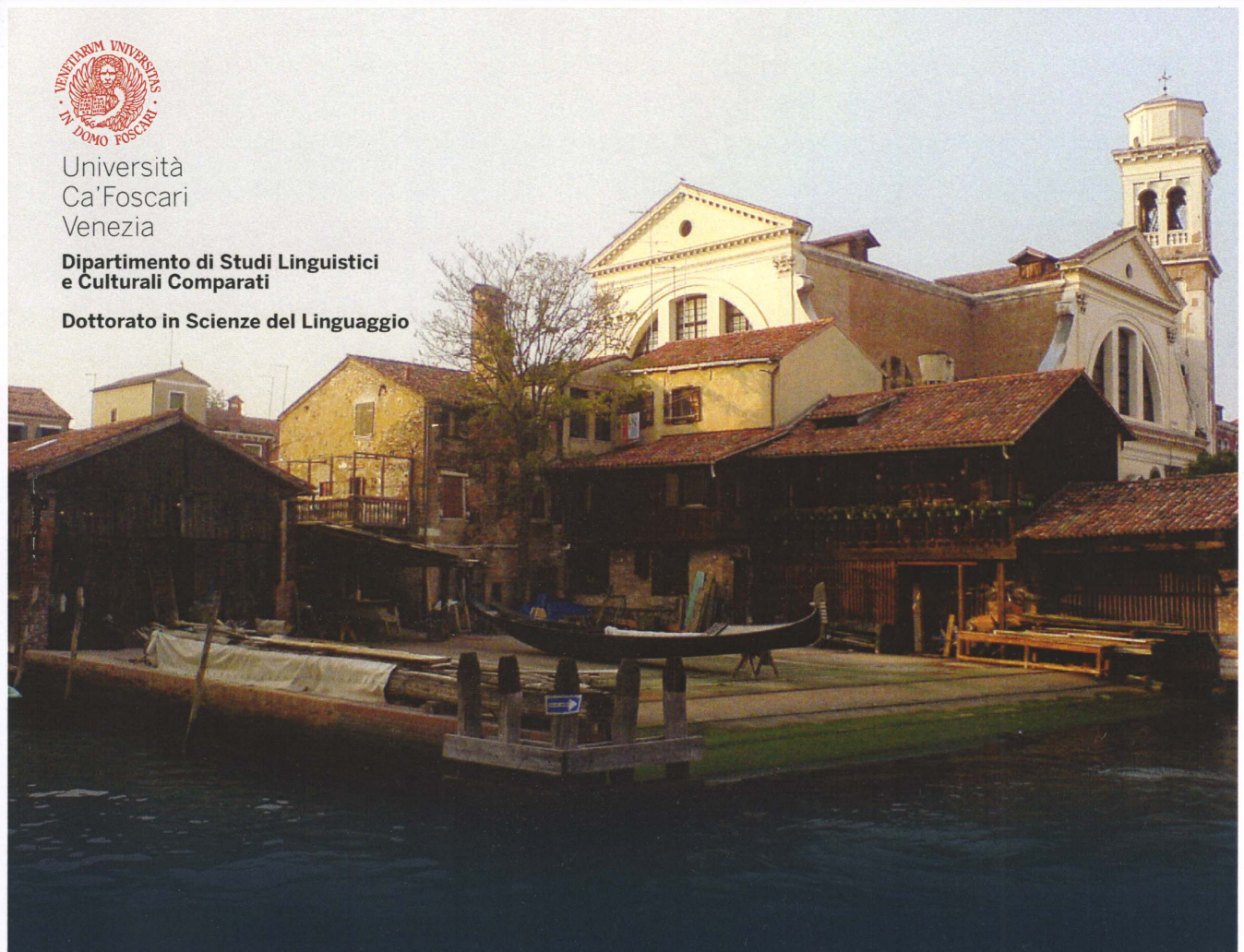




Università
Ca' Foscari
Venezia

Dipartimento di Studi Linguistici
e Culturali Comparati

Dottorato in Scienze del Linguaggio



Think CLIL 2014

9th International CLIL Conference
28-30th August, 2014

Ca' Foscari University of Venice

1996-Haarlem, Jyväskylä, Lancaster, Helsinki, Tallinn, Eichstatt, Utrecht, Katowice-2012

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CONFERENCE INFORMATION

website: thinkclil2014.unive.it

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Conference Director

Carmel Mary COONAN, Università Cà Foscari di Venezia, Italy

Scientific Committee

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Patrocinio

Il Convegno Internazionale *THINK CLIL 2014* è stato organizzato con il patrocinio del Dipartimento di Studi Linguistici e Culturali Comparati e del Dottorato in Scienze del Linguaggio della Scuola Dottorale di Ateneo dell'Università Ca' Foscari di Venezia.

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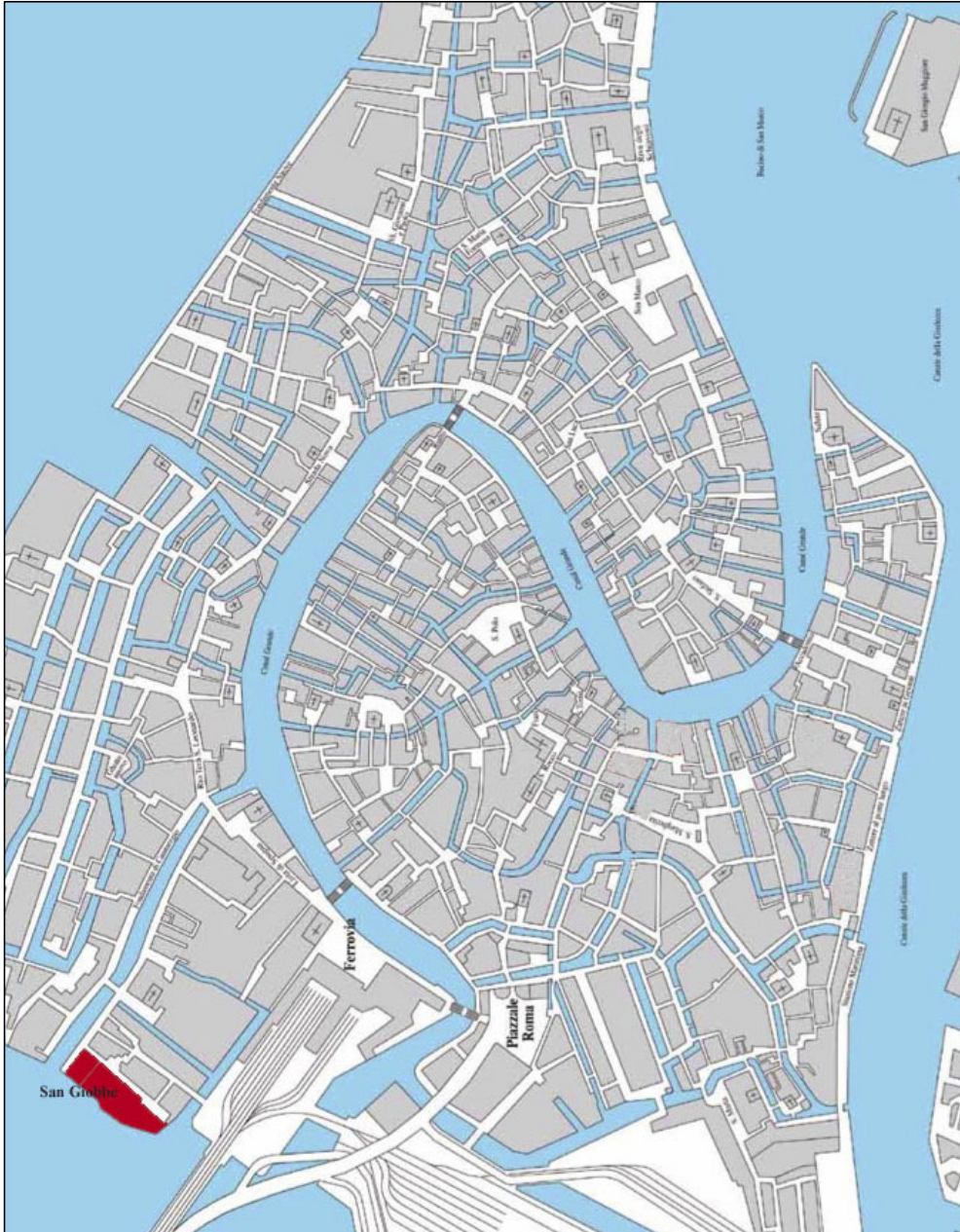
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Organizzazione

Il Convegno è organizzato dal Dipartimento di Studi Linguistici e Culturali Comparati dell'Università Ca' Foscari di Venezia, in collaborazione con il Laboratorio di Didattica delle Lingue Straniere (*LADiLS*) del Centro di Ricerca in Didattica delle Lingue Straniere, Dipartimento di Studi Linguistici e Culturali Comparati, Università Ca' Foscari di Venezia.

Map



General Programme

28th August

12.00-14.00 Registration

14.00-17.00 Place: Aula Magna

Welcome **Carlo Carraro**, the Rector, Ca' Foscari University of Venice

Anna Cardinaletti, Director of the Department of Linguistics and Comparative Cultural Studies, Ca' Foscari University of Venice

Notes on current Educational Policies for Multilingualism: Italy

Luciano Chiappetta, Capo Dipartimento, Dipartimento per l'Istruzione, Ministero dell'Istruzione, dell'Università e della Ricerca

Carmela Palumbo, Direttore Generale, Direzione Generale degli Ordinamenti Scolastici e per l'Autonomia Scolastica, Dipartimento per l'Istruzione, Ministero dell'Istruzione, dell'Università e della Ricerca

Francesca Sabella, Dirigente Reggente, Ufficio Scolastico Regionale per il Veneto, Ministero dell'Istruzione, dell'Università e della Ricerca

Notes on current Educational Policies for Multilingualism: Europe **Laura Boselli**, Representation of the European Commission in Italy

Opening plenary: **Merrill Swain**, Professor Emeritus, OISE, University of Toronto, Canada

General information

Carmel Mary Coonan, Conference Director, Department of Linguistics and Comparative Cultural Studies, Ca' Foscari University of Venice

17.00-17.30 Coffee break

17.30-18.30 Parallel sessions

29th August

08.30-9.30 Registration

09.30-11.00 Place: Aula Magna

Plenaries: **Laurent Gajo**, Université de Genève, Switzerland

Francisco Lorenzo, Universidad Pablo de Olavide, Seville, Spain

11.00-11.30 Coffee break

11.30-12.30 Parallel sessions

12.40-13.30 Place: Aula Magna

Plenaries: **David Marsh**, University of Jyväskylä Group, Finland

Gisella Langé, Ministero dell'Istruzione, dell'Università e della Ricerca, Italy

13.30- 15.00 Lunch

15.00-16.30 Parallel sessions

16.30-17.00 Coffee break

17.00-18.30 Parallel sessions

20.00 Social Dinner

30th August

09.00-10.30 Parallel sessions

11.00-12.30 Place: Aula Magna

Plenaries: **Anna Uhl Chamot**, The George Washington University, Washington, DC, USA

Oliver Meyer, Johannes Gutenberg-Universität, Mainz, Germany

Closing remarks

12.30 Brunch

Key:

L = Learning and CLIL
T = Teaching and CLIL
TE = Teacher Education and CLIL
ML = CLIL Management and Leadership
GPE = Good Practices and Experiences

Programme of the 9th International CLIL Conference
THINK CLIL 2014
August 28-30, 2014 – Venice (Italy)

Polo San Giobbe, Fondamenta San Giobbe, Cannaregio 873, 30121 Venezia

THURSDAY 28th

12:00-14:00 Registration

Welcome

Carlo Carraro, the Rector, Ca' Foscari University of Venice

Anna Cardinaletti, Director of the Department of Linguistics and Comparative Cultural Studies, Ca' Foscari University of Venice

Notes on current Educational Policies for Multilingualism: Italy

Luciano Chiappetta, Capo Dipartimento, Dipartimento per l'Istruzione, Ministero dell'Istruzione, dell'Università e della Ricerca

Carmela Palumbo, Direttore Generale, Direzione Generale degli Ordinamenti Scolastici e per l'Autonomia Scolastica, Dipartimento per l'Istruzione, Ministero dell'Istruzione, dell'Università e della Ricerca

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Notes on current Educational Policies for Multilingualism: Europe

Laura Boselli, Representation of the European Commission in Italy

Opening Plenary

Merrill Swain, Professor Emeritus, OISE, University of Toronto, Canada

The 'I' in CLIL, Language, and the L1/L2 Debate

General information

Carmel Mary Coonan, Conference Director, Department of Linguistics and Comparative Cultural Studies, Ca' Foscari University of Venice

17:00-17:30 Coffee break

17:30-19:00 Parallel Session Presentations						
Room	Room 9C (L)	Room 9B (GPE)	Room 7B (T)	Room 8B (TE)	Room 10C (T + TE)	Room 10B (ML)
17:30-18:00	Walenta, POLAND When content gets in the way: researching CLIL learners' processing strategies ENGLISH	Sasajima, JAPAN CLIL can build teachers' intercultural awareness ENGLISH	Quigley, ITALY The importance of non-native teachers as a reference point for CLIL students ENGLISH	Clark, Guarda, ITALY CLIL and Internationalization: developing a language policy ENGLISH	Yamano, JAPAN Exploring CLIL potential for primary EFL education in Japan ENGLISH	Martyniuk, POLAND CLIL as a strategic approach to academic education ENGLISH
18:00-18:30	Lim-Falk, SWEDEN Students' academic L1 competence in English-medium CLIL contexts in Sweden ENGLISH	Jalkanen, FINLAND Experiences of English at a Finnish primary school ENGLISH	Bier, ITALY Teacher motivation in CLIL environments ENGLISH	Clark, Guarda, ITALY CLIL "is not simply translating our slides"; training for university lecturers teaching through English ENGLISH	Clemente, SPAIN CLIL tandem teaching: dual power in the classroom? ENGLISH	Sisti, ITALY CLIL in higher education: what if...? ENGLISH
18:30-19:00	Sandberg, SWEDEN "OMG we are listening so carefully": Swedish CLIL students talk about their experiences of studying content through the medium of English ENGLISH	Serragiotto, Dal Lago, ITALY CLIL case study: primary school ENGLISH / ITALIAN	Costa, ITALY Defamiliarisation in teachers' input. The cognitive added value of CLIL ENGLISH	Carlioni, ITALY CLIL materials development in Higher Education: corpus linguistics and digital tools ENGLISH	Fields, SPAIN Teaching CLIL methodology using CLIL methodology ENGLISH	Lucietto, ITALY "From one class to one school": managing CLIL development over time. The path to a whole- school approach in a Montessori-inspired CLIL school in South Tyrol, Italy ENGLISH / ITALIAN

FRIDAY 29th

8:30-9:30 Registration						
<i>Plenaries</i>						
9:30-11:00 Aula Magna	<p style="text-align: center;">Laurent Gajo, Université de Genève, Switzerland <i>Meso-alternation of languages and knowledge saturation in the CLIL classroom: new tools at the crossroads between analysis and practice</i></p> <p style="text-align: center;">Francisco Lorenzo, Universidad Pablo de Olavide, Seville, Spain <i>Telling the past in a second language. Aspects of CLIL for History</i></p>					
11:00-11:30 Coffee break						
11:30-12:30 Parallel Session Presentations						
Room	Room 9B (L)	Room 7B (GPE)	Room 9C (T)	Room 10C (TE)	Room 10B (TE)	Room 8B (ML)
11:30-12:00	<p>Swain, CANADA Merrill Swain's plenary follow-up session</p> <p>ENGLISH</p>	<p>Vicentini, ITALY Pythagorean theorem and triples: a CLIL experience at Liceo Artistico</p> <p>ENGLISH</p>	<p>Favaro, Menegale, ITALY Flipping the CLIL classroom to boost learner autonomy</p> <p>ENGLISH</p>	<p>Lopriore, ITALY CLIL emerging communities: language education and assessment issues</p> <p>ENGLISH</p>	<p>Pokrivcakova, SLOVAKIA Research implications for training CLIL teachers in Slovakia</p> <p>ENGLISH</p>	<p>Farwell, ITALY CLIL-like conditions in large university lectures in the US: a testimonial experience with technology recommendations</p> <p>ENGLISH</p>
12:00-12:30	<p>Wode, GERMANY Early English immersion in Germany</p> <p>ENGLISH</p>	<p>Oddone, Barbero, ITALY Developing key competences in CLIL through technologies</p> <p>ITALIAN</p>	<p>Hurajova, SLOVAKIA Teachers in a CLIL education environment</p> <p>ENGLISH</p>	<p>Pedrazzini, ITALY Content and language integrated learning in the Italian classroom: a focus on the teacher's use of English in a Science lesson</p> <p>ENGLISH</p>	<p>Corino, ITALY CLIL-oriented cloze test: making holes between language and content</p> <p>ENGLISH</p>	<p>Parsons, Walker, JAPAN Issues related to the adoption of CLIL in Japanese universities</p> <p>ENGLISH</p>
12:40-13:30 Aula Magna	<p style="text-align: center;"><i>Plenaries</i></p> <p style="text-align: center;">David Marsh, University of Jyväskylä Group, Finland <i>Inside the Minds of the Multilingual Internet Generation</i></p> <p style="text-align: center;">Gisella Langè, Ministero dell'Istruzione, dell'Università e della Ricerca, Italy <i>Spotlight on transversal skills in CLIL</i></p>					
13:30-15:00 Lunch						

15:00-16:30 Parallel Session Presentations						
Room	Room 10C (L)	Room 10B (GPE + L)	Room 7B (T)	Room 9C (IE)	Room 9B (GPE + T)	Room 8B (ML)
15:00-15:30	Rumlich, GERMANY The development of written language proficiency in German CLIL students: findings from the first large-scale longitudinal study, incorporating creaming and preparation effects ENGLISH	Giardoni, ITALY CLIL e italiano L2 nelle scuole di lingua tedesca in Alto Adige: insegnamenti alla progettazione didattica ITALIAN	Bailey, ITALY Attaining CLIL in the primary school classroom ENGLISH	Cingano, ITALY CLIL EVO (Electronic Village On Line): global online teacher training ENGLISH / ITALIAN	Prentice, Fitzgerald (Oxford University Press), ITALY Reading for CLIL in the 21 st century ENGLISH	Canavesio, ITALY Monitoring a primary school bilingual education pilot programme: context analysis and curriculum study ENGLISH
15:30-16:00	Peled, ISRAEL The challenge of implementing self-regulated learning in an English teacher pre-service literature course: a personal journey ENGLISH	Moore, Hoskyn, CANADA Thinking CLIL at the museum. Ipad, Science and early literacy development with 5-year old multilingual children in Canada ENGLISH	Ferrari, ITALY Digital cultural heritage resources for CLIL ENGLISH	Lechner, AUSTRIA Training subject-teachers in Austria to meet new challenges within current contexts for CLIL ENGLISH	Favilli, ITALY Mathematics teachers and CLIL: first outcomes of a questionnaire analysis in Tuscany, Italy ENGLISH	Juan-Garau, SPAIN CLIL at the crossroads: the trilingual policy implemented in the Balearic Islands ENGLISH
16:00-16:30	Ricci Garotti, ITALY Risultati CLIL disciplina non linguistica indagine qualitativa ENGLISH / ITALIAN / GERMAN		Lyng, DENMARK Implementing CLIL in primary and vocational schools ENGLISH	Navarro-Pablo, SPAIN CLIL teacher training: lesson planning, materials and resources for Primary education ENGLISH	Thorp (Trinity College London), UK Assessment: role and potential in CLIL ENGLISH	Fazzi, ITALY A museum study programme for students of a foreign language: issues in planning and implementation ENGLISH
16:30-17:00 Coffee break						

17:00-18:30 Parallel Session Presentations						
Room	Room 10C (L)	Room 10B (GPE + L)	Room 7B (T)	Room 9C (TE)	Room 9B (TE + GPE)	Room 8B (ML)
17:00-17:30	Sánchez Pérez-Sagario Salaberrí , SPAIN Writing professional genres in a second language: results from a Spanish university CLIL context ENGLISH	Aissen , FINLAND Erasmus student perceptions on CLIL at a Finnish university ENGLISH	McMillen , ITALY The challenge of teaching CLL first-year History in an Italian high school: mission impossible? Not quite! ENGLISH	Ludbrook, Serragiotto , ITALY Reflections on a possible CLIL certification ENGLISH	Norton, Hoatson (British Council) , ITALY CLIL policy and practice: training as quality change agent ENGLISH	Prochazkova , CZECH REPUBLIC CLIL implementation and methodological support in the Czech Republic ENGLISH
17:30-18:00	Kojima , JAPAN Learner anxiety and motivation towards EM/CLIL-mode lectures at a Japanese university ENGLISH	Pladevall-Ballester , SPAIN CLIL in minimal input contexts: development of receptive skills in early L2 training ENGLISH	Yoximer-Paulsrud , SWEDEN Translanguaging in the English-medium content classroom: perspectives and practices from two upper secondary schools in Sweden ENGLISH	Bubalo , ITALY CLIL teacher training in Italy: the appropriacy of the Reflective Model ENGLISH	Scanselli , ITALY Mission (if) possible! A Maths-CLIL experience in early years ENGLISH	Pugliese , ITALY Implementing CLIL in primary school: the BEI Project ENGLISH / ITALIAN
18:00-18:30	Benešová , CZECH REP. Learning strategies in the context of CLIL and vocabulary development ENGLISH	Romei, Papapicco , ITALY The GLOCLIL project: a European chance for teachers ENGLISH	Ennis , ITALY Teaching on the CLIL fault line ENGLISH	Paggiaro , ITALY Reflective attitudes in CLIL teacher training ENGLISH	Nuttall (Cambridge International Examinations) , UK Reflective practice and qualifications for teachers of bilingual learners ENGLISH	Smała , AUSTRALIA Hybrid forms of CLIL: managing increasingly diverse participants in times of globalization ENGLISH

20:00 Social Dinner

SATURDAY 30th

9:00-10:30 Parallel Session Presentations							
Room	Room 9B (L)	Room 8B (GPE)	Room 10A (ML + T + TE)	Room 10C (TE)	Room 9C (TE)	Room 7B (GPE)	Room 10B (GPE + TE)
9:00-9:30	<p>Mewald, AUSTRIA The impact of bilingual education on lexical range and communicative competence</p> <p>ENGLISH</p>	<p>Ianeselli, WALSH, ITALY The CLIL pathway: how do you like your eggs? An experience in Year 1 in Rovereto (Italy)</p> <p>ENGLISH/ITALIAN</p>	<p>Pavón Vázquez, SPAIN Challenges for the implementation of CLIL in some European countries: the case of the CORE-CLIL Project</p> <p>ENGLISH</p>	<p>Mikuláš, CZECH REPUBLIC ESP and CLIL: what comes first?</p> <p>ENGLISH</p>	<p>Chien, TAIWAN Influence of differentiated instruction and CLIL workshops on Taiwanese elementary school English teachers' activity design</p> <p>ENGLISH</p>	<p>Papapicco, Modugno, ITALY Extensive reading and creative writing: the self-contained e-book</p> <p>ENGLISH</p>	<p>Ballabio, ITALY Subject + language + grade: an example of how to make CLIL work</p> <p>ENGLISH</p>
9:30-10:00	<p>Pavan, CREEK, ITALY CLIL as a means to developing intercultural communicative competence</p> <p>ENGLISH</p>	<p>Cuccu, ITALY A visual atmosphere in a CLIL setting</p> <p>ENGLISH</p>	<p>Chopey-Paquet, UK, BELGIUM Constructing 'integration space': issues, factors and processes for subject-content and language teacher collaborative pedagogic partnership in CLIL</p> <p>ENGLISH</p>	<p>Arbonés, Civera, SPAIN Digital literacy and reflective practices through CLIL in teacher education</p> <p>ENGLISH</p>	<p>Mariotti, ITALY Problem solving as a key aspect of CLIL teaching</p> <p>ENGLISH</p>	<p>Tomasi, Canavesio, ITALY Cross-curricular projects in bilingual education: a mixed-year groups experience in the primary school</p> <p>ENGLISH</p>	<p>Aiello, USA Training CLIL teachers: the issue of assessing educational professionals</p> <p>ENGLISH</p>
10:00-10:30	<p>Smaia, AUSTRALIA Self-regulation, multiliteracies, and managed on-line learning environments: student voices in CLIL/Science</p> <p>ENGLISH</p>	<p>Zanesco, ITALY Philosophy in English: debating</p> <p>ENGLISH</p>	<p>Habte-Gabr, COLOMBIA CLIL effectiveness seen through non-lingua franca in a Colombian teacher training course</p> <p>ENGLISH</p>	<p>Civera, Arbonés, SPAIN Integrating Art, Science and ICT in the English classroom</p> <p>ENGLISH</p>	<p>Carducci, ITALY High school Science and Math: creating CLIL materials from non-CLIL sources</p> <p>ENGLISH</p>	<p>Mireis-Lauria, ITALY Long-term inquiry-based projects involving the community in students' learning as part of a CLIL programme</p> <p>ENGLISH</p>	<p>Piccinelli, ITALY Students or teachers: a Science CLIL project for high school students</p> <p>ITALIAN</p>
11:00-12:30 Aula Magna	<p>Plenaries Anna Uhl Chamot, The George Washington University, Washington DC, USA <i>Integrating Learning Strategies into the CLIL Classroom</i></p> <p>Oliver Meyer, Johannes Gutenberg-Universität, Mainz, Germany <i>Taking CLIL to the next level: developing pluriliteracies for knowledge construction and meaning making</i></p>						
Closing remarks							12:30 Brunch

List of Presenters

Surname	Name	Country	Institution	E-mail	Title	Area
Aiello	Jacqueline	USA	New York University	j.aiello@nyu.edu	<i>Training CLIL teachers: the issue of assessing educational professionals</i>	Teacher Education and CLIL
Alssen	Elizabeth	Finland	University of Lapland	elizabeth.alsen@ulapland.fi	<i>Erasmus student perceptions on CLIL at a Finnish university</i>	Good Practices and Experiences
Arbonés Solá Civera Lopez	Carmen Isabel	Spain	Universitat de Barcelona	carbones@ub.edu icivera@ub.edu	<i>Digital literacy and reflective practices through CLIL in teacher education</i>	Teacher Education and CLIL
Bailey	Nancy	Italy	Teacher Trainer for the Ministry of Education, Italy	redigranbailey@yahoo.it	<i>Attaining CLIL in the primary school classroom</i>	Teaching and CLIL
Ballabio	Silvia	Italy	Istituzione Culturale "Don Carlo Gnocchi"	direzione@12teach.it	<i>Subject + language + grade: an example of how to make CLIL work</i>	Good Practices and Experiences
Benešová	Barbora	Czech Republic	University of West Bohemia	barabenes@seznam.cz	<i>Learning strategies in the context of CLIL and vocabulary development</i>	Learning and CLIL
Bier	Ada	Italy	Università Cà Foscari di Venezia	adabier85@gmail.com	<i>Teacher motivation in CLIL environments</i>	Teaching and CLIL
Bubalo	Nicole	Italy	Globally Speaking Language School, Rome	nicole@globallyspeaking.it	<i>CLIL teacher training in Italy: the appropriacy of the Reflective Model</i>	Teacher Education and CLIL
Canavesio	Maria Luisa	Italy	Dip.to della Conoscenza, Prov. di Trento	marialuisa.canavesio@istitutotrento5.it	<i>Monitoring a primary school bilingual education pilot programme: context analysis and curriculum study</i>	CLIL Management and Leadership
Carducci	Francesca I.	Italy	Università di Urbino "Carlo Bo"	francesca.carducci@uniurb.it	<i>High school Science and Math: creating CLIL materials from non-CLIL sources</i>	Teacher Education and CLIL
Carloni	Giovanna	Italy	Università di Urbino "Carlo Bo"	giovanna.carloni@uniurb.it	<i>CLIL materials development in Higher Education: corpus linguistics and digital tools</i>	Teacher Education and CLIL
Chamot	Anna U.	USA	The George Washington University, Washington DC	auchamot@aol.com	<i>Integrating learning strategies into the CLIL classroom</i>	Plenary
Chien	Chin-Wen	Taiwan	National Hsinchu University of Education	chinwenc@ms24.hinet.net	<i>Influence of differentiated instruction and CLIL workshops on Taiwanese elementary school English teachers' activity design</i>	Teacher Education and CLIL
Chohey-Paquet	Mary	UK Belgium	University of Aberdeen Université de Namur	m.choheypaquet@abdn.ac.uk	<i>Constructing 'integration space': issues, factors and processes for subject-content and language teacher collaborative pedagogic partnership in CLIL</i>	Teaching and CLIL
Cinganotto	Letizia	Italy	Ministry of Education, Italy	letizia.cinganotto@istruzione.it	<i>CLIL EVO (Electronic Village On Line): global online teacher training</i>	Teacher Education and CLIL
Civera Lopez Arbonés Solá	Isabel Carmen	Spain	Universitat de Barcelona	icivera@ub.edu carbones@ub.edu	<i>Integrating Art, Science and ICT in the English classroom</i>	Teacher Education and CLIL
Clark Guarda	Caroline Marta	Italy	Università di Padova	caroline.clark@unipd.it marta.guard@gmail.com	<i>CLIL and internationalization: developing a language policy</i>	Teacher Education and CLIL
Clark Guarda	Caroline Marta	Italy	Università di Padova	caroline.clark@unipd.it marta.guard@gmail.com	<i>CLIL "is not simply translating our slides": training for university lecturers teaching through English</i>	Teacher Education and CLIL
Clemente	Mercè	Spain	University of Lleida	merceclemente@hotmail.com	<i>CLIL tandem teaching: dual power in the classroom?</i>	Teaching and CLIL
Corino	Elisa	Italy	Università di Torino	elisa.corino@unito.it	<i>CLIL-oriented cloze test: making holes between language and content</i>	Teacher Education and CLIL
Costa	Francesca	Italy	Università Cattolica del Sacro Cuore, Milano	francesca.costa@unicatt.it	<i>Defamiliarisation in teachers' input. The cognitive added value of CLIL</i>	Teaching and CLIL
Cuccu	Roberto	Italy	IIS "G. Asproni" di Iglesias, Cagliari	mrcuccu@yahoo.it	<i>A visual atmosphere in a CLIL setting</i>	Good Practices and Experiences
Ennis	Michael J.	Italy	Libera Università di Bolzano	michaeljoseph.ennis@unibz.it	<i>Teaching on the CLIL fault line</i>	Teaching and CLIL
Farwell	Catherine L.	Italy	Università di Urbino "Carlo Bo"	catherine.farwell@uniurb.it	<i>CLIL-like conditions in large university lectures in the US: a testimonial experience with technology recommendations</i>	CLIL Management and Leadership
Favaro Menegale	Luciana Marcella	Italy	Università Cà Foscari di Venezia	luciana.favaro@unive.it menegale@unive.it	<i>Flipping the CLIL classroom to boost learner autonomy</i>	Teaching and CLIL
Favilli	Franco	Italy	Università di Pisa	favilli@dm.unipi.it	<i>Mathematics teachers and CLIL: first outcomes of a questionnaire analysis in Tuscany, Italy</i>	Teacher Education and CLIL

Fazzi	Fabiana	Italy	Università Cà Foscari di Venezia	fabiana.fazzi@gmail.com	<i>A museum study programme for students of a foreign language: issues in planning and implementation</i>	CLIL Management and Leadership
Ferrara	Vincenza	Italy	Università "la Sapienza" di Roma	vincenza.ferrara@uniroma1.it	<i>Digital cultural heritage resources for CLIL</i>	Teaching and CLIL
Fields	Donna L.	Spain	Universidad Internacional de Valencia	delfinesplaya@gmail.com	<i>Teaching CLIL methodology using CLIL methodology</i>	Teacher Education and CLIL
Gajo	Laurent	Switzerland	Université de Genève	laurent.gajo@unige.ch	<i>Meso-alternation of languages and knowledge saturation in the CLIL classroom: new tools at the crossroads between analysis and practice</i>	Plenary
Gilardoni	Silvia	Italy	Università Cattolica del Sacro Cuore, Milano	silvia.gilardoni@unicatt.it	<i>CLIL e italiano L2 nelle scuole di lingua tedesca in Alto Adige: dalla formazione degli insegnanti alla progettazione didattica</i>	Good Practices and Experiences
Habte-Gabr	Ezana E.	Colombia	Universidad Externado de Colombia	ezana.habte-gabr@uexternado.edu.co	<i>CLIL effectiveness seen through non-lingua franca in a Colombian teacher training course</i>	Teaching and CLIL
Hurajova	Ludmila	Slovakia	CLIP Centrum	hurajova@clipcentrum.sk	<i>Teachers in a CLIL education environment</i>	Teaching and CLIL
Ianeselli Walsh	Daniele Amy	Italy	Collegio Arcivescovile "Dame Inglesi" di Rovereto	iane84da@gmail.com bear86@gmail.com	<i>The CLIL pathway: how do you like your eggs? An experience in Year 1 in Rovereto (Italy)</i>	Good Practices and Experiences
Jalkanen	Joanne	Finland	University of Eastern Finland	joanne.jalkanen@gmail.com	<i>Experiences of English at a Finnish primary school</i>	Good Practices and Experiences
Juan-Garau	Maria	Spain	University of the Balearic Islands	maria.juan@uib.eu	<i>CLIL at the crossroads: the trilingual policy implemented in the Balearic Islands</i>	CLIL Management and Leadership
Kojima	Naoko	Japan	Doshisha University	naokokojima0308@gmail.com	<i>Learner anxiety and motivation towards EMI/CLIL-mode lectures at a Japanese university</i>	Learning and CLIL
Langè	Gisella	Italy	MIUR, Ministry of Education	gisella.lange@istruzione.it	<i>Spotlight on transversal skills in CLIL</i>	Plenary
Lechner	Christine	Austria	University of Innsbruck	christine.lechner@uibk.ac.at	<i>Training subject-teachers in Austria to meet new challenges within current contexts for CLIL</i>	Teacher Education and CLIL
Lim-Falk	Maria	Sweden	Stockholm University	maria.lim-falk@su.se	<i>Students' academic L1 competence in English-medium CLIL contexts in Sweden</i>	Learning and CLIL
Lopriore	Lucilla	Italy	Università Roma Tre	lucilla.lopriore@uniroma3.it	<i>CLIL emerging communities: language education and assessment issues</i>	Teacher Education and CLIL
Lorenzo	Francisco	Spain	Universidad Pablo de Olavide, Seville	fjlorber@upo.es	<i>Telling the past in a second language. Aspects of CLIL for History</i>	Plenary
Lucietto	Sandra	Italy	Libera Università di Bolzano	sandra.lucietto@vodafone.it	<i>"From one class to one school": managing CLIL development over time. The path to a whole-school approach in a Montessori-inspired CLIL school in South Tyrol, Italy</i>	CLIL Management and Leadership
Ludbrook Serragiotto	Geraldine Graziano	Italy	Università Cà Foscari di Venezia	ludbrook@unive.it serragiotto@unive.it	<i>Reflections on a possible CLIL certification</i>	Teacher Education and CLIL
Lynge	William W.	Denmark	SDE College	wwl@sde.dk	<i>Implementing CLIL in primary and vocational schools</i>	Teaching and CLIL
Mariotti	Cristina	Italy	Università degli Studi di Pavia	cristina.mariotti@unipv.it	<i>Problem solving as a key aspect of CLIL teaching</i>	Teacher Education and CLIL
Marsh	David	Finland	University of Jyväskylä Group	davidmarsh.eu@gmail.com	<i>Inside the minds of the multilingual internet generation</i>	Plenary
Martyniuk	Waldemar	Poland	Jagiellonian University in Kraków	wmartyniuk@hotmail.com	<i>CLIL as a strategic approach to academic education</i>	CLIL Management and Leadership
McMillen	Suzanne	Italy	Istituto Pontificio "S. Apollinare", Roma	themcmillenagency@gmail.com	<i>The challenge of teaching CLIL first-year History in an Italian high school: mission impossible? Not quite!</i>	Teaching and CLIL
Mewald	Claudia	Austria	University College of Teacher Education in Lower Austria	claudia.mewald@gmail.com	<i>The impact of bilingual education on lexical range and communicative competence</i>	Learning and CLIL
Meyer	Oliver	Germany	Johannes Gutenberg-Universität, Mainz	omeyer@uni-mainz.de	<i>Taking CLIL to the next level: developing pluriliteracies for knowledge construction and meaning making</i>	Plenary
Mikuláš	Martin	Czech Republic	Charles University in Prague	mikulas.martin@seznam.cz	<i>ESP and CLIL: what comes first?</i>	Teacher Education and CLIL

Mirels-Lauria	Aviva	Italy	Collegio Arcivescovile "Dame Inglesi" di Rovereto	missm_1970@yahoo.com	Long-term inquiry-based projects involving the community in students' learning as part of a CLIL programme	Good Practices and Experiences
Moore Hoskyn	Danièle Maureen	Canada	Simon Fraser University of Vancouver	dmoore@sfu.ca mhoskyn@sfu.ca	Thinking CLIL at the museum. Ipads, Science and early literacy development with 5-year old multilingual children in Canada	Learning and CLIL
Navarro-Pablo	Macarena	Spain	Universidad de Sevilla	mnp@us.es	CLIL teacher training: lesson planning, materials and resources for Primary education	Teacher Education and CLIL
Norton Hoatson	Maria Jane	Italy	British Council	maria.norton@britishcouncil.org jane.heatson@britishcouncil.it	CLIL policy and practice: training as quality change agent	Teacher Education and CLIL
Nuttall	Martin	UK	Cambridge International Examinations	nuttall.m@cie.org.uk	Reflective practice and qualifications for teachers of bilingual learners	Teacher Education and CLIL
Oddone Barbero	Cristina Teresina	Italy	Università di Genova Università di Torino	cristina.oddone@alice.it t.barbero@alice.it	Developing key competences in CLIL through technologies	Good Practices and Experiences
Paggiaro	Luisanna	Italy	LEND-Lingua e Nuova Didattica	luis.paggiaro@libero.it	Reflective attitudes in CLIL teacher training	Teacher Education and CLIL
Papapicco Modugno	Anna Vincenzo	Italy	ITE e Liceo Ling. "D. Romanazzi", Bari	annapapicco@gmail.com vince.mdg@gmail.com	Extensive reading and creative writing: the self-contained e-book	Good Practices and Experiences
Parsons Walker	Martin Larry	Japan	Hannan University Kyoto Prefectural University	mp@hannan-u.ac.jp lerwalker@gmail.com	Issues related to the adoption of CLIL in Japanese universities	CLIL Management and Leadership
Pavan Creek	Elisabetta Hilary	Italy	Università Cà Foscari di Venezia Liceo "Brocchi", Bassano del Grappa, Vicenza	epavan@unive.it hilcreek@gmail.com	CLIL as a means to developing intercultural communicative competence	Learning and CLIL
Pavón-Vásquez	Victor	Spain	Universidad de Córdoba	victor.pavon@uco.es	Challenges for the implementation of CLIL in some European countries: the case of the CORE-CLIL Project	CLIL Management and Leadership
Pedrazzini	Luciana	Italy	Università degli Studi di Milano	luciana.pedrazzini@unimi.it	Content and language integrated learning in the Italian classroom: a focus on the teacher's use of English in a Science lesson	Teacher Education and CLIL
Peled	Nancy	Israel	Oranim Academic College of Education	nancy_p@oranim.ac.il	The challenge of implementing self-regulated learning in an English teacher pre-service literature course: a personal journey	Learning and CLIL
Piccinelli	Anna	Italy	Liceo "Novello", Codogno, Lodi	anna.piccinelli@libero.it	Students or teachers: a Science CLIL project for high school students	Good Practices and Experiences
Pladevall-Ballester	Elisabet	Spain	Universitat Autònoma de Barcelona	elisabet.pladevall@uab.cat	CLIL in minimal input contexts: development of receptive skills in early L2 training	Learning and CLIL
Pokrivcakova	Silvia	Slovakia	Constantine the Philosopher University in Nitra	spokrivcakova@ukf.sk	Research implications for training CLIL teachers in Slovakia	Teacher Education and CLIL
Prentice Fitzgerald	Nina Donatella	Italy	Oxford University Press	ninaprentice@gmail.com donatella.fitzgerald@oup.com	Reading for CLIL in the 21st century	Good Practices and Experiences
Prochazkova	Lenka	Czech Republic	Charles University in Prague	lenka.prochazkova@harmod.cz	CLIL implementation and methodological support in the Czech Republic	CLIL Management and Leadership
Pugliese	Roberta	Italy	USR Lombardia	robertapugliese.usr@gmail.com	Implementing CLIL in primary school: the BEI Project	CLIL Management and Leadership
Quigley	Michelle	Italy	Globally Speaking Language School, Rome	michelle@globallyspeaking.it	The importance of non-native teachers as a reference point for CLIL students	Teaching and CLIL
Ricci-Garotti	Federica	Italy	Università di Trento	f.riccigarotti@lett.unitn.it	Risultati CLIL, disciplina non linguistica indagine qualitativa	Learning and CLIL
Romei Papapicco	Settimio A. Anna	Italy	ITE e Liceo Ling. "D. Romanazzi", Bari	tr61@libero.it annapapicco@gmail.com	The GLOCLIL project: a European chance for teachers	Good Practices and Experiences
Rumlich	Dominik	Germany	University of Duisburg-Essen	dominik.rumlich@uni-due.de	The development of written language proficiency in German CLIL students: findings from the first large-scale longitudinal study incorporating creaming and preparation effects	Learning and CLIL
Sánchez-Pérez Sagrario-Salaberri	María del Mar María	Spain	Universidad de Almería	cein@ual.es sagrario@ual.es	Writing professional genres in a second language: results from a Spanish university CLIL context	Learning and CLIL

Sandberg	Ylva	Sweden	Stockholm University	yiva.sandberg@isd.su.se	"OMG we are listening so carefully": Swedish CLIL students talk about their experiences of studying content through the medium of English	Learning and CLIL
Sasajima	Shigeru	Japan	Saitama Medical University	sasajima@saitama-med.ac.jp	CLIL can build teachers' intercultural awareness	Good Practices and Experiences
Scanselli	Agata	Italy	Freelancer	ecce66@tiscali.it	Mission (im)possible! A Maths-CLIL experience in early years	Good Practices and Experiences
Serragiotto Dal Lago	Graziano Ludowica	Italy	Università Cà Foscari di Venezia IPRASE	serragiotto@unive.it ludowica.dal.lago@iprase.tn.it	CLIL case study: primary school	Good Practices and Experiences
Sisti	Flora	Italy	Università di Urbino "Carlo Bo"	flora.sisti@uniurb.it	CLIL in higher education: what if...?	CLIL Management and Leadership
Smala	Simone	Australia	The University of Queensland, Brisbane	s.smala@uq.edu.au	Self-regulation, multiliteracies, and managed on-line learning environments: student voices in CLIL/Science	Learning and CLIL
Smala	Simone	Australia	The University of Queensland, Brisbane	s.smala@uq.edu.au	Hybrid forms of CLIL: managing increasingly diverse participants in times of globalization	CLIL Management and Leadership
Swain	Merrill	Canada	OISE, University of Toronto	merrill.swain@utoronto.ca	The "I" in CLIL, languaging, and the L1/L2 debate	Plenary
Thorp	Alex	Italy	Trinity College London	academicteam@trinitycollege.it	Assessment: role and potential in CLIL	Good Practices and Experiences
Tomasi Canavesio	Antonella Maria Luisa	Italy	Dip.to della Conoscenza, Prov. di Trento	antonella_tomasi@virgilio.it marialuisa.canavesio@istitutotrento5.it	Cross-curricular projects in bilingual education: a mixed-year groups experience in the primary school	Good Practices and Experiences
Vicentini	Caterina	Italy	Liceo Artistico "Max Fabiani", Gorizia Università di Udine	cater.vicentini@gmail.com	Pythagorean theorem and triples: a CLIL experience at a Liceo Artistico	Good Practices and Experiences
Walenta	Magdalena	Poland	University of Warsaw	magwalenta@wp.pl	When content gets in the way: researching CLIL learners' processing strategies	Learning and CLIL
Wode	Henning	Germany	University of Kiel	hb.wode@t-online.de	Early English immersion in Germany	Learning and CLIL
Yamano	Yuki	Japan	Utsunomiya University	yyamano@cc.utsunomiya-u.ac.jp	Exploring CLIL potential for primary EFL education in Japan	Teaching and CLIL
Yoxsimer-Paulsrud	Beth Anne	Sweden	Dalarna University	byp@du.se	Translanguaging in the English-medium content classroom: perspectives and practices from two upper secondary schools in Sweden	Teaching and CLIL
ZanESCO	Cinzia	Italy	Liceo Scientifico Statale "G.B. Quadri", Vicenza	cinzia.zanESCO@gmail.com	Philosophy in English: debating	Good Practices and Experiences

Plenary Speakers

CHAMOT, ANNA UHL (The George Washington University, Washington DC, USA)

Integrating learning strategies into the CLIL classroom

Learning both content and language in the CLIL classroom is challenging. Understanding and remembering new content taught in a second language is difficult because students must process new conceptual knowledge simultaneously with the academic language needed to comprehend and express it. To successfully meet this challenge, students need tools that enable them to learn strategically and independently. The purpose of this presentation is to suggest ways in which explicit instruction in learning strategies that assist both language and content learning can help students become more successful in the CLIL classroom. While some learners use strategies implicitly, others can benefit from explicit instruction. Research on learning strategies indicates that they should be modeled and explicitly taught by the teacher. This is often done by "thinking aloud" as the teacher performs a language task, then naming the strategy modeled and asking students if they also use it and, if so, to provide examples. This can lead to discussions of the different learning strategies students can use while learning both content and language; such discussions develop metacognitive awareness and students' growing understanding that they control their learning through their own strategic efforts.

BIOGRAPHY

Anna Uhl Chamot is Professor of Curriculum and Pedagogy and Faculty Advisor for English as a Second Language (ESL) and Foreign Language Education at the George Washington University Graduate School of Education and Human Development. She also directs the National Capital Language Resource Center (NCLRC), which conducts research, teacher education, and materials development for foreign language educators. Dr. Chamot has been principal investigator for a number of studies that investigated language learning processes of both second and foreign language students. Her research interests are in language learning strategies, content-based language instruction, and literacy development in adolescent English learners. In addition to preparing future language teachers, Dr. Chamot has also taught second and foreign languages in Grades 1 to 12 in the United States, Great Britain, Colombia, and Venezuela. She co-designed the Cognitive Academic Language Learning Approach (CALLA), an instructional model for English language learners and has adapted this model to meet the needs of students learning English and other languages as foreign languages. Her publications include articles and books on research, methodology, and instructional materials, including: The Learning Strategies Handbook, The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach (2nd edition), and Learning Strategies in Second Language Acquisition. Dr. Chamot holds a Ph.D. in Applied Linguistics from the University of Texas at Austin, an M.A. in Foreign Language Education from Teachers College, Columbia University, and a B.A. in Spanish Literature from the George Washington University. She is bilingual in Spanish and English and fluent in French.

GAJO, LAURENT (Université de Genève, Switzerland)

Meso-alternation of languages and knowledge saturation in the CLIL classroom: new tools at the crossroads between analysis and practice

CLIL can be organized in different ways, depending on socio-institutional factors and on teaching strategies. An important locus of such a variation is the place and the role of language alternation, which can occur at different levels. Micro-alternation corresponds to the well-known process of code-switching, whereas macro-alternation is related to the curriculum organization (distribution of languages across the curriculum). In this talk, we would like to focus on the meso-alternation level, occurring at transitional points between particular didactic tasks (for example, explanation in L2 and summary in L1). This kind of alternation results

from institutional decisions and/or from teachers' strategies. Language alternation, especially at the meso level, is likely to play a role in the process of knowledge saturation, intended as a point where the construction of subject knowledge reaches some form of completion, a kind of balance between conceptual and discourse information. This process is central in CLIL – as an integration of content and language – and could be highlighted or even achieved through language alternation. We will argue for meso-alternation and knowledge saturation being both powerful tools to analyze and to manage the CLIL classroom.

BIOGRAPHY

Laurent Gajo is professor of Linguistics at the University of Geneva, where he is the Head of the École de Langue et de Civilisation Françaises (ELCF). He is a specialist of second language acquisition, classroom interaction, multilingualism, bilingual education and language policy. Between 2005-2008 he carried out a research project within the Swiss National Research Programme 56 (Diversité des langues et compétences linguistiques en Suisse) and more recently he has directed the Geneva/Lausanne team of the European project DYLAN (Language Dynamics and Management of Diversity, integrated project FP6 028702). He has also carried out several research projects on bilingual education, both in Central and Eastern Europe as well as in the Aosta Valley. Through a qualitative approach to classroom interaction from the Kindergarten to Higher Education, he tries to develop analytical tools related to the integration process of language and subject knowledge in different socio-institutional contexts. He is also involved in teacher training. Concerning educational policy in Switzerland he presided over the reference group for foreign language teaching of the Conférence intercantonale des directeurs de l'instruction publique de la Suisse romande et du Tessin (2007-2011). At the international level, he was a member of the Scientific Board of the Agence universitaire de la Francophonie (2007-2013) and since 2013 is on the Board of the Association pour le développement de l'enseignement bi/plurilingue.

LANGÈ, GISELLA (Ministero dell'Istruzione, dell'Università e della Ricerca, Italy)

Spotlight on transversal skills in CLIL

According to the European Commission, there is a need for teachers to focus more and more on transversal skills, such as the ability to think critically, to take the initiative, to problem solve and to work collaboratively. In a world where rapid change is inevitable, how can we encourage and effectively enable teachers to design competence-based learning materials and to implement learning tools that favour skills transferability in both life and work? The education reform in Italy has reshaped curricula on the basis of new concepts such as 'student-centredness', 'key competences' and 'learning outcomes'. CLIL methodology, mandatory in the final year of upper secondary schools as from 2014/15, offers the opportunity to strengthen cross-curricular approaches. CLIL teachers are showing their ability to learn, to keep on learning and to be adaptable to change. CLIL teams of foreign language teachers and subject teachers are creating synergies between language learning and the acquisition of other transversal skills. Communities of practice are working collaboratively on how such skills can be integrated into learning/teaching materials, teacher training, pedagogy and assessment and how they can be transferred to other contexts. In short, CLIL is proving to be a real driver for transversal skills, both for teachers and students!

BIOGRAPHY

Professor Gisella Langè is a Foreign Languages Inspector with the Italian Ministry of Education, advising on internationalisation and foreign languages. She is currently involved in National Groups organized by the Ministry of Education on Primary teacher training, National Guidelines and CLIL. She is a researcher, writer and consultant on issues relating to language policies, foreign language teaching, testing and certifications, curriculum development and intercultural education. She has wide experience of working on developing culture and language learning

solutions and of web-based teacher training on national and international platforms. An expert within the European Commission and the Council of Europe, thematic groups and studies she has been involved in include "Key Data on Teaching Languages at School in Europe 2012" (Italian expert for the Eurydice study), "Early Language Learning" (member of the European Commission Thematic group), the "European Language Portfolio" (member of the CoE Validation Committee and IMPEL project of ECML in Graz), the "Autobiography for Intercultural Encounters" (co-translator into Italian of the CoE document), and Content and Language Integrated Learning (member of working groups). Projects she has been involved in include SUBJECT PROJECTS, TIE-CLIL, CLILCOM, CLIL Consortium, CLIL Cascade Network, LICl, LACE, PROMICE, etc. She has published different CLIL materials and has organized several teacher training courses.

LORENZO, FRANCISCO (Universidad Pablo de Olavide, Seville, Spain)

Telling the past in a second language. Aspects of CLIL for History

The decision to teach History in a second language cannot be taken lightly. Furthermore, History is linguistically a very demanding subject. The structures of advanced narratives pose serious problems for learners. In History, texts state facts, express causality and make judgements; and these are not easy discourse functions for learners to understand or produce. This lecture will have three different parts: a) it will look at previous examples of teaching History in a second language in different parts of the world: Europe, the Middle East and America; b) it will track the progress of students' narratives in English CLIL History programs with an emphasis on the growing complexity of their narratives and c) it will present samples of CLIL History materials resulting from content teachers adapting their mainstream lessons to EFL task-based principles. In tune with the principles of this conference, the lecture will hold that, even though learning History through an L2 will not happen ipso facto, there are ways to make it feasible, adding on the quality of education systems.

BIOGRAPHY

Francisco Lorenzo is a tenured lecturer at the Department of Philology and Translation at Universidad Pablo de Olavide (Seville) and has been a visiting scholar at the Department of Linguistics (Harvard University), Institute of Education (University of London) and Centre for Applied Language Studies (University of Jyväskylä, Finland). His research work has focused on the study of second language acquisition and bilingualism, sociolinguistics and sociology of language and European language policies.

On these issues he has carried out research which has been published in *Applied Linguistics*, *European Journal of Language Policy*, *Language Learning Journal*, *Language and Education* and *International Journal of Bilingual Education and Bilingualism*. Lorenzo is also the author of several monographs: *Motivación y Segundas Lenguas* (Arcolibro, 2006), *Educación Bilingüe* (Síntesis, 2011) (with J.M. Vez and F. Trujillo) and *Competencia Comunicativa en Español L2* (Edinumen, 2004) (with S. Ruhstaller).

As a PhD director, he has supervised research on different research topics: CLIL programs in Europe (Dr. Fabrizio Maggi), European language policies on non lingua francas (Dr. América Pérez) and oral competence in educational bilingual programs (Dr. Pat Moore). Currently, his research centres around complex syntax in L1 and L2 and historical biliteracy. He has been director of a number of masters programmes at his home institution: Máster de Enseñanza de Español ELE, Master de Enseñanza Bilingüe and Máster de Formación del Profesorado de Secundaria, Formación Profesional y Enseñanza de Idiomas. As a senior researcher, he has contributed to projects funded by the European Language Council, the Spanish Ministry of Education and the Junta de Andalucía. From 2012 to 2014 he was a member of the board of the Spanish Association of Applied Linguistics. While serving in this position, he directed the XXXII International AESLA Conference 'Language Industries and Social Change'.

MARSH, DAVID (University of Jyväskylä Group, Finland)

Inside the minds of the multilingual internet generation

Think CLIL 2014 enables us to celebrate 20 years of innovative practices which are contributing to a re-shaping of languages in education from early learning through to adult education. Since 1994 we have witnessed profound global shifts in attitudes towards how education needs to be transformed so that it is fit-for-purpose in the 21st century. CLIL plays an increasingly active role in achieving positive educational change at a deeper and more significant level than initially envisaged in the 1990s. Alongside changes in the positioning of languages and social cohesion, there are two emergent phenomena which are also driving global interest and uptake of integrated language learning. One is the impact of bi-literacy on the minds, brains and well-being of young people. The other is on the needs and expectations of these individuals resulting from early and extensive use of advanced technologies. This presentation blends understanding of the impact of each on the transversals of human health and well-being through CLIL practice.

BIOGRAPHY

David Marsh Ph.D., Hon.D., is author of *The CLIL Trajectory: Educational Innovation for the 21st Century iGeneration*, Córdoba Academic Press (2013), and lead author of *The Higher Education English Language Landscape: Ensuring Quality in English Language Degree Programmes*, VIU (2013). He is co-author of *Uncovering CLIL, Integrated Learning in Bilingual and Multilingual Education*, Macmillan (2008); *Content and Language Integrated Learning*, Cambridge University Press (2010); and co-editor of *Quality Interfaces: Examining Evidence & Exploring Solutions*, Eichstätt Academic Press (2012). Awarded degrees in the United Kingdom, Spain and Finland, he currently works on educational development in Latin America and the Middle East. Formally acting as an educational advisor in MENA, he is now Lead Expert (Innovation, Research and Practice) at EduCluster Finland, University of Jyväskylä group, Finland.

MEYER, OLIVER (Johannes Gutenberg-Universität, Mainz, Germany)

Taking CLIL to the next level: developing pluriliteracies for knowledge construction and meaning making

CLIL has been a tremendous success story, especially with regards to the development of students' foreign language skills. However, there is now growing evidence that embracing the CLIL approach does not automatically lead to successful teaching and learning. A number of studies indicate that this is especially true for subject specific on task performance development of cognitive academic language proficiency. The Graz Group has developed a new framework to address those shortcomings. Based on a revised conceptual understanding of the role of language that places meaning and content in the center of its interest, this framework uses latest research into the relationship between subject specific literacies, instructed strategy use and task performance to demonstrate that placing literacies at the heart of CLIL will allow us to not only conceptualize progress on the knowledge path but also enable teachers to modify their instructional approaches in order to improve subject specific task performance in their CLIL students.

BIOGRAPHY

Dr Oliver Meyer is Professor for English Didactics at the Johannes Gutenberg University of Mainz. He is also a qualified teacher of Geography and EFL with several years of CLIL teaching experience. From 2008-2013, he worked as a pre- and in-service teacher trainer at the Catholic University of Eichstätt. As a CLIL-expert, he was co-responsible for the in-service training of the 150+ middle school teachers involved in a CLIL pilot program in Bavaria. His PhD dissertation is on instructed strategy use and its effect on oral language performance in young CLIL language learners. He is especially interested in developing and disseminating cutting-edge, evidence-based teaching strategies. Oliver Meyer has authored several CLIL and ESL textbooks and is currently working on a conceptual framework for the next generation of digital textbooks (Learnscaping: Beyond the digital textbook). He is a member of the CLIL Cascade Network and has been invited to teach CLIL courses in many European countries. In 2010 he co-organized the international CLIL 2010 Conference (CLIL 2010: In Pursuit of

Excellence) in Eichstätt, Germany. In 2010, he was awarded first prize at a prestigious competition for innovation in teacher training (*Pädagogik Innovativ 2010*). He is currently coordinating CLIL 2.0: *Literacies through Content and Language Integrated Learning: effective learning across subjects and languages*, a project (2012-2015) for the European Centre for Modern Languages (ECML). The Graz Group is made up of experts such as Christiane Dalton-Puffer, Do Coyle, Ana Halbach, Irina Hawker, Ana Linares, Roy Lyster, David Lasagabaster, Gerrit-Jan Koopman, Yolanda Ruis-Zarobe, Kevin Schuck, Teresa Ting, Johannes Vollmer and Rachel Whittaker.

SWAIN, MERRILL (The Ontario Institute for Studies in Education of the University of Toronto, Canada)

The “I” in CLIL, languaging, and the L1/L2 debate

The “I” in CLIL stands for “integrated”, and integration can happen in multiple ways. In this paper, I will discuss some of the ways in which research has shown how the integration of language and content has been carried out, and will question whether “separated” might be a better way of representing what typically happens in CLIL teaching. I then turn to a discussion of the concept of languaging by defining it, and suggesting how, as a process, the concept helps us to consider a different way of thinking about how to integrate language and content teaching. Finally, I will discuss how the concept of languaging might add rigour to the never ending debate about the use of the L1 and L2 in CLIL classes by teachers and by students. A principled rationale for the use of the L1 by teachers, which is different from that for students, will be offered.

BIOGRAPHY

*Dr. Merrill Swain is Professor Emeritus in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto, Canada. She has taught and conducted research at OISE/UT for 40 years. Her interests include bilingual education (particularly French immersion education) and second language learning, teaching and testing. Her present research focuses on the role of collaborative dialogue and “languaging” in second language learning within a Vygotskian sociocultural theory of mind framework. Dr. Swain was President of the American Association for Applied Linguistics in 1998-99, and a Vice President of the Executive Board of the International Association of Applied Linguistics (AILA) from 1999-2005. She is a recipient of the 2003 Robert Roy Award which is given to “an outstanding Canadian second language educator who has been active in the second language professional community in teaching, research, and writing, and is dedicated to the improvement of second language teaching and learning in Canada”. She is also a recipient of the American Association for Applied Linguistics’ 2004 Distinguished Scholarship and Service Award, and of the 2007 Language Learning Distinguished Visiting Scholar Award held at the Beijing Foreign Studies University. In 2011, she received an Honorary Doctorate from the University of Vaasa in Finland. Dr. Swain’s most recent book, co-authored with Linda Steinman and Penny Kinnear, is *Sociocultural Theory and Second Language Education: An Introduction through Narratives (Multilingual Matters)*. Another book of interest is *Immersion Education: International Perspectives (CUP)* co-edited with Keith Johnson. Dr. Swain is author of over 150 published articles, as well as many book chapters. She has given talks and workshops in many parts of the world, most recently in Australia, Brazil, China, Korea, Japan, Hong Kong, Ireland, New Zealand, Peru and Spain.*

Sessions - Abstracts

AIELLO, JACQUELINE (New York University, USA)

Training CLIL teachers: the issue of assessing educational professionals (TE)

The implementation of CLIL in the Italian context raises a series of questions and concerns, the most pressing of which regard the level of competence in the vehicular language of future CLIL teachers. This talk focuses on a crucial aspect of the content teacher's language competence, reporting the different stages of a specific testing session the authors were involved in as decision-makers, organisers and observers. Against a background discussion focusing on the issues which surround the testing of educational professionals, the results of the proficiency exam are also presented, as well as the main points of the pre-exam survey which was carried out. The implications of these outcomes for teacher training and future CLIL instruction are finally considered.

ALSSSEN, ELIZABETH (University of Lapland, Finland)

Erasmus student perceptions on CLIL at a Finnish university (GPE)

The study reports on international students' perceptions of CLIL methodology applied during two courses taught at the Faculty of Education, University of Lapland in 2013. Past feedback from Erasmus students indicates that while participating in faculty courses taught in English this group of learners is particularly interested in improving their English language skills, in addition to learning content. The CLIL pilot courses were implemented to meet this need. Teaching was delivered through interactive lectures and seminars. The study aimed to investigate how students valued CLIL teaching, and what helped or hindered learning the language and content. They were also asked to evaluate how various teaching methods, learning modalities, and language practice tasks and activities enhanced learning. The aim was to obtain comprehensive data so that conclusions drawn from the findings could improve course design and instructional strategies. This study will be followed by a similar investigation where language and content tests will be applied to demonstrate learning outcomes and supplement student perceptions. Seventeen Erasmus students participated in the study and almost all rated their proficiency in English as CEFR level B. Students were asked to fill in pre- and post-course questionnaires to self-evaluate their level of English and content before the courses and self-rate perceived improvement in content and language after the courses. Both structured and unstructured questions were used. The main findings indicate perceived improvement mostly in academic and domain specific vocabulary, listening, reading, speaking, and also content. Tasks activating and consolidating knowledge were rated as helpful. However, lack of time to complete them all was emphasized. The overall perception of CLIL was positive, but the majority of Erasmus students thought they would have learnt the content at least somewhat better through their mother tongues. The findings can contribute to discussion on CLIL implementation in tertiary settings.

ARBONÉS SOLÁ, CARMEN (Universitat de Barcelona, Spain)

CIVERA LOPEZ, ISABEL (Universitat de Barcelona, Spain)

Digital literacy and reflective practices through CLIL in teacher education (TE)

Over the past years, many schools in Catalonia have developed and implemented CLIL programmes and initiatives of very different types with varying degrees of success. Integrating content and a foreign language

presents a great challenge to teachers who need to plan, implement and evaluate units of study coherent with 21st century teaching and learning objectives. Language teacher educators need to address these challenges and develop responsive programmes for initial teacher education and further professional development. This paper reports on activities carried out within the "ELT Methodology" course imparted during the fourth (and final) year of the Infant and Primary Teacher Education degrees at the Universitat de Barcelona. Central to the course content of the programme was the objective to guide and assist trainees as they develop digital literacy skill sets as well as reflective inquiry capabilities. Through the creation of a Personal Learning Environment (PLE) trainees were given opportunities to select, organize, create and reflect on teaching and learning resources such as glogster, book trailers, blogs and Prezi presentations. By integrating various content fields such as Art, Science, Literature and Technology, and with the use of digital technologies and net-based applications, trainees learned, first-hand, about creating opportunities for collaborative learning and teaching for understanding.

In addition to this, the PLE's provided a framework for discussion of ways in which meaningful classroom activities can support children's discourse skills development in a foreign language.

BAILEY, NANCY (Teacher Trainer for the Ministry of Education programmes in Italy)

Attaining CLIL in the primary school classroom (T)

In consideration of the need for pupils to start using English beyond the 2-3 hour a week compulsory "English lesson" in Italian primary schools, the new National Curriculum Guidelines encourage multilingual education. This official stimulus could lead to the achievement of a more bilingual classroom with increased usage of English throughout the school day. However, primary school teachers, who have recently had to replace the specialized English teachers and who now find themselves having to teach and use English in their classes, are often at a loss as to how to accomplish this. They must be helped to realize that it can be easier than they think, especially with the availability of new technologies, and in spite of what they consider to be their insufficient preparation. They need clear, practical indications of brief activities that they can carry out daily in their classrooms in the various subject areas and they need to be familiar with the multimedia opportunities that exist to achieve this goal. This talk presents practical, flexible materials and ideas that can be used to introduce topics or to revise content in all subjects while encouraging the use of English instead of L1. The materials are adaptable for use in other languages besides English or for lower secondary education in the compulsory second foreign language (CEFR 0-A1). One of the focal points is helping pupils to develop competency in English when speaking about their own country and traditions since this is the first skill they will need when speaking English to foreigners. This CLIL project aims to facilitate primary school teachers' introduction of English into all subjects. The final collection of activities will be published free of charge as a Creative Commons e-book by the end of 2014. The sample chapter on Geography can be viewed at:

<https://drive.google.com/file/d/0B1yLiAYAVCmtNW9XbklyWkxGVEU/edit?usp=sharing>

BALLABIO, SILVIA (Istituzione Culturale "Don Gnocchi", Italy)

Subject + language + grade: an example of how to make CLIL work (GPE)

How can CLIL effectively be learnt as a methodology, taught by content teachers and learnt by students in the Italian school, with CLIL classes about to start in September 2014 for all terminal classes of Licei and Istituti Tecnici? My focus is on the active role that content teachers, first

of all as a team and secondly in cooperation with language teachers, can have in the process of their own CLIL methodological training. An experiment of “*subject + language + grade workshops*” is presented, and a provisional syllabus for *History + English + terminal class* is outlined. Groups of content teachers from different schools are involved to combine their efforts and establish criteria for a syllabus for the terminal years of Italian Licei, whilst working, in cooperation with language teachers, on methodological issues connected to the linguistic abilities and needs of both teachers and students, and to the genre types to be found in the popularization process of History. The experiment is one of the outcomes of a 2-year project for informal training which has included all aspects of CLIL implementation in the Italian school system.

BENEŠOVÁ, BARBORA (University of West Bohemia, Czech Republic)

Learning strategies in the context of CLIL and vocabulary development (L)

Content and language integrated learning is flexible in order to take account of a wide range of contexts. However, for CLIL to be effective, certain principles should be recognized. CLIL input should be carefully planned, contextualized and rigorously monitored (Coyle, Hood and Marsh, 2010). The main aim of CLIL education in the Czech Republic is to respond to the rich language and cultural diversity of Europe, develop multilingualism in its citizens, meet the demands for mobility, enhance cooperation in education and improve knowledge of foreign languages and cultures (CLIL at school in Europe, Country Reports, 2005). In order to investigate the situation of CLIL in the Czech context with respect to the features of effective CLIL teaching mentioned in the literature, we set up a study to look at one year of CLIL education and vocabulary development. Alongside vocabulary (both general and topic-based), the research looks at the learning strategies pupils use. The research sample consists of eight CLIL classes (12-14 years old pupils) having CLIL either in History or Civics and two control non-CLIL groups. The main data collection instruments are English vocabulary knowledge tests (Laufer & Nation's 1999 first version of the Vocabulary Size Test) and learning strategies questionnaire (adapted from SILL (Oxford, 1996) for language learning strategies; Vermunt's Learning Styles Inventory, 1992).

The talk will primarily introduce research results, specifically results of the tests to measure overall vocabulary development, comparing experimental and control groups. Furthermore, vocabulary acquisition will be discussed in relation to learning strategies CLIL and non-CLIL pupils use, based on the SILL questionnaire.

BIER, ADA (Università Ca' Foscari di Venezia, Italy)
Teacher motivation in CLIL environments (T)

“If a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn” (Dörnyei and Ushioda, 2011: 158). In this way, Dörnyei and Ushioda emphasize that the difference teachers can make in their students' learning resides in their motivation to teach. In our opinion, this is particularly true when translated into CLIL environments because the use of a foreign language as a medium of instruction may complicate the students' school routine: they need to be constantly encouraged to sustain the learning effort and, in this respect, the motivation of the CLIL teacher can make a difference. In addition, the innovative potential of CLIL – in terms of diversity and productivity – can be revealed fully only if teachers are “*believers*” (Kiely, 2011): teacher motivation is seen here as an important indicator of their wellbeing and mental health, which are “*key resources for productivity and innovation in the EU*” (European Union, 2008: 4). Despite its pivotal importance, CLIL teacher motivation is not a given: CLIL teachers are *subject* teachers who use a foreign language to teach their subject. The majority of them –

especially in the Italian context – only receive training to teach their subject, so it is not automatic that they be keen to use a foreign language to teach it just because the law makes it a compulsory requirement.

In this presentation, first, the reasons for researching teacher motivation will be explained; second, a focus on the role of the teacher in CLIL will follow; then, two dimensions of teaching will be briefly discussed and finally we will illustrate the components that have been identified so far, which represent the starting point for the development of a model of CLIL teacher motivation.

BUBALO, NICOLE (Globally Speaking Language School, Rome, Italy)

CLIL teacher training in Italy: the appropriacy of the Reflective Model (TE)

The institution of Content and Language Integrated Learning (CLIL) as part of the National Curriculum in Italy marks an opportunity to increase the impetus of learning foreign languages for students and to explore learning principles and teaching methodologies for teachers, presenting a catalyst for professional development. A reflective model of teacher education is proposed as the most effective in this context. Reflective Teaching places great value on what trainees bring to the learning process, vital information without which no professional development scheme can function. The results of research into the beliefs and attitudes about CLIL, language learning and teaching and expectations for a teacher education program of a group of high school teachers currently training for CLIL will be presented and used as the basis for a CLIL training program based on the reflective model of teacher education, addressing general learning theories and teaching methodologies as well as those specifically related to language learning, language teaching and CLIL. Trainees should experience both content and the process, thus the content includes learning theories and teaching methodology through communicative language teaching techniques, favouring interactive, student-centred tasks, scaffolded by trainers and peers. Reflection on course content through the use of a personal journal and classroom discussion would aid trainees in developing their own theory of practice, bringing previously unarticulated beliefs to the surface. The training program should conclude with peer teaching, allowing for safe experimentation, and observation of teaching practice followed by discussion in groups based on observation criteria and lesson focus established by the trainees themselves. Dialogue is central to the reflective model and essential to preparing CLIL teachers, promoting interaction in the classroom and conscious reflection and discussion regarding their teaching. This becomes a means for closing the perceived gap between theory and practice, often seen as one of the most critical issues facing teacher education programs.

CANAVESIO, MARIA LUISA (Dipartimento della Conoscenza, Provincia Autonoma di Trento, Italy)

Monitoring a primary school bilingual education pilot programme: context analysis and curriculum study (ML)

This contribution focuses on a pilot programme launched in the academic year 2008-2009 in a public Primary School in Italy. The distinctive feature of the programme, called *Classi bilingui* (CB), is the intensity of tuition in a language other than the pupils' mother tongue: the amount of teaching of and in English reaches a total of 20 hours per week, meaning that English is the language of instruction and interaction for most of the school subjects. Taking into account both the complexity and the necessity of a monitoring action (Mehisto and Asser, 2007; Perez-Canado, 2011; Serra, 2007), the research focuses on two research questions: 1. How do the stakeholders perceive and appreciate the CB programme? 2. How has the CB programme impacted on the curriculum? The analysis of the data,

collected using different types of instruments (e.g., questionnaires, observations and field notes, interviews, examination of school documents), has led to a rich description of the CB educational context, in terms of programme, organizational structure and environment. Furthermore, it has revealed how, and to what extent, the approach of having English as a medium of instruction for more than 50% of the school time has been conceptualized, operationalized and experienced in the implementation of the curriculum at three different levels of the curriculum representation: the *intended*, *implemented* and *attained* curriculum (Van den Akker, 2003). The findings of the context analysis and the curriculum study have contributed to shedding light on the main factors that have been fundamental in the first years of the programme implementation and to providing additional insights for further developments and improvements. Despite the small-scale nature of the research, the effort of identifying the key elements concerning the linguistic and academic context, the process and the outcome have revealed some of the major issues and questions that are likely to emerge in the implementation of any bilingual programme.

**CARDUCCI, FRANCESCA I. (Università di Urbino “Carlo Bo”, Italy)
High school Science and Math: creating CLIL materials from non-CLIL sources (TE)**

During the 2012-2013 academic year, the University of Macerata and the University of Urbino “Carlo Bo” joined forces to meet the needs of qualified Italian high school teachers seeking to gain the necessary language skills and knowledge of CLIL methodology to teach their respective subjects in English. Thus, the “Corso di perfezionamento per l’insegnamento di discipline non linguistiche (DNL) in lingua straniera secondo la metodologia CLIL” was devised and implemented specifically to fulfill Italian educational system requisites. The course was partially conducted in a traditional classroom setting and partially on line and one of the modules was dedicated to the preparation of CLIL materials for Science and Mathematics which will be the focus of this talk. The specific classroom language, grammatical structures, and situations these educators must deal with on an everyday basis are discussed and practical examples of materials, including readings, vocabulary resources, slides, comprehension tests and quizzes are presented. In this segment of the course, teachers learned how to find quality non-CLIL resources in their individual areas of teaching and to revise, adjust, and adapt them to the CLIL classroom through a hands-on approach. Therefore, participants were prompted to produce their own materials respecting CLIL criteria.

Despite the highly satisfying results obtained by these teachers, concerns and questions regarding the practical implementation of CLIL-structured courses within the Italian school still remain, as participants in the program confess here; further steps to address these issues must be taken if the application of CLIL methodology is finally to become a completely successful reality in Italian high schools.

**CARLONI, GIOVANNA (Università di Urbino “Carlo Bo”, Italy)
CLIL materials development in Higher Education: corpus linguistics and digital tools (TE)**

An internationalization project, which entails teaching courses in CLIL mode across all Departments, has been implemented at the University of Urbino over the last few years. To help professors create course-tailored teaching materials, a CLIL specialist has developed an online learning environment (<http://clilteaching.weebly.com>) where corpus-informed teaching materials are made available to students and teachers. In this presentation, the way corpora and digital tools are used to devise and implement CLIL course-tailored corpus-informed teaching materials will be described. First, the way a specialized corpus was compiled with the

materials adopted in a CLIL sociolinguistics course taught in English will be presented. Then, the way the course-tailored specialized corpus was searched to retrieve the data necessary to devise CLIL corpus-informed materials will be illustrated. In particular, the process used to investigate the concordances, collocations, colligations, word lists, keywords, lexical bundles, word sketches, and word sketch differences retrieved will be examined. Next, the way the data collected through corpus investigation were used to devise CLIL course-tailored corpus-informed materials will be shown. Finally, the digital tools adopted to devise customized corpus-informed teaching materials will be presented. The information, processes, and tools presented and analyzed in this presentation will be useful for teachers and instructors involved in CLIL materials development both in higher education and in other learning environments.

CHIEN, CHIN-WEN (National Hsinchu University of Education, Taiwan)

Influence of differentiated instruction and CLIL workshops on Taiwanese elementary school English teachers’ activity design (TE)

The teaching of English to fifth and sixth graders and then to third and fourth graders in Taiwan elementary schools became compulsory in the fall semesters of 2001 and 2005 respectively (Ministry of Education, 2001, 2005). Support for teachers to deal with learners with different needs must be provided through professional development (Frieberg, 2002; McNaughton, Hall and Maccini, 2001). Professional development for elementary school English teachers should focus on differentiated instruction and CLIL in Taiwan.

This study discusses the influence of differentiated instruction and CLIL workshops on thirteen Taiwanese elementary school English teachers’ activity design in English lesson plans in CLIL. The major data in this study included: 1. PowerPoint slides on differentiated instruction and CLIL; 2. forty-minute lesson plans; 3. ten-minute microteaching on the lesson plan; 4. teachers’ reflections.

This study reveals the following two findings. First of all, theoretical concepts, lesson demonstration, and hands-on activities on differentiating instruction and CLIL were provided in the workshops. A demonstration among elementary school pupils and introduction of different types of instruction strategies were neglected in this workshop. Second, these English teachers demonstrated their competence in differentiated instruction and CLIL by designing choices for class activities or homework. However, these English teachers lacked the competence in designing activities for deeper learning objectives, designing diverse instructional strategies or activities, and using simple English to explain the choices. Suggestions on effective design and delivery of professional development on differentiated instruction and CLIL for elementary school English teachers’ are provided.

CHOPEY-PAQUET, MARY (University of Aberdeen, UK, and Université de Namur, Belgium)

Constructing ‘integration space’: Issues, factors and processes for subject-content and language teacher collaborative pedagogic partnership in CLIL (T)

A common feature within many CLIL settings is for both teaching *through* the target language and formal teaching *of* that language to take place. Particularly at secondary level, the “dual-focussed” approach (Coyle et al., 2010) is often organised by means of parallel subject-content and language courses with separate teachers in the CLIL learners’ timetable. Policy documents may encourage subject-content and language teacher collaboration, or even mandate it, as in French-speaking Belgium. However, despite its superficial desirability, many issues are raised as to how the teachers can engage in, develop and sustain successful collaborative partnership and practices towards effective *integration of*

content and language, especially within parallel teaching realities. Considering such integration is, by definition, fundamental to CLIL.

This paper argues that collaborative pedagogic partnership is essential for developing and ensuring quality CLIL teaching and learning processes. It presents research theorising and problematizing the complex nature of such teacher collaboration. From a sociocultural theoretical perspective, it builds upon education research into generic teacher collaboration, as well as from more specifically CLIL related fields of ESL/EAL, SLA and Academic Literacies. A conceptual framework has been developed to situate underlying issues, factors and processes which interactively impact potential collaborative partnership co-construction between subject and language teachers. The research probes how to enhance the effectiveness of the CLIL *through* the teachers' pedagogic collaboration. It makes the case for creating discursive 'integration space' within which teachers' pedagogic understandings can be mutually cultivated and deepened towards co-constructing integration of content and language. Use of the conceptual framework as an analytical tool with empirical data from the French-speaking Belgian CLIL context is presented to illustrate and populate its components as a working model, in view of realistic teacher capacity building.

CINGANOTTO, LETIZIA (Ministero dell'istruzione, dell'Università e della Ricerca, Italy)

CLIL EVO (Electronic Village On Line): global online teacher training (TE)

Electronic Village On Line (EVO) is an international community promoted by Tesol International, offering collaborative online discussions and hands-on virtual workshops on different topics, which are free and open to anyone around the globe.

The authors of this contribution moderated an EVO 2014 session dealing with the use of technologies in the teaching of curricular subjects through a foreign language. The aim of the session was to spread CLIL methodology, combining teaching strategies and technical tools and eliciting reflections and discussions among teachers from all over the world. The presenters fostered discussion and the sharing of good practice through synchronous and asynchronous web meetings. Weekly webinars with national and international CLIL experts were highlights in EVO activities: each guest speaker made a presentation followed by a discussion in a forum organized on a Moodle platform. Among the speakers: David Marsh and Gisella Langè. Teachers were guided through the exploration of some of the most powerful and effective webtools and invited to try their potential in a CLIL lesson. Suggestions, ideas and formats for the implementation of digital CLIL lesson plans were offered to teachers. A specific section was devoted to the added value of extensive reading in developing CLIL modules. The final "e-tivity" of the learning path were groupworks on different curricular areas, aimed at collecting resources (videos, links and other materials) to build up a repository of good practice.

The positive feedback from more than 200 participants was a stimulating and inspiring experience. The planning, organization and implementation of the five-week learning path was demanding and time-consuming for the organizers, but this global experience was the greatest reward for our efforts.

CIVERA LOPEZ, ISABEL (Universitat de Barcelona, Spain)
ARBONÉS SOLÀ, CARMEN (Universitat de Barcelona, Spain)
Integrating Art, Science and ICT in the English classroom (TE)

Content and Language Integrated Learning (CLIL) is powerful, engaging and empowering. CLIL classrooms use English to teach real world content. This paper presents an interactive project developed in the

English Language Teaching Module offered in the forth and last year of a teacher education degree at the University of Barcelona for students intending to teach English in primary and infant schools. The work was carried out in the ELT Methodology course.

The main aims of the project are to discuss ways in which meaningful classroom activities can support children's discourse skills development in the foreign language, to foster responses by incorporating artwork, music, film, storytelling, drama, and literature into the learning environment, and to offer fun and stimulating activities which help trainee teachers to develop their own teaching. The project provides opportunities for learner centered collaborative work. It includes a series of tasks and activities which integrate Art, Science and Technology, such as, "Animals in Art", "Eyes on Art", "A bird research glogster", "Storytelling and book trailers", etc. Some examples of the trainee teachers' tasks developed for the project in the last two years will be discussed. The results offer some valuable insights into pre-service teachers conceptions about scaffolding language, content and learning skills development, learner autonomy and self-esteem or critical and creative thinking.

CLARK, CAROLINE (Università di Padova, Italy)

GUARDA, MARTA (Università di Padova, Italy)

CLIL and internationalization: developing a language policy (TE)

The process of 'internationalization' of higher education has been swift. It has also become an important topic of discussion in university governance, but often with dangerously little evaluation of actual language policy. CLIL, and programmes taught in English in particular, have been running for over a decade in Italian universities, and have become synonymous with internationalization.

At the University of Padova, the *Centro Linguistico di Ateneo* (CLA) has been involved in the LEAP (Learning English for Academic Purposes) Project, part of a wider 'internationalization' initiative, aimed at training lecturers involved in CLIL. This process has led to reflection about CLIL and the process of internationalization in the Higher Education context, and raises a series of questions regarding curriculum development, teaching and learning expectations and outcomes, as well as wider issues such as equity, access, and quality.

The aim of this presentation is to outline the LEAP project and to investigate some of the more theoretical aspects of CLIL in Higher Education, in particular, the implications of CLIL in terms of devising a language policy, especially in the light of the internationalization process. These include the social, cultural, political, economic and pedagogical, as well as linguistic, implications of CLIL. They include also some of the paradoxes of the internationalization process and CLIL which need to be addressed in a discussion of Language Policy. These include the view that the success of Italian universities lies in internationalization and the implication that CLIL is the key to that success.

CLARK, CAROLINE (Università di Padova, Italy)

GUARDA, MARTA (Università di Padova, Italy)

CLIL "is not simply translating our slides": training for university lecturers teaching through English (TE)

This paper presents the LEAP (Learning English for Academic Purposes) Project, which aims to train lecturers involved in CLIL through the English language at a public university in northern Italy. In Italian higher education, CLIL, and in particular English-taught programmes, began appearing in the early 1990s. At present, there are more than a hundred programmes in 39 universities across the country. Despite the increasing number, English-taught programmes in Italy pose challenging questions for policy makers, university administrators and lecturers. Among these,

the role of the language is certainly one of the most vibrant and problematic issues. The most recent and complete survey on English CLIL in Italian higher education (Costa and Coleman, 2012), for instance, highlighted that language is viewed more as a vehicle for delivering the same subject content while adopting the same methodological strategies, rather than as a possibility to enrich the teaching approach. In addition, the study found that most universities promoting CLIL through the English language did not provide their lecturers with any form of methodological or linguistic training.

Within this scenario, this paper describes how the LEAP project was developed to meet the needs and expectations of 115 lecturers who applied for training in language and methodology to prepare for, or improve, their teaching through English. After delineating the lecturers' needs, concerns and expectations which emerged from an initial survey/needs analysis, the paper describes the four types of training that were offered to the applicants, and then looks at the feedback from each of these. The paper concludes by highlighting the importance of taking into account the specific needs of lecturers so as to develop ad-hoc training interventions that may improve the quality of CLIL teaching at university level.

CLEMENTE, MERCÉ (University of Lleida, Spain)
CLIL tandem teaching: dual power in the classroom? (T)

This presentation will report on the preliminary results of a pilot experience in introducing tandem-taught CLIL subjects in a university degree in Food Science and Technology. The main focus of the presentation will be on the micro-analysis of the interactional roles adopted by the two lecturers in the classroom, who face what we consider a double challenge for the traditional teacher-centred university teaching format based on lecturing which relies a great deal on the verbal skills of the lecturer. This challenge takes the form, in the first place, of adopting a CLIL methodology involving, among other things, the use of a foreign language as medium of instruction which neither the lecturer nor the students are necessarily fluent in. The second challenge is triggered by the adoption of a tandem-teaching format involving the simultaneous presence and interactional participation in the classroom of two lecturers: a "content instructor" (CI) and a "language teaching consultant" (LTC). The micro-analysis of classroom interaction will reveal not only the interactional work through which the two lecturers collaborate but also the mechanisms in terms of negotiation through which they make relevant their respective fields of expertise in the course of this innovative teaching experience at tertiary level.

CORINO, ELISA (Università di Torino, Italy)
CLIL-oriented cloze test: making holes between language and content (TE)

The cloze test is a suitable exercise for CLIL classes because it is a demanding CALP activity, which requires higher order thinking skills. Namely, students who are given a cloze are confronted with a complex linguistic task which implies both grammatical and lexical skills, along with a textual competence. They have to prove their global understanding of the text and recognize the relationships between different textual segments by applying reading strategies and actively looking for the required pieces of information. In this presentation we are going to comment on the difficulties subject teachers may have in constructing a balanced cloze for CLIL purposes and on the linguistic training they should undergo to become aware of the difficulties that are implied in such an exercise, which go far beyond the knowledge of the mere content of the subject. The research is based on the materials developed within a methodological CLIL training course for subject teachers in Turin and Genoa. After having been given some elements of language typology and

morphology, some notes about connectors and their illocutive force, the definition and concept of collocation, trainees were asked to make holes in a text with the purpose of constructing a CLIL-oriented cloze. Results showed that teachers who are not used to working on language issues seem not to be aware of the difficulties related to functional linguistic elements and tend to make mainly lexical holes, which are sometimes ambiguous, too close and therefore hard to fill in, even for the most skilled field expert. As for linguistic holes (linkers, prepositions, semantically related terms, modals...) which should display reading comprehension and competence in the subject matter, these are confined to some prepositions or auxiliary verbs, which make the text closer to a gap filling exercise than to a cloze test.

COSTA, FRANCESCA (Università Cattolica del Sacro Cuore, Milano, Italy)
Defamiliarisation in teachers' input. The cognitive added value of CLIL (T)

This article presents the results of a broader study of the input presentation strategies of teachers in scientific fields who teach through English. The study analyses the talks of six Italian teachers based on a total of around 20 hours of recordings, transcriptions and lesson observations. Both linguistic and non-linguistic strategies have been examined since this type of research has never been carried out before in Italy.

Regarding the non-linguistic strategies, the data show that all teachers use *gestures* and mime what they are saying, make frequent use of *facial expressions*, and use *graphs* to explain concepts. Regarding linguistic input strategies, the data show the presence of *preemptive focus on form* (Ellis, Basturkmen and Loewen, 2001), *input enhancement* (Sharwood-Smith, 1993), *codeswitching*, a certain degree of *humour*, and the use of *digressions*, *quotations* and *metaphors*. These have been labelled as *defamiliarising* input strategies and are particularly useful for emphasising conceptual and linguistic aspects and for maintaining in equilibrium that continual balance of stance between teacher and student.

The cognitive added value of CLIL could well be what Dodman (2009) calls *defamiliarisation* whereby the input is more noticeable because it is not familiar to the students (e.g. teachers using humour to convey content) as regards the learning of technical vocabulary at school level, but could also be applied to input strategies as well. This discordance or surprise factor could make input more noticeable (this is corroborated by what has been observed in the field notes of this study) and therefore lead to a deeper learning process. These findings are original and give an insight into teaching patterns of CLIL. The presence of these non conventional strategies, which are suitable for both content and language teaching, are peculiar to CLIL contexts because they fuse together these two aspects in the input.

CUCCU, ROBERTO (IIS "G. Asproni" di Iglesias, Cagliari, Italy)
A visual atmosphere in a CLIL setting (GPE)

Lesson plans should always be motivating and adapted to the target class. This is even more so when we plan a CLIL unit. To avoid frustration and failure, teachers and students should find a common ground where communication is easier, students are active learners and high language skills are not required. This can be achieved in many ways. Topics should be chosen and presented from an angle that promotes interaction and production from the students. As far as possible, most textual communication should be transferred and reorganized in a more accessible format through visual organizers, presented in alternative ways with visual displays, subtitled videos or animations. Graphic organizers are particularly helpful to visually represent ideas, organize information, and grasp concepts such as

sequencing and cause and effect. It is essential to create an environment where students feel safe taking risks, learning takes place on many levels simultaneously and a playful attitude to learning is not discarded. A Visual Atmosphere should be established, where teachers use visual directions and non-verbal behaviours to foster concentration and learning. Learners should be led to access, sensorially, previous knowledge and subsequently construct new mental images to acquire new concepts. Good storytellers continually offer sensorial strategies to involve the audience in the story and are ready to adjust the narrative according to the feedback. Units should gradually evolve from basic hands-on experiences and interactive situations, where students are involved more directly and they are allowed to work collaboratively and engage their emotions. Interactive games can support exploration, interaction and provide an immersive experience in which learners can collaborate with others to solve problems and learn from their mistakes. Students with low-productive skills should be encouraged to give also non-verbal responses to show their understanding of the topic, for example using the interactive tools of digital whiteboards.

ENNIS, MICHAEL J. (Libera Università di Bolzano, Italy)
Teaching on the CLIL fault line (T)

The presentation describes the evolution of a CLIL course for students enrolled in the trilingual (English, Italian, German) Bachelor's program in Tourism, Sport and Event Management at the Free University of Bozen-Bolzano in South Tyrol, Italy. The presentation begins by describing how a course, based on the concept of English for Specific Academic Purposes, unintentionally transformed into CLIL due to the trilingual learning context and the application of a task-based, communicative approach. Building upon this experience, the presentation offers a novel definition of CLIL which differentiates between CLIL at the theoretical, institutional, curricular and instructional levels and which proposes that at the instructional level, rather than CLIL being an "umbrella term" for various content-based approaches to language instruction, CLIL is a specific type of content-based instruction in which content learning and language learning are concurrent and reciprocal. Based on this definition, CLIL at the instructional level is not analogous with study abroad, immersion, or content instruction in L2, nor is it the same thing as teaching languages for specific purposes, academic purposes or specific academic purposes. But such language learning contexts are situated on a "CLIL fault line" in which students' cognitive resources can be interchangeably applied to new content and new language features, and, when the conditions are right, are applied to both, simultaneously. Finally, the presentation will briefly list some of the limitations of the course and outline an exploratory study based on ethnographic research methods that will be conducted during the 2014-15 academic year in order to better assess the needs of the students and the linguistic demands of the degree program with the aim of furthering such *integration* of language learning and content learning at the instructional level across the curriculum.

FARWELL, CATHERINE L. (Università di Urbino "Carlo Bo", Italy)
CLIL-like conditions in large university lectures in the US: a testimonial experience with technology recommendations (ML)

This paper examines the data emerging from an anonymous online survey carried out at a large public university in the United States, where 8,256 instructors from all academic disciplines taught at that institution were invited to identify the primary technology supports they rely on to assist their teaching; the fact that an average of 10% of non-native speakers attends these courses proxies for the conditions of CLIL courses, i.e. a population exists within these classrooms whose L1 differs from that of the instructional medium. Seeing that the mastery of academic content is the educational aim in the instructors' courses, not

the acquisition of language skills, the framework herein represents an enlarged concept of CLIL involving L2 instruction, not foreign language teaching *per se*. Details are included on the most widely-used technologies in lecture rooms, as well as learning platforms utilised to provide support materials. Moreover, particular attention is paid to the data on technologies used in the largest lecture courses, in that this context is both the most challenging one for L2 university students, as well as typical of many European lecture-room settings. Focus is further placed on instructors' opinions concerning the L2 students in their courses, i.e. their awareness of this population and most importantly whether they feel that its members have particular learning needs. Instructors' comments on the solutions they adopt to facilitate L2 students' progress are summarised to provide some examples of best practices identified among the survey data. Finally, the author discusses the technologies which seem to offer institutions the highest quality support for L2 students attending large lecture courses; some considerations on the cost of those technologies are also made. The intention is to inform universities technology practices as well as their future purchases, where the specific needs of CLIL and L2 instruction are of concern.

FAVARO, LUCIANA (Università Ca' Foscari di Venezia, Italy)
MENEGALE, MARCELLA (Università Ca' Foscari di Venezia, Italy)
Flipping the CLIL classroom to boost learner autonomy (T)

Recent studies on CLIL highlight the relationship between this learning environment and the development of the capacity for autonomy in the learning process (both CLIL and autonomy require a reorganization of knowledge, the use of authentic materials, the use of the target language for meaningful communication exchanges, the activation of complex language learning processes to support both intellectual and linguistic growth), leading to the conclusion that CLIL is an excellent learning environment in which to achieve the principles of autonomy and that autonomy, in turn, sets the stage for an effective implementation of CLIL (Wolff, 2011; Lasagabaster, 2011; Huang, 2011).

However, to be effective, CLIL requires a different classroom organization where task-based procedures and active involvement of students are guaranteed. The adoption of the innovative Flipped Teaching Model (FTM) which reverses the common instructional approach by allocating at home, in advance of class, the learning that used to occur in class, is conceived as a way to respond to CLIL methodological requirements (a. increase in student oral production, b. promotion of learner autonomy, c. development of higher order thinking skills) and allow a sustainable use of education technologies.

The presentation will start by providing some data from a recent research study on CLIL and learner autonomy and will continue by discussing a didactic proposal which matches CLIL with the innovative flipped teaching classroom organization.

FAVILLI, FRANCO (Università di Pisa, Italy)
Mathematics teachers and CLIL: first outcomes of a questionnaire analysis in Tuscany, Italy (T)

The official introduction of CLIL in the Italian school system, without previous systematic piloting and, above all, teacher training, makes it necessary not only to make a survey on its use, but also to start investigating teachers' attitudes about CLIL, thus soon tackling their possible negative approach to and refusal of CLIL teaching.

In view of this, a questionnaire was sent to both mathematics teachers and language teachers in lower and upper secondary schools in Tuscany, Italy. The questionnaire, which was answered by 126 mathematics teachers, is made of 24 items which can be grouped as follows:

Foreign languages spoken and level of competence - Prior experiences - Present opinions - Expectations - Professional development

The focus of the presentation is on mathematics teachers.

Outcomes from the questionnaire analysis and respondents' remarks related to the CLIL teachers' 'areas of education and competence' [Learners' needs – Planning – Multimodal Teaching and Learning – Interaction – Subject Literacy – Evaluation/Assessment – Cooperation and Reflection – Context and Culture] identified by the EU Multilateral Project CLIL across Contexts: A scaffolding framework for CLIL teachers education will be presented.

FAZZI, FABIANA (Università Ca' Foscari di Venezia, Italy)
A museum study programme for students of a foreign language: issues in planning and implementation (ML)

The aim of this study was to discuss the difficulties encountered in the planning and implementation of a museum study programme conducted in a non-native tongue, focussing on the Content and Language Integrated Learning (CLIL) Museum Programme currently running at a contemporary art museum in Italy.

The research was conducted over a period of six months, and data were collected through the observation of two CLIL museum tours for students and the administration of seven interviews to the museum staff and museum foreign language educators. Two different questionnaires were prepared to understand both teachers' and students' perspectives on the project.

Despite the potential of the CLIL museum programme aimed at promoting the learning of both the foreign language (Spanish, French or English) and the museum contents (contemporary art), issues emerged with regard to the marketing of the project, which resulted in a low rate of school groups attending the programme, and with regard to the planning and implementation of the CLIL museum curriculum.

In consideration of these results, a model has been developed, offering valid suggestions in relation to the Museum-School Collaboration, answering the question: how can museum and schools efficiently collaborate in relation to the CLIL museum programme?

FERRARA, VINCENZA (Università "la Sapienza" di Roma, Italy)
Digital cultural heritage resources for CLIL (T)

In Education the cross-disciplinary and the multidisciplinary approach is now considered the basis of modern learning methodologies. A dual mode of learning of CLIL identifies each educational practice in which an additional language is used as a means for learning non-linguistic content.

The development of technological applications for Web content sharing has made available numerous digital resources also in the field of cultural heritage, access to which enables their integration with educational content for the organization of teaching projects and improvement of collaborative learning. In this context, a platform for the teaching of cultural heritage (MusEd), that provides access to the on-line digital resources of cultural heritage for teachers and students in line with the new national guidelines for the Italian Ministry of Education curriculum, has been developed. The platform provides access to information relating to several museums that have made their content available on line. Users (teachers and students) have the opportunity to write down descriptions of museum objects using and sharing the content in a collaborative way. Teachers and students can download these contents onto their computer and use the software for the production of e-books and lectures. The MusEd platform for CLIL improvement is presented. The annotations of

museum objects will be written in English by teachers, they will use the most appropriate terms according to the level of their classes and the students will in turn create an e-book using English. This way of working will be tested in primary school. The planned activities can meet the needs of CLIL, providing students with a tool for learning foreign language content.

FIELDS, DONNA L. (Universidad Internacional de Valencia, Spain)
Teaching CLIL methodology using CLIL methodology (TE)

CLIL methodology helps teachers create classes that are vibrant, interactive, student-centered, and which honor multiple intelligences. One obvious consequence of this is that it banishes to the back wings the traditional teacher-centered, lecture-style, passive model that is still prevalent in most of the world. It is ironic, then, that most formative CLIL classes are presented in the form of lectures. How are we to convince teachers *not* to lecture when we are presenting our information in the form of a lecture? Though the benefits of the methodology are rapidly becoming widely accepted and sought after, few would be the teachers who would deny that preparing a class with CLIL methodology is not – at least initially – an enormous shift both in philosophy and practice; adjusting curriculum and preparing materials is an enormous endeavor as there are still few resources that have been designed with this new model in mind. Given this, it behooves teacher-trainers dedicated to initiating teachers in the CLIL philosophy, to avail themselves of its very precepts and core features, in this way modeling its power and effectiveness in the learning process. We need to teach CLIL methodology *using* its methodology.

This talk will explore different ways of presenting the theory, philosophy and the core principals and features of CLIL through practicing its very style. Whether in virtual or physical classes, CLIL methodology needs to be approached through interactive, energetic, creative and varied tools, modelling for the participants the very essence of the methodology.

GILARDONI, SILVIA (Università Cattolica del Sacro Cuore, Milano, Italy)
CLIL e italiano L2 nelle scuole di lingua tedesca in Alto Adige: dalla formazione degli insegnanti alla progettazione didattica (GPE)

This paper aims at examining the introduction of CLIL methodology in German language schools in South Tyrol in Italy, by focusing on the vehicular use of Italian as a second language. After considering the legislative framework which governs the content subjects teaching in accordance with CLIL methodology in the context of the language and educational policy of the Independent Province of Bolzano, we analyse the action strategies to promote the use of Italian as a vehicular language in the secondary German language schools. We illustrate contents and activities of the training programme for secondary school CLIL teachers organized by the Province of Bolzano during the 2013-2014 school year and we provide a mapping of teaching projects and experiences carried out in German language schools using Italian as a second language in a CLIL context. We then present the results of a survey conducted in the 2013-2014 school year through questionnaires and interviews addressed to teachers of humanities, who are involved in the CLIL teacher training programme and in the CLIL projects in Italian as a second language in secondary German language schools of the Province of Bolzano.

The empirical part of the research aims at identifying expectations and attitudes of the actors involved in the learning process, i.e. teachers and students, and at defining forms of curriculum planning and best practices in order to promote the vehicular use of Italian as a second language through the CLIL methodology.

HABTE-GABR, EZANA E. (Universidad Externado, Colombia)
CLIL effectