstreaming CLIL into post-primary education must ensure the achievement of all school-leavers, including those who lack resources for extracurricular foreign language (FL) tuition and/or those not raised by academically minded caregivers. In this workshop, participants, be they teachers of language or content, curriculum designers, materials developers, education researchers or teacher-trainers, will enter the shoes of 10-, 12-, and 17-year-olds and, using CLIL-materials and M&Ms (no eating required), will personally experience how the use of a FL can, not only render more easily comprehensible otherwise complex chemistry concepts, but also facilitate the seamless assimilation of the complex discipline-specific discourses that learners would need to correctly “language about” discipline-specific concepts, in age-appropriate ways. Classroom results obtained from the use of these materials will be presented briefly, alongside step-by-step analyses of learning processes which seamlessly integrate

content comprehension into language use, and thus the mastery of age-appropriate discipline-specific literacy/ies. In particular, this workshop seeks to provide participants an approach to CLIL-learning which foregrounds neurocognitive research findings regarding how the brain processes information (or not). Participants will therefore collaboratively delineate how such insights had been harnessed to guide the design of each CLIL-task and task-sequence, without overloading learners' (or participants' own) cognitive resources. Through this workshop, participants will come to appreciate that, by expanding the "L=Language" in the CLIL acronym to "L=Literacy/ies", it becomes easier to "integrate content with language", and "design learning" with all CLIL-learners in mind.

Creating connections: A round-table discussion with the CLIL Research Network, for teachers and researchers

Tessa Mearns¹, Yuen Yi Lo², Darío Banegas³

¹Leiden University. ²Hong Kong University. ³University of Edinburgh

Abstract

How can teachers and researchers work together to keep strengthening and developing CLIL? This is the question at the top of the agenda for the AILA CLIL Research Network (ReN). In 2025-27, we aim to address this theme across educational levels and contexts, by inviting practitioners to contribute to and ask questions of research, and by facilitating scientific networking and knowledge-sharing in ways that are relevant and accessible to both researchers and practitioners.

To situate our understanding of collaboration, this session integrates two key frameworks to conceptualise quality, socially just education and professional development: (1) Tikly and Barret's (2011) dimensions of inclusion, relevance, and democracy, and (2) Medina's (2013) epistemology of resistance. Both aim at ensuring that different voices and ways of thinking and doing are represented in the imagining and constructing of education.

During the session, the ReN's new co-convenors will share some examples of how teacher and researcher collaboration has worked in practice, addressing benefits and challenges. We will pitch our idea for a shared online space for exchange and inspiration across teaching and research. Together, we will open a conversation on how the ReN can act as a platform for teachers as well as researchers and promote further collaboration. We aim to carry the resulting ideas forward into the ReN's activities up to 2027, and hopefully beyond.

A Unique CLIL Context in Rotterdam, The Netherlands

E.L. van de Gronden, T. Maandag, A.J. Hartman

Wolfert Bilingual

Abstract

In this interactive workshop we will explain the unique position of Wolfert Bilingual, a secondary school in Rotterdam in The Netherlands. The school has over 30 years of experience in teaching CLIL to a learning population of almost 1000 students. Located in the centre of the superdiverse city of Rotterdam, teaching CLIL has found its way into the central nervous system of the school. All its 130 staff members receive training, management has adopted CLIL in their system of quality control and the school is a contributor in national CLIL dynamics. Now the time has come to take CLIL teaching to a next step. How should we relate to new CLIL dynamics and more recent developments in CLIL-research. How do we deal with topics like translanguaging and multilingualism? Or teaching citizenship education in a superdiverse context? And how do we get students to reflect on their learning when learning a new language is the norm?

In this workshop we would like to challenge participants to explore with us some solutions for our issues. How do we think we should address those issues? How could this work in practice? We would also like to check with the participants what the academic discourse could offer.

All along the lines of CLIL (and citizenship education) in practice in the unique context of Wolfert Bilingual in Rotterdam.

Corpoideachas trí Ghaeilge: Advancing Irish through CLIL in the Primary PE Classroom

Caitlín Ní Ruanaidh

An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta

Abstract

This workshop will begin with a brief history of Irish immersion education in Ireland and an overview of how Irish is currently taught in primary schools across the country. It will then introduce *Corpoideachas trí Ghaeilge*, a new suite of Physical Education resources developed by COGG to support the use of Irish in English-medium primary schools. Designed for junior and senior infants, the pack includes six athletics-focused lesson plans, PowerPoint presentations with links to interactive games, songs, authentic video and audio content, and AI-supported videos that provide language exemplars for T2 teachers.

This innovative resource demonstrates how a CLIL approach can meaningfully integrate a minoritised language into a core curricular area, promoting both language acquisition and subject learning. The session will explore the pedagogical thinking behind the resource and highlight how collaboration between practitioners, curriculum developers, and third-level institutions informed both its creation and the development of the next suite of resources.

Firmly aligned with the Equity and Diversity pillar, this project offers a practical model for using CLIL to advance and normalise the use of heritage and community languages in mainstream education. It also reflects the spirit of Innovation and Transformation through its use of AI and digital media and supports Connectivity and Collaboration through its co-creation process and classroom-focused design. The workshop will also discuss the challenges encountered to date and outline the next steps in terms of research and further development.

Exploring CLIL Teachers' Assessment Literacy: Approaches, Mediating Factors, and Confidence

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Abstract

Assessing students' content knowledge in Content and Language Integrated Learning (CLIL) contexts is not easy. The mediating role of their additional language can easily bring about validity and fairness issues. To design and implement effective assessment, CLIL teachers need to develop assessment literacy. Recent attempts have conceptualised the major components of CLIL teacher assessment literacy (Liu et al., 2023). With this theoretical foundation, further research can be conducted to capture CLIL teachers' assessment literacy to gain deeper insights into their knowledge and practices. This study aims to explore the assessment literacy of CLIL teachers in Hong Kong and Mainland China.

Based on the conceptual framework of CLIL teacher assessment literacy, the research team first developed and validated an inventory comprising approaches to assessment, mediating factors affecting assessment practices, and confidence in assessment. The inventory was then distributed to in-service CLIL teachers to capture their assessment literacy. Based on 160 valid responses, the findings demonstrate that CLIL teachers in Hong Kong and Mainland China tended to favour assessment for learning and interpret the assessment data to inform instruction. They were more inclined to assess students' content knowledge and associated cognitive skills, and adopt the same assessment tasks for all students to address fairness issues. These assessment practices seemed to be mostly influenced by macro-level factors such as the government's policies and examinations. The teachers were less confident about accommodating students' needs in assessment. These results underscore CLIL teachers' professional development needs in assessment, thereby yielding important implications for teacher education.

Development of digital literacies through extramural digital practices in CLIL languages: A comparative study of two bilingual contexts with minorised languages

Marta Segura¹, Craig Neville², Patricia Bárcena-Toyos³, Hilary O'Connor²

¹Universitat de Barcelona. ²University College Cork. ³Universidad Internacional de la Rioja

Abstract

Research has shown that CLIL offers learners significant potential to develop their bi/multilingual disciplinary literacies. Extramural language learning research has further demonstrated that learners acquire these literacies outside the classroom, particularly through digital tools. However, for learners of minorised languages in CLIL contexts, digital extramural learning poses challenges due to limited access to these languages via digital platforms.

This study investigates how CLIL learners in minorised language contexts use digital tools to develop their minorised CLIL languages, comparing their practices with CLIL learners of majority languages across Europe.

Participants were drawn from a dataset collected by the CLILNetLe Cost Action (CA21114), focusing on bilingual contexts in Ireland (N=124) and Catalonia (N=149), where minorised languages coexist with majority languages (Irish-English, Catalan-Spanish), alongside additional foreign languages (like English as an L3 in Catalonia).

Results show that students engage in various digital extramural activities in their CLIL languages daily or weekly, particularly in the areas of PE, sports, arts, and languages and communication. Comparing contexts, Irish students placed greater value on digital academic tools and resources for CLIL language development than the European sample and Catalan students, who prioritized social activities. This study highlights the critical role of digital tools in supporting minorised language learners in CLIL contexts, offering insights that can inform educational policy makers and teachers to foster equitable access and engagement in such learning environments.

Guided Note-Taking to Explore Disciplinary Literacy in Finnish CLIL Classrooms

Merve Bozbiyik¹, Leila Kääntä², Tarja Nikula²

¹Mälardalen University. ²The University of Jyväskylä

Abstract

As a recent conceptualization of disciplinary literacy (DL) suggests, DL entails a reciprocal relationship between disciplinary content and ways of communicating subject-specific knowledge, both in speech and writing (Nikula et al., 2024). In regard to writing, it has in CLIL contexts often been approached with a focus on students' ability to produce subjectspecific texts (e.g., Whittaker & McCabe, 2020) rather than investigating it as an interactional process (e.g., Mondada, L., & Svinhufvud, 2016). In this presentation, we adopt an interactional perspective to writing by exploring guided note-taking as an interactive, transformative process that can support students in understanding disciplinary content and ways of communicating it.

Using multimodal conversation analysis, we investigate teachers' multimodal practices of guiding students in note-taking in Finnish CLIL secondary school classrooms. The videorecorded data come from different subjects taught in English in a CLIL program, such as chemistry and geography. Specifically, we focus on question-answer episodes where teachers and students collaboratively co-construct disciplinary knowledge and how teachers in this process employ diverse multimodal resources, ranging from written and oral clarifications to acts of underlining and pointing that serve to highlight the language of the discipline (e.g., language of chemistry). The findings reveal how the seemingly mundane act of guided note-taking can in fact be beneficial for students' developing understanding of how subject-specific knowledge is constructed and communicated. The findings, thus, showcase successful practices of/for CLIL education and underscore guided note-taking as a key classroom practice that should not be neglected in (CLIL) teacher education.

CLIL as a Bridge to EMI: Curriculum Design, Implementation, and Support

Steven Asquith, Ikuko Ueno, Quenby Hoffman Aoki

Rikkyo University

Abstract

This presentation details the conceptualization and implementation of a CLIL program designed to provide a bridge between mandatory freshman language skills courses and English Medium Instruction electives at a Japanese university, including how instructors were supported to meet the challenges involved. The program, inspired by van Lier's scale of language and content (Brinton & Snow, 2017), provides a range of elective courses moving from a language and communication-focused soft CLIL approach suitable for CEFR B1 learners, to more challenging and content-focused seminars designed for CEFR B2-C1 level. The courses aim to cultivate higher-order thinking, intercultural awareness, and 21st Century skills (Trilling & Fadel, 2009) while progressing learners' English proficiency through appropriate language support. The CLIL program was piloted in 2021 and officially launched in April 2024, with 61 classes per semester and over 1,500 students enrolled. In this session the presenters will focus on three stages of the program launch. The first stage will introduce the conceptualisation and design of the program including how this was initially unveiled to instructors. The second stage describes teacher support initiatives provided at the launch of the program and how these responded to the needs of teachers. Finally, the third stage introduces a practice-based training seminar and ongoing activities to encourage collaboration between teachers and maintain continuous, post-launch development. Attendees to this session will learn how the institution adapted and innovated to design a CLIL program which supports students in progressing towards academic proficiency in an additional language by focusing on the needs of teachers.

Exploring Critical Literacy in CLIL: Comparative Analysis of Secondary Curricula in Finland, Italy, and Spain

Tom Morton¹, Merve Bozbiyik², Pilar Gerns³, Leila Kääntä⁴, Lucilla Lopliore⁵, Silvia Minardi⁶, Louisa Mortimore⁷, Leah Tompkins¹, Sari Sulkunen⁴

¹Universidad Autónoma de Madrid. ²Mälardalen University. ³University of Navarra. ⁴The University of Jyväskylä. ⁵Roma Tre University. ⁶Liceo Classico Statale "Salvatore Quasimodo". ⁷Universidad Internacional de La Rioja

Abstract

Critical literacy, which refers to the use of diverse communication media to analyse and critique everyday social practices (Luke, 2012), has often been credited with advancing inclusion and diversity in schools. However, criticality has been seen as a missing dimension in CLIL (Sakamoto, 2022), and the extent to which it figures in curricular documents is unclear. In this scenario, we aim to determine how critical literacy is represented in secondary curricula in different national contexts and subject areas. We examined curricula in history and science, subjects which are taught through CLIL, in three national contexts: Finland, Italy, and Spain. We used a combination of bottom-up and top-down approaches, complementing an initial analysis of curriculum documents with a coding process informed by critical literacy theories. We report differences across subjects and national contexts regarding conceptions of critical literacy, specific issues addressed, and pedagogical recommendations for dealing with it. The results point to a need for a clearer definition of critical literacy in the CLIL context, and a more rigorous examination of the affordances of CLIL for the promotion of critical literacy among students. This work contributes to theorizing of the roles of critical literacy in the overall conceptualization of disciplinary literacy in European CLIL contexts (Nikula et al., 2024).

Vertical and Horizontal Coherence in CLIL LOTE – 10 cases designed by researchers, practitioners and policy makers

Abstract

This paper focuses on the need for vertical and horizontal coherence in Content and Language Integrated Learning (CLIL) for Languages Other Than English (LOTE), emphasizing the crucial role of curriculum guidelines in ensuring successful transitions across educational stages. Based on the ECML's CLIL LOTE transitions project and Beacco et al.'s model of curriculum coherence, we explore the question: What can we learn from diverse contexts ranging from primary schools in the Basque Country to tertiary education in Denmark? In the project, researchers, practitioners, and policy makers have described vertical and horizontal coherence within their specific educational settings.

The project highlights the current lack of specific guidelines for CLIL LOTE transitions in national curricula, a key challenge identified across Europe. Our analysis presents recommendations for curriculum designers and policymakers, offering practical examples of curriculum scenarios that promote both vertical coherence—ensuring consistent learning progression across levels—and horizontal coherence—integrating languages and other subjects, including plurilingual education in CLIL (CLsIL). The guidelines are illustrated through 10 cases from diverse educational settings, providing a comprehensive view of how vertical and horizontal coherence can be achieved in CLIL LOTE curricula.

By fostering greater collaboration between educators, institutions, and policymakers, these guidelines aim to address discontinuities in CLIL LOTE programs and establish a more integrated approach to language and content learning. The presentation will provide practical strategies for supporting CLIL LOTE transitions through curriculum design and professional networks.

Methodological transversality in initial teacher training for bilingual education: A STEM-CLIL proposal

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Abstract

STEM/STEAM education (Science, Technology, Engineering and Mathematics and Science, Technology, Engineering, Arts and Mathematics, respectively) and the CLIL (Content and Language Integrated Learning) approach share methodological principles for the development of transversal competences in the 21st century. In practice, STEM/STEAM education is consistent with the inclusive nature of CLIL (Sanz et al., 2023) and both are associated with constructivist learning models by promoting an innovative mindset in current generations (OECD, 2019) and in line with the key competences described in the Spanish education law (LOMLOE). For this reason, we are implementing an Innovation Project to provide student teachers with a model of teaching and learning in higher education from a perspective of cooperation between disciplines and professors. The general objective is for students to improve their skills to design CLIL lessons through transversal learning of the methodological principles involved in STEM/STEAM teaching/learning in the Primary Education stage. To this end, a pretest-post-test pilot study is proposed that analyzes the impact of three training models (STEM under a transversal

approach, CLIL and CLIL + STEM) on the competence to design CLIL lessons in a sample of 64 students of the bachelor's degree in education. The CIPMA (*Cuestionario de Integración de los Principios Metodológicos AICLE*) (Custodio-Espinar & García-Ramos, 2020) was used to measure that competence in the sample. Likewise, the impact of these three models on that competence is compared in the sample (one-way ANOVA). From the results, it is concluded that transversal training in STEM methodological principles has a positive impact on the competence to plan CLIL lessons.

The potential effects of explicit CDF instruction on students' written production in CLIL chemistry and physics

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Abstract

Research has shown that effective communication of academic concepts in CLIL is key to CLIL science pedagogy (e.g. Bieri 2024). One model that has proved useful for the analysis of CLIL students' expression of scientific knowledge is Dalton-Puffer's (2013) concept of Cognitive Discourse Functions (CDFs). However, with some exceptions (e. g. Gerns 2023 on biology), the effect of explicit teaching of CDFs on students' written performance is clearly underexplored.

This study assesses the impact of targeted CDF instruction on academic language production in CLIL physics and chemistry classes in a bilingual school in Spain in the British Council/ Ministry of Education/ Regional Governments' Bilingual Education Programme. We examine 60 texts from two year 8 classes (class A and B) at two points, with class B serving as a control group that received no explicit CDF instruction. Both prompts (pre-texts and post-texts) — on materials and chemical reactions, respectively — elicited the same CDFs: define, explain, and explore.

After analysing the four datasets for completeness, fluency and lexical density, we analyse the presence of specific resources that the teacher addressed for each of the CDFs in the experimental group (class A). Preliminary results suggest that, although the experimental group wrote more in both pre- and post-texts, the targeted instruction seems to play a role in the performance of specific CDFs. For example, before the instruction, the control group wrote longer definitions in the pre-texts, while in the post-texts it was the experimental group that wrote longer definitions.

Integrating Language and Content: A Collaborative CLIL Approach at a Japanese University

Barry Kavanagh

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Abstract

In Japan, English is predominantly taught as a foreign language, with limited integration into the teaching of other subjects in mainstream education. In Japanese universities, CLIL courses are mostly taught by English teachers

and not subject teachers and tend to be language driven and on topics in humanities. Currently there are very few studies examining subject and language teacher collaborative teaching on STEM subjects at university level in Japan. As part of an investigation into helping STEM teachers implement CLIL at university level this study explores the teaching experience between a university English language instructor and engineering and science professors who team taught a CLIL course for science and engineering majors at a national university in Japan.

The language instructor is an experienced CLIL educator, and the science and engineering professors typically teach EMI content-driven courses with no language support and have a desire to learn more about CLIL. Before and after the course the teachers were interviewed and completed surveys that focused on teacher beliefs, a discussion on the balance of content and language, feedback to students, and the use of authentic materials.

The findings highlighted differences in the pedagogical practices and perspectives of the subject and language teachers, reflecting their respective beliefs and teaching experiences. The study demonstrates that collaboration between subject and language educators can yield positive outcomes and that such collaboration can equip subject teachers with the skills and confidence to design and deliver their own CLIL courses in the future.

Socio-Economic Selectivity in CLIL Programs: An Investigation of Flemish Secondary Schools

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Vrije Universiteit Brussel

Abstract

Over the past two decades, Content and Language Integrated Learning (CLIL) has become increasingly popular worldwide. Despite its inclusive goals, concerns about the elitist nature of CLIL programs persist. Studies have shown significant socio-economic status (SES) differences between CLIL and non-CLIL pupils, suggesting a level of (unconscious) selectivity (Van Mensel et al., 2020). However, the role of schools in this selectivity tends to be overlooked (Caira et al., 2024).

Hence, this study investigates the selectiveness of CLIL based on SES at the school level. Quantitative data from all public secondary schools in the Flemish Community of Belgium (N = 961) were analysed. To maximize equal educational opportunities for children, schools are allocated additional teaching hours and extra resources for those who meet specific equal opportunity criteria: 1) home language, 2) the mother's level of education, 3) neighbourhood and 4) school allowance. These pupil characteristics, alongside school characteristics such as school size, were included in the analysis. Results show significant differences in the mother's education level and education allowance between CLIL and non-CLIL pupils. A stepwise regression model indicated that only the mother's education level remained significant when school size was considered. In a region where low-SES pupils lag three years behind their high-SES peers in development (Franck & Nicaise, 2018), addressing these selective mechanisms is crucial for educational equity. These findings highlight the need to address both pupil-level and institutional-level selectivity in CLIL programs, relevant to other European educational contexts.

A Critical Review of Empirical Evidence on Equity versus Elitism in CLIL

Giuseppe Beluschi-Fabeni, Alberto Álvarez de Sotomayor Posadillo

Abstract

What is the impact of CLIL-based educational programmes on equity and equality of opportunities? Are these programmes inherently unequal? One of the main critiques of CLIL in socio-educational debates is its potential elitism, raising concerns about background-based biases influencing the demand for bilingual programmes, the distribution of the supply and the resulting learning outcomes. These issues prompt a critical question: How can CLIL support inclusion and equity within or across education stages?

Building on a previously presented systematic review of empirical studies conducted in European countries, this study moves to a critical analysis of the selected research. This second phase focuses on assessing the robustness of the evidence regarding CLIL's potential elitism and its impact on equality of opportunities. Preliminary findings suggest that while valuable insights exist, certain methodological limitations may hinder a full understanding of CLIL's role in supporting inclusion and equity.

This critical examination aims to identify gaps and inconsistencies in the research, offering a more nuanced perspective on CLIL's equity implications. The study seeks to provide a foundation for future research, contributing to ongoing discussions on whether CLIL programmes promote or challenge educational equity and inclusiveness, while highlighting areas where further clarity is needed.

Social Stratification in Language Learning: The Role of CLIL

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Abstract

Previous research has employed linguistic analysis software to process CLIL students' longitudinal written productions in their L1 and L2 and establish development rates. Granados, et al. (2022) even found similar patterns in the development of L1 Spanish and L2 English, which serves as evidence for the interdependence hypothesis (Cummins, 1978).

There is now extensive research on equity in CLIL. Many studies have taken a critical stance, decrying the model as neoliberal (considering languages as a commodity), elitist (catering to a select few), and segregationist (creating artificial divides in the student population). However, Lorenzo et al. (2021) used language and content competence tests on a large sample of CLIL secondary students (N=3800) and found that, at least in some contexts, CLIL can have a levelling effect and neutralise the influence of socioeconomic status on academic achievement.

This paper seeks to combine the methodologies of these prior studies and analyse how languages evolve in CLIL education depending on students' socioeconomic status. In this exploratory study, a small sample of two secondary schools (one CLIL and one non-CLIL) will be selected, with 20 students from each grade completing a socioeconomic status survey and two language tests—one in their L1 and one in their L2. Both tests will require students to write expository texts based on history curricular content. The resulting pseudo longitudinal sample will be processed with linguistic analysis software and statistical methods to determine whether there is social

stratification in language learning and the potential role of CLIL in this process.

Transforming Learning through CLIL, AI, and Interdisciplinary Collaboration: A Case Study from the Marche Region High Schools, Italy

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Abstract

This study explores an innovative Civic Education project in Italy that integrates ‘School on the Move’, CLIL, and generative AI tools to transform secondary education through interdisciplinary collaboration. Central to the initiative is the co-construction of a book cover for the second Italian edition of Mary Wollstonecraft’s *Original Stories from Real Life*, merging critical thinking, human rights education, and pluricultural competencies.

Students, guided by English, Graphic Design, and Law teachers, analyse Wollstonecraft’s 18th-century Irish narratives to enhance linguistic proficiency and intercultural awareness while linking historical advocacy for women’s and children’s rights to contemporary global issues. The project’s artistic component enables learners to conceptualize and illustrate visual metaphors for the book’s themes, while its legal dimension explores evolving rights frameworks, emphasizing the UN Convention on the Rights of the Child to foster civic engagement.

Generative AI tools amplify the project’s impact by facilitating collaborative research, enabling creative activities such as “impossible interviews” with historical figures, and tailoring lessons to learner needs. This technological integration enriches pedagogical strategies, fostering creativity and the intellectual rigor demanded by the publishing sector.

This project showcases CLIL’s transformative potential through interdisciplinary collaboration and AI integration, fostering pluriliteracies, critical thinking, and global citizenship. A data-driven case study at the University of Urbino will compare CLIL lessons with and without AI, collecting evidence to assess AI’s impact on enhancing linguistic, cognitive, and intercultural competencies. By addressing these dynamics, the research aims to establish an evidence-based framework for innovative, technology-driven CLIL practices in a rapidly evolving educational landscape.

Board Games and CLIL: Leveraging AI for Enhanced Learning

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Abstract

Content and Language Integrated Learning (CLIL) requires teaching approaches that simultaneously support content mastery and foreign language acquisition. Board games offer a holistic learning environment that enriches classroom dynamics while promoting both learning objectives (Alexiou and Karasimos, 2023). However, CLIL educators often struggle to find, adapt, or create games that balance linguistic development with subject matter comprehension.

This research examines how Generative Artificial Intelligence (GenAI) can support CLIL teachers in designing and implementing effective board games for dual-focused teaching. Specifically, we investigate the question: How can AI tools assist teachers in overcoming the challenges of creating and adapting board games for CLIL environments?

Using participatory action research methodology, we developed and tested a seven-phase framework for AI-supported game design and implementation using board games. The study employed two leading GenAI language models to support the design process, from initial concept development to final implementation.

Results reveal that AI assistance can significantly reduce teachers' preparation time while enhancing game design creativity. The AI tools proved particularly valuable in generating linguistically appropriate materials, suggesting content-language integration strategies, and developing balanced assessment methods. However, the study also highlights the crucial role of teacher expertise in contextualising AI suggestions and ensuring pedagogical appropriateness.

This research provides practical insights for CLIL practitioners seeking to leverage AI technology in creating engaging game-based learning experiences. The findings demonstrate how AI can support teachers in managing the complexities of dual-focused instruction while maintaining pedagogical effectiveness.

A Pilot Study on the Effect of an AI-Driven Automarking Model in CLIL Classrooms in Taiwan

Jade Tsui-yu Lee, Yuan-Tse Yu

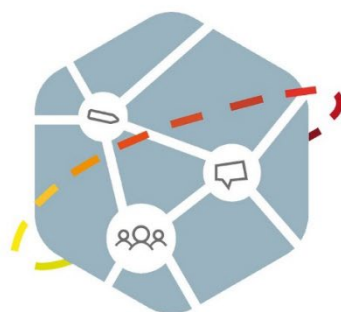
National Kaohsiung Normal University

Abstract

The integration of AI in education has transformed assessment practices, particularly in CLIL classrooms, where subject content and language proficiency must be simultaneously evaluated. In Taiwan, CLIL has gained prominence as a pedagogical approach to fostering bilingual education, yet challenges persist in ensuring efficient and objective assessment. This pilot study investigates the effects of an AI-driven automarking model in Taiwan's CLIL classrooms, focusing on its accuracy, reliability, and pedagogical implications within this unique linguistic and educational context.

This study is grounded in constructivist learning theory, drawing upon the works of Jean Piaget and Lev Vygotsky, who emphasize active learning and social interaction in knowledge construction. Vygotsky's Zone of Proximal Development (ZPD) is particularly relevant, as AI-generated feedback can scaffold student learning within their developmental capacity. Additionally, formative assessment principles, based on the work of Black and Wiliam (1998), underscore the importance of continuous feedback in improving student performance. AI automarking aligns with these principles by providing immediate, personalized insights that support both content mastery and language acquisition.

The study involves a diverse group of participants, including secondary school students enrolled in CLIL programs and their teachers. Students will complete subject-based written assessments, which will be evaluated using both AI-driven automarking and traditional teacher grading. Teachers will provide qualitative feedback on the AI system's effectiveness, while students' performance and engagement will be analyzed to assess the impact of AI-generated feedback on learning outcomes. Surveys and interviews will capture perceptions of both students and educators regarding the model's usability, fairness, and potential improvements.



World CLIL 2025

