World CLIL 2025

Maynooth University | 13th & 14th June 2025

World CLIL Conference 2025

Maynooth University
National University of Ireland Maynooth

Teangacha
Iar-bhunscoile Éireann
Post-Primary
Languages Ireland

QUEEN'S
UNIVERSITY
BELFAST

Contents

World CLIL 2025

Maynooth University, Post-Primary Languages Ireland (PPLI) and Queen's University Belfast are delighted to bring World CLIL 2025 to Ireland, offering a platform for academic discourse, collaborative exchange, and dissemination of new and exciting research in CLIL under the conference theme:
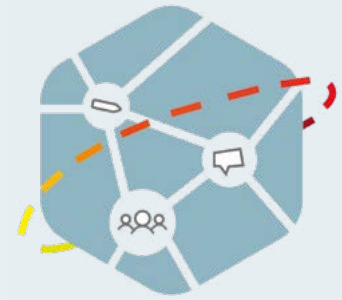
> **CLIL Connects:** *the role of CLIL across subject disciplines, supporting and developing pluriliteracies, plurilingual and pluricultural competencies.*

The organisers

Céline Healy
Maynooth University

Laura Quigley
PPLI

Sarah O'Neill
Queen's University Belfast

This year's conference is organised through a consortium of Céline Healy, Laura Quigley, and Sarah O'Neill – three experienced colleagues who collectively offer a rich blend of expertise in research, initial teacher education, and policy implementation to form a balanced and dynamic organising team.

World CLIL 2025

Conference Schedule

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Friday, June 13th

Time	Event	⚲ Room
8:30–9:30	Registration and Refreshments	TSI Main Foyer
9:30–9:45	Welcome and Conference Opening	TSI LT2
9:45–10:30	Keynote Christiane Dalton-Puffer	TSI LT2
10:30–11:15	Research Papers Session 1	SE003–SE013/TSI LT2
11:15–11:30	Coffee Break	TSI Main Foyer
11:30–12:00	Poster Viewing	TSI Main Foyer
12:00–1:00	Workshops Session 1	SE003–SE013
1:00–2:00	Lunch	Pugin Hall
2:00–2:45	Keynote T.J. Ó Ceallaigh	TSI LT2
2:45–3:45	Symposium 1	TSI LT2
2:45–3:45	Research Papers Session 2	SE003–SE013
3:45–4:00	Coffee Break	TSI Main Foyer
4:00–5:00	Workshops Session 2	SE003–SE013
7:00–7:30	Pre-dinner Reception	Pugin Hall
7:30	Conference Dinner	Pugin Hall

SE: School of Education Building, ⚲ 57 on map, see page 24
SE003–SE013: Rooms 03 to 13 are located on the Ground Floor

TSI: Technology, Society and Innovation Building, ⚲ 59 on map, see page 24
TSI LT2: Lecture Theatre 2

Pugin Hall: ⚲ 16 on map, see page 24

World CLIL 2025
Conference Schedule

Saturday, June 14th

Time	Event	📍 Room
9:00–9:30	Registration and Poster Viewing	TSI Main Foyer
9:30–10:15	Keynote Francisco Lorenzo	TSI LT2
10:15–11:15	Workshops Session 3	SE003–SE013
11:15–11:30	Coffee Break	TSI Main Foyer
11:30–12:30	Research Papers Session 3	SE003–SE013
11:30–12:30	Symposium 2	TSI LT2
12:30–1:30	Workshops Session 4	SE003–SE013
1:30–2:30	Lunch	Pugin Hall
2:30–3:30	Research Papers Session 4	SE003–SE013
3:30–3:45	Update from World CLIL Steering Committee	TSI LT2
3:45–4:15	Panel Discussion	TSI LT2
4:15–4:30	Close of Conference	TSI LT2

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Keynote Speakers

Christiane Dalton-Puffer is professor of English Linguistics at the University of Vienna (Austria), where she is also affiliated to the University's Centre of Teacher Education. One of the pioneering researchers internationally on Language and Content Integrated Learning, she is the author of *Discourse in CLIL Classrooms* (Benjamins, 2007) as well as numerous articles and co-editor of books and journal issues on CLIL research. Together with Angel Lin she edits the Routledge book series on *Language and Content Integrated Teaching and Plurilingual Education*. Her work has led her to focus on the question of how teachers and students use language to access and express subject content, working towards the curricular learning goals of specialist subjects while using a second or foreign language.

Christiane Dalton-Puffer

📅 **9:45am on Friday, June 13th** 📍 **TSI LT2**

T.J. Ó Ceallaigh is an Associate Professor at the School of Education, University College Cork, Ireland. His main research interests focus on teacher education, development and leadership, with particular reference to language immersion and bi/multilingual contexts. Recent publications include articles in the European Journal of Teacher Education, Journal of Immersion and Content-Based Language Education, International Journal of Bilingualism and Bilingual Education, Educational Management, Administration and Leadership as well as co-edited volumes on teacher development for immersion and content-based instruction (Benjamins, 2020) and assessment and feedback design in teacher education (Routledge, 2023). T.J. is an appointed member of the European Commission Working Group on Digital Education: Learning, Teaching and Assessment (DELTA), a member of the Administrative Council of the Association for Teacher Educators in Europe (ATEE) and is also a Board Director of Integrating Language and Content in Higher Education (ICLHE).

T.J. Ó Ceallaigh

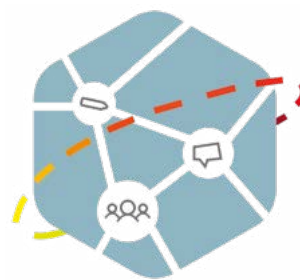📅 **2pm on Friday, June 13th** 📍 **TSI LT2**

Francisco Lorenzo is Professor of Applied Linguistics at the Universidad Pablo de Olavide (Seville, Spain). His areas of interest are L2 acquisition, bilingualism, sociology of language and European language policy. He is the author of several monographs on Spanish applied linguistics: *Motivation and Second Languages* (2004), *Bilingual Education: content and language integration* (2011) and *L2 Spanish Academic Language* (2020) (co-author). His latest book is *Bilingual Academic Language: Concepts and Case Studies* (Lorenzo and Granados, Cambridge University Press, forthcoming). He received the *Best Research Article Award* from the American Association of Applied Linguistics for a paper on bilingualism and social justice: (Lorenzo, Granados & Rico, 2020) in the journal Applied Linguistics. He has the privilege of leading Working Group 2 of the European Commission's CLILNETLE network on disciplinary literacies www.clilnetle.eu

Francisco Lorenzo

📅 **9:30am on Saturday, June 14th** 📍 **TSI LT2**

Panel Discussion

Reconceptualising professional learning across curricula boundaries

Chaired by Russell Cross

Russell Cross currently co-convenes the Languages and Literacies Education Academic Group within the Faculty of Education at the University of Melbourne, where he was former Associate Dean Research.

Russell leads the CLIL Teacher Education Lab (clil.education.unimelb.eduau) within the Faculty, a research group that investigates the theory and practice of content and language integrated learning (CLIL) as it applies to building teacher expertise. This group, and the core of Russell's research, focuses on the sociocultural and political nature of teachers' work from a Vygotskian sociocultural perspective in spaces of languages education, particularly as it relates to professional knowledge, practical expertise, and professional learning and development.

Russell Cross
University of Melbourne

📅 **3:45pm on Saturday, June 14th** 📍 **TSI LT2**

Panelists

Céline Healy
Maynooth University

Christiane Dalton-Puffer
University of Vienna

Do Coyle
University of Edinburgh

Francisco Lorenzo
Universidad Pablo de Olavide

Kim Bower
Sheffield Hallam University

T.J. Ó Ceallaigh
University College Cork

Symposium 1

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

2:45–3:45pm, Friday, June 13th 📍 TSI LT2

Organisers: **Julia Hüttner (University of Vienna), Ana Llinares (Universidad Autónoma de Madrid)**

Discussant: **Tom Morton (Universidad Autónoma de Madrid)**

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.

Paper 1: Conceptualising bi- and multilingual disciplinary literacies in CLIL	**Authors:** Julia Hüttner, Ana Llinares, Tarja Nikula
Paper 2: Pre-Service Secondary Science Teachers' Preparedness for Disciplinary Literacy in CLIL: Insights from Spain and Croatia	**Authors:** Irene Guzmán-Alcón, Helena Roquet, Lidija Cvikic
Paper 3: Disciplinary Literacy Expectations in History Lessons: A Comparative Study of Turkiye and Albania	**Authors:** Yavuz Kurt, Merita Hoxha, Silvia Rieder-Marschallinger
Paper 4: Bridging Languages and Literacies: The Role of Digital Technologies in Developing Mathematical Disciplinary Literacies in CLIL classrooms	**Authors:** Craig Neville, Patricia Bárcena Toyos

Symposia

Symposium 2

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

11:30–12:30pm, Saturday, June 14th 📍 **TSI LT2**

Organisers: **Sarah Wunderlich (Universität Koblenz)**

Discussant: **Constanze Juchem-Grundmann (Universität Koblenz)**

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.

Paper 1: The Heart of the Koblenz CLIL Academy – The CLIL Certificate Programme	**Authors:** Felicitas Kexel (neé Fein)
Paper 2: Advancing CLIL Through Cooperation: Linguistic Demands and Policy Recommendations	**Authors:** Sarah Wunderlich
Paper 3: From School Desk to Lab Bench: Enhancing Language Motivation and Pluriliteracies through CLIL-based Genetics Labs	**Authors:** Yvonne Werle
Paper 4: Developing Dual Subject Literacy in Higher Education through CLIL – A Case Study	**Authors:** Ann-Katrin Biehl

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Research Papers Session 1
Friday, June 13th

Research Papers Session 1A		📍 Room **SE009**
Time	**Title**	**Presented by**
10:35–10:55	How young, heterogeneous CLIL students make their learning visible through English alongside translanguaging and trans-semiotising	Silvia Frank Schmid
10:55–11:15	Listening strategy instruction for CLIL learners to comprehend Science teacher input	Daniel Fung

Research Papers Session 1B		📍 Room **SE010**
Time	**Title**	**Presented by**
10:35–10:55	Exploring CLIL Leadership from Leaders' Perspectives	Louise Jones
10:55–11:15	The missing fourth C: What CLIL educators can teach English-Medium Instruction colleagues about developing intercultural competencies	Yulia Kharchenko, Clive Earls

Research Papers Session 1C		📍 Room **SE011**
Time	**Title**	**Presented by**
10:35–10:55	Fostering Collaboration in ICLHE: The Role of Autonomy, Collegiality, and Language Competence	Mónica Régio
10:55–11:15	Systematic Implementation of CLIL in Higher Education in Chile: A Pilot Innovation and Transformation Project in UDP	María José González-Rodríguez

Research Papers Session 1
Friday, June 13th

Research Papers Session 1D	📍 Room **SE012**

Time	Title	Presented by
10:35–10:55	How does CLIL affect the rural-urban divide in English proficiency in Andalusia (Spain)? An analysis of the educational supply	Alberto Álvarez-Sotomayor Posadillo
10:55–11:15	Implementing CLIL-informed language education policy in schools: policy perspectives from the UK and Ireland	Sarah O'Neill

Research Papers Session 1E	📍 Room **SE013**

Time	Title	Presented by
10:35–10:55	Transforming Bilingual Education to CLIL in Germany: Insights into Linguistic Demands and Policy Implications for Core Subjects	Sarah Wunderlich
10:55–11:15	Gaining Access to an International Discourse Community: Determinants of Ability to Work with Sources Among International Graduate Students	Gavin O'Neill

Research Papers Session 1F	📍 Room **TSI LT2**

Time	Title	Presented by
10:35–10:55	Using CLIL to generate new knowledge to foster wellbeing literacy: A conceptual model for pedagogic practice *(Part 1 of 2)*	Russell Cross, Do Coyle, Kim Bower, Lindsay Oades, Ken Cruickshank, Yvonne Foley
10:55–11:15	Using CLIL to generate new knowledge to foster wellbeing literacy: Praxis-oriented, co-designed professional learning partnerships *(Part 2 of 2)*	Russell Cross, Do Coyle, Kim Bower, Lindsay Oades, Ken Cruickshank, Yvonne Foley

Workshops Session 1
Friday, June 13th

Workshop 1A — 📍 Room **SE009**

Time	Title	Presented by
12:00–1:00	Language mapping: exploring student teacher beliefs about plurilingualism and plurilingual pedagogies in a CLIL setting	Liz Dale, Eline Van Batenburg

Workshop 1B — 📍 Room **SE010**

Time	Title	Presented by
12:00–1:00	Using Chaplin's silent film *Shoulder Arms* to teach a lesson on WWI	Zuzana Loubet del Bayle, Kristin Lacourrège

Workshop 1C — 📍 Room **SE011**

Time	Title	Presented by
12:00–1:00	CLIL Connects Us: Transdisciplinary Task Design for Plurilingual and Pluricultural Development	Jennifer Eddy

Workshop 1D — 📍 Room **SE012**

Time	Title	Presented by
12:00–1:00	Visual Language Support for CLIL: The drawing effect	Petra Hatley-Richardson, Sietske Dijkema-Verbree

Workshop 1E — 📍 Room **SE003**

Time	Title	Presented by
12:00–1:00	Pluriliteracies Teaching for Deeper Learning in the Language-as-Discipline classroom: actioning innovative approaches for inclusive global citizenship	Do Coyle, Oliver Meyer, Susaane Strashecn-Dielman, Kevin Schuck

Research Papers Session 2
Friday, June 13th

Research Papers Session 2A		📍 Room **SE009**
Time	**Title**	**Presented by**
2:45–3:05	Equity in CLIL Programmes: Socioeconomic Influences on Primary Student Writing	Irene Guzmán-Alcón
3:05–3:25	Learner-centred Translanguaging to Support Content Knowledge Development: Reconceptualising Language in CLIL	Sarah Beal, Fotini Diamantidaki
3:25–3:45	Teachers' Perspectives on Implementing CLIL in Trinidad and Tobago's Primary Schools	Romulo Guedez Fernandez, Natalie Ava Bhawanie

Research Papers Session 2B		📍 Room **SE010**
Time	**Title**	**Presented by**
2:45–3:05	CLIL provision in pre-service secondary teacher education: a cross-European analysis	Louisa Mortimore, Semih Kaygisiz, Pilar Gerns, Leila Kääntä, Tessa Mearns, Sejdi Sejdiu
3:05–3:25	Promoting an integrated approach in immersion teacher education: A pilot study	Laurent Cammarata
3:25–3:45	Navigating CLIL implementation and transforming MFL teacher practice in Ireland: Insights from a National Pilot	Dieuwerke Rutgers, Kim Bower, Laura Quigley

Research Papers Session 2
Friday, June 13th

Research Papers Session 2C		📍 Room **SE011**
Time	**Title**	**Presented by**
2:45–3:05	What role do digital technologies play in the development of CLIL languages? A cross-country study with CLIL students	Suheyla Demirkol Orak, Marta Segura, Ekatarina Strati
3:05–3:25	Four C's and Three P's: Learning and Teaching About Power, Privilege, and Patriarchy in the CLIL Classroom	Quenby Hoffman Aoki
3:25–3:45	CLIL teachers' practice of the "third C" and its relationship with their language-/content-disposition	Xiaoqing Chen, Russell Cross, Shu Ohki

Research Papers Session 2D		📍 Room **SE012**
Time	**Title**	**Presented by**
2:45–3:05	Impactful Teacher Development for the Integration of Content and Language in Secondary Education	Sarah Ní Dhuinnín
3:05–3:25	Promoting Teacher Knowledge using a Community of Practice Approach to CLIL Professional Development	Nóra Ní Bheaglaoich, T.J. Ó Ceallaigh
3:25–3:45	Enhancing CLIL Pedagogy through Music: An Innovative Approach to Addressing Grammatical Accuracy in Irish Immersion Education	Aoife Hill

Research Papers Session 2
Friday, June 13th

Research Papers Session 2E		📍 Room **SE013**
Time	**Title**	**Presented by**
2:45–3:05	Should bilingual education be compulsory for all? Analysing students' attitudes and perceptions	Inmaculada Senra-Silva
3:05–3:25	Empowering Heritage Bilingual Learners Through Art and Language: "A CLIL Approach to Sustainability and Global Connection"	Fatima Khaled
3:25–3:45	Transforming Education Through CLIL: Taiwan's Experience with the Bilingual 2030 Policy	Yueh-Nu Hung, Shih-Chieh Liao

Symposium 1
2:45–3:45pm, Friday, June 13th

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

Symposium 1	📍 Room **TSI LT2**
Title	**Presented by**
Paper 1: Conceptualising bi- and multilingual disciplinary literacies in CLIL	Julia Hüttner, Ana Llinares, Tarja Nikula
Paper 2: Pre-Service Secondary Science Teachers' Preparedness for Disciplinary Literacy in CLIL: Insights from Spain and Croatia	Irene Guzmán-Alcón, Helena Roquet, Lidija Cvikic
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Paper 4: Bridging Languages and Literacies: The Role of Digital Technologies in Developing Mathematical Disciplinary Literacies in CLIL classrooms	Craig Neville, Patricia Bárcena Toyos

Workshops Session 2
Friday, June 13th

Workshop 2A		📍 Room **SE003**
Time	**Title**	**Presented by**
4:00–5:00	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

Workshop 2B		📍 Room **SE010**
Time	**Title**	**Presented by**
4:00–5:00	Enhancing Your CLIL Materials: Bridging Neuroscience and AI for Better Learning Outcomes	Elisabeth Dokalik-Jonak

Workshop 2C		📍 Room **SE011**
Time	**Title**	**Presented by**
4:00–5:00	Subject MATTERS: A perspective-based approach to teaching your subject (and its language)	Tessa Mearns

Workshop 2D		📍 Room **SE012**
Time	**Title**	**Presented by**
4:00–5:00	Analysing CLIL Materials through Cognitive Discourse Functions: A Practical Approach for Secondary Science Education	Silvia Minardi

Workshop 2E		📍 Room **SE013**
Time	**Title**	**Presented by**
4:00–5:00	Oide Professional Learning through CLIL: Fostering positive teacher attitudes towards Irish in English-medium schools	Ciara Ní Chuilinn, Donncha Ó Duinnín, Caitríona Ní Mhurchú

Saturday June 14th

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3:45–4:15	Panel Discussion	TSI LT2
4:15–4:30	Close of Conference	TSI LT2

Workshops Session 3
Saturday, June 14th

Workshop 3A		📍 Room **SE009**
Time	**Title**	**Presented by**
10:15–11:15	Empowering CLIL with TBLT: Tools and Strategies for Task Design	Gina G. Arnold, Helena Roquet, Roger Gilabert

Workshop 3B		📍 Room **SE003**
Time	**Title**	**Presented by**
10:15–11:15	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

Workshop 3C		📍 Room **SE011**
Time	**Title**	**Presented by**
10:15–11:15	How to weave a rich tapestry of learning in a primary school setting with languages as the wrap	Raquel Tola Rego, Bernadette Clinton

Workshop 3D		📍 Room **SE012**
Time	**Title**	**Presented by**
10:15–11:15	Enhancing Integrated Language and Content Learning through CLIL Teacher Tandems	Liesbeth Martens, Evy Heylen, Marleen Dupond

Workshop 3E		📍 Room **SE013**
Time	**Title**	**Presented by**
10:15–11:15	How to integrate CLIL teaching within our teaching practice: a language teacher perspective	Clotilde de Fréin

Research Papers Session 3
Saturday, June 14th

Research Papers Session 3A		📍 Room **SE009**
Time	**Title**	**Presented by**
11:30–11:50	Current CLIL Practices in Europe: How do they relate to curricular requirements?	Semih Kaygısız, Ana Llinares
11:50–12:10	Integrating CLIL & TBLT: Exploring the role of task design principles and technology in the production of CLIL tasks	Gina G. Arnold, Helena Roquet, Roger Gilabert
12:10–12:30	What CLIL teachers expect: A comparative investigation of Austrian CLIL teachers' expectations regarding disciplinary literacies	Silvia Rieder-Marschallinger

Research Papers Session 3B		📍 Room **SE010**
Time	**Title**	**Presented by**
11:30–11:50	Enhancing Learning for Students with Dyslexia: A Story with Mandarin and CLIL	Wanlin Li, Chang Zhang, Laura Quigley
11:50–12:10	Teacher team coordination practices in secondary education	María Concepción, Julián de Vega
12:10–12:30	CLIL in the Early Years in Ireland	Máire Mhic Mhathúna

Research Papers Session 3
Saturday, June 14th

Research Papers Session 3C	📍 Room **SE011**

Time	Title	Presented by
11:30–11:50	Collaborating for Multilingual Education: Reflective Practice Between ELT and Primary Educators in Rural Vietnam	Dieuwerke Rutgers, Melike Bulut Al Baba, Dung Thi Phuong Cao
11:50–12:10	Language scaffolding practices across Dutch explicit multilingual education contexts and classrooms	Errol Ertuğruloğlu, Tessa Mearns, Wilfried Admiraal
12:10–12:30	Translanguaging for Fostering and Supporting Equity and Diversity in CLIL Classrooms	Sichen Huangfu, Céline Healy

Research Papers Session 3D	📍 Room **SE012**

Time	Title	Presented by
11:30–11:50	EDINA: connecting European partners to implement CLIL in migrant education	Mary Kenny, Marie Steffens
11:50–12:10	Mobilising EAL learners' cultural and linguistic resources through content and language integrated pedagogy in the Australian EAL classrooms	Shu Ohki
12:10–12:30	CLIL and attention to diversity: A cross-sectional quantitative study in the Spanish region of Andalusia	Diego Rascón Moreno

Research Papers Session 3
Saturday, June 14th

Research Papers Session 3E		📍 Room **SE013**
Time	**Title**	**Presented by**
11:30–11:50	Exploring the Effects of the Soft CLIL Approach on English Proficiency and Competencies in Japan's National Institute of Technology	Tatsuma SHIRAI
11:50–12:10	An appraisal analysis of 'CLIL attitudes': implications for educational policies	Elisa Hidalgo McCabe, Carmen Ortega Robles
12:10–12:30	EMIC STEAM – Development of a CLIL approach that integrates interdisciplinary maker education and education for sustainable development	Moritz Wagner, Ute Massler

Symposium 2
11:30–12:30pm, Saturday, June 14th
Embracing the 'I' in CLIL – The Koblenz CLIL Academy as an Example of Interdisciplinary Collaboration.

Symposium 2	📍 Room **TSI LT2**
Title	**Presented by**
Paper 1: The Heart of the Koblenz CLIL Academy – The CLIL Certificate Programme	Felicitas Kexel (neé Fein)
Paper 2: Advancing CLIL Through Cooperation: Linguistic Demands and Policy Recommendations	Sarah Wunderlich
Paper 3: From School Desk to Lab Bench: Enhancing Language Motivation and Pluriliteracies through CLIL-based Genetics Labs	Yvonne Werle
Paper 4: Developing Dual Subject Literacy in Higher Education through CLIL – A Case Study	Ann-Katrin Biehl

Workshops Session 4
Saturday, June 14th

Workshop 4A   📍 Room SE009

Time	Title	Presented by
12:30–1:30	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

Workshop 4B   📍 Room SE003

Time	Title	Presented by
12:30–1:30	Designing CLIL-Learning for Productive Disciplinary and Academic Literacy/ies: A Concrete Step Towards Inclusive Instruction	Y.L. Teresa Ting

Workshop 4C   📍 Room SE011

Time	Title	Presented by
12:30–1:30	Creating connections: A round-table discussion with the CLIL Research Network, for teachers and researchers	Tessa Mearns, Yuen Yi Lo, Darío Banegas

Workshop 4D   📍 Room SE012

Time	Title	Presented by
12:30–1:30	A Unique CLIL Context in Rotterdam, The Netherlands	F.L. van de Gronden, T. Maandag, A.J. Hartman

Workshop 4E   📍 Room SE013

Time	Title	Presented by
12:30–1:30	Corpoideachas trí Ghaeilge: Advancing Irish through CLIL in the Primary PE Classroom	Caitlín Ní Ruanaidh

Research Papers Session 4
Saturday, June 14th

Research Papers Session 4A   📍 Room **SE009**

Time	Title	Presented by
2:30–2:50	Exploring CLIL Teachers' Assessment Literacy: Approaches, Mediating Factors, and Confidence	Yuen Yi Lo, Jieting Jerry Xin
2:50–3:10	Development of digital literacies through extramural digital practices in CLIL languages: A comparative study of two bilingual contexts with minorised languages	Marta Segura, Craig Neville, Patricia Bárcena-Toyos, Hilary O'Connor
3:10–3:30	Guided Notetaking to Explore Disciplinary Literacy in Finnish CLIL Classrooms	Merve Bozbiyik, Leila Käntä, Tarja Nikula

Research Papers Session 4B   📍 Room **SE010**

Time	Title	Presented by
2:30–2:50	CLIL as a Bridge to EMI: Curriculum Design, Implementation, and Support	Steven Asquith, Ikuko Ueno, Quenby Hoffman Aoki
2:50–3:10	Exploring Critical Literacy in CLIL: Comparative Analysis of Secondary Curricula in Finland, Italy, and Spain	Tom Morton, Merve Bozbiyik, Pilar Gerns, Leila Käntä, Lucilla Lopliore, Silvia Minardi, Louisa Mortimore, Leah Tompkins, Sari Sulkunen
3:10–3:30	Vertical and Horizontal Coherence in CLIL LOTE – 10 cases designed by researchers, practitioners and policy makers	Caterina Poggi, Petra Daryai-Hansen

Research Papers Session 4
Saturday, June 14th

Research Papers Session 4C		📍 Room **SE011**
Time	**Title**	**Presented by**
2:30–2:50	Methodological transversality in initial teacher training for bilingual education: A STEM-CLIL proposal	Magdalena Custodio-Espinar, Olga Martín-Carrasquilla
2:50–3:10	The potential effects of explicit CDF instruction on students' written production in CLIL chemistry and physics	Aline S. Bieri, Ana Llinares, Maureen McAlinden
3:10–3:30	Integrating Language and Content: A Collaborative CLIL Approach at a Japanese University	Barry Kavanagh

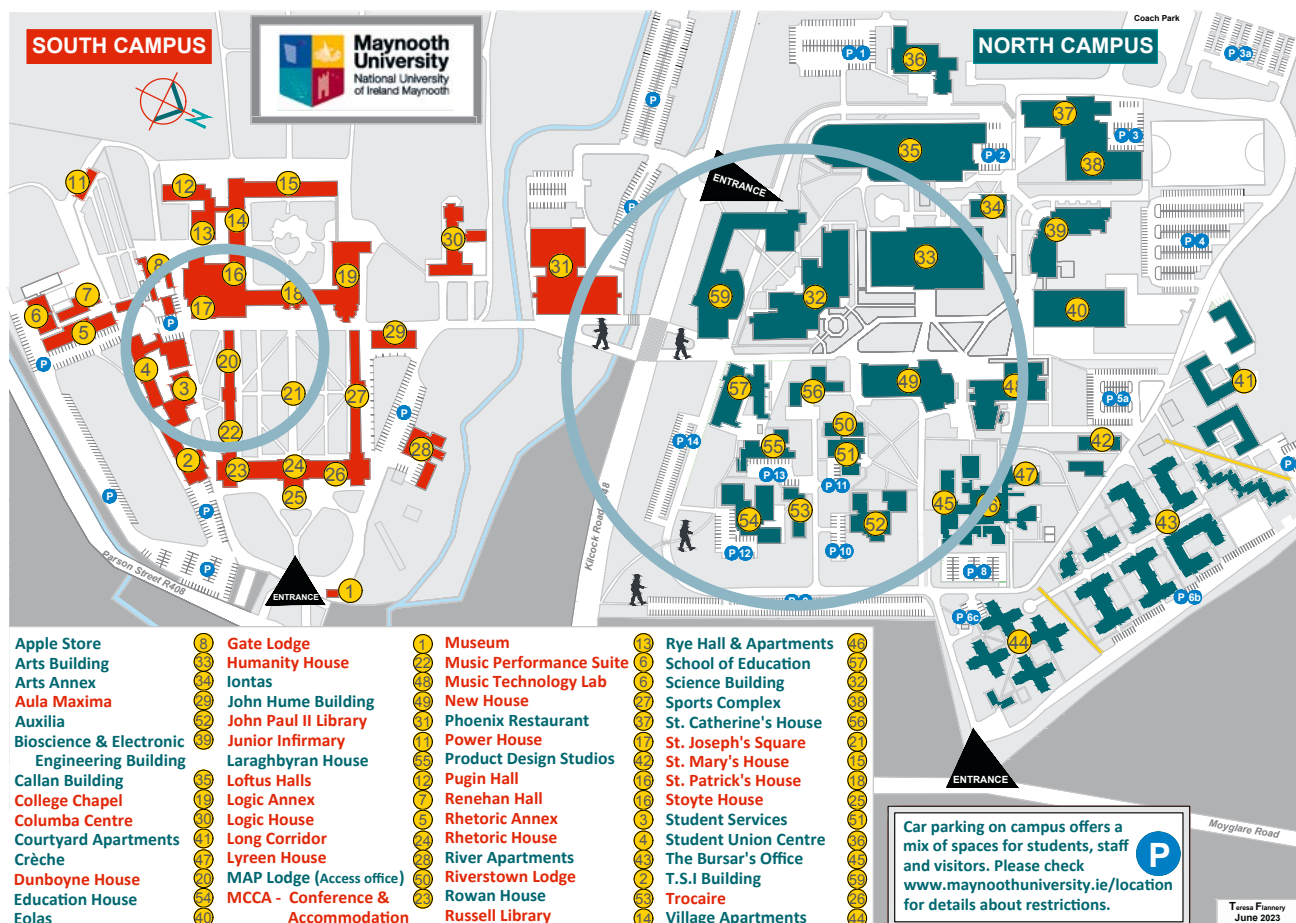| Research Papers Session 4D		📍 Room **SE012**
Time	**Title**	**Presented by**
2:30–2:50	Socio-Economic Selectivity in CLIL Programs: An Investigation of Flemish Secondary Schools	Victoria Van Oss, Margaux D'Hulster, Jill Surmont, Esli Struys
2:50–3:10	A Critical Review of Empirical Evidence on Equity versus Elitism in CLIL	Giuseppe Beluschi-Fabeni, Alberto Álvarez de Sotomayor Posadillo
3:10–3:30	Social Stratification in Language Learning: The Role of CLIL	Adrián Granados

Research Papers Session 4
Saturday, June 14th

Research Papers Session 4E		Room SE013
Time	**Title**	**Presented by**
2:30–2:50	Transforming Learning through CLIL, AI, and Interdisciplinary Collaboration: A Case Study from the Marche Region High Schools, Italy	Gloria Alpini
2:50–3:10	Board Games and CLIL: Leveraging AI for Enhanced Learning	Oxana Timakova, Fabrizio Amarilli
3:10–3:30	A Pilot Study on the Effect of an AI-Driven Automarking Model in CLIL Classrooms in Taiwan	Jade Tsui-yu Lee, Yuan-Tse Yu

Campus Map

SOUTH CAMPUS — **NORTH CAMPUS** — Coach Park

Maynooth University, National University of Ireland Maynooth

Building	No.	Building	No.	Building	No.
Apple Store	8	Gate Lodge	1	Museum	46	Rye Hall & Apartments
Arts Building	33	Humanity House	22	Music Performance Suite	6	School of Education
Arts Annex	34	Iontas	48	Music Technology Lab	27	Science Building
Aula Maxima	29	John Hume Building	49	New House	37	Sports Complex
Auxilia	62	John Paul II Library	31	Phoenix Restaurant	17	St. Catherine's House
Bioscience & Electronic Engineering Building	39	Junior Infirmary	11	Power House	42	St. Joseph's Square
Callan Building	35	Laraghbyran House	55	Product Design Studios	43	St. Mary's House
College Chapel	19	Loftus Halls	7	Pugin Hall	16	St. Patrick's House
Columba Centre	30	Logic Annex	5	Renehan Hall	3	Stoyte House
Courtyard Apartments	41	Logic House	24	Rhetoric Annex	2	Student Services
Crèche	47	Long Corridor	28	Rhetoric House	53	Student Union Centre
Dunboyne House	20	Lyreen House	50	River Apartments	14	The Bursar's Office
Education House	54	MAP Lodge (Access office)	23	Riverstown Lodge		T.S.I Building
Eolas	40	MCCA - Conference & Accommodation		Rowan House		Trocaire
				Russell Library		Village Apartments

ENTRANCE

Car parking on campus offers a mix of spaces for students, staff and visitors. Please check www.maynoothuniversity.ie/location for details about restrictions.

Teresa Flannery June 2023

World CLIL 2025 will be held in Maynooth University. Here are details of the main buildings where the events will take place.

| 16 | **Pugin Hall** |

| 57 | **School of Education Building (SE)** |
| | **SE003–SE013:** Rooms 03 to 13 are located on the Ground Floor |

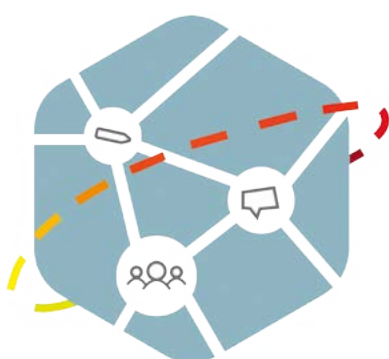| 59 | **Technology, Society and Innovation Building (TSI)** |
| | **TSI LT2:** Lecture Theatre 2 |

| P9 | **Car Park** |

| P14 | **Car Park** |

For more information visit
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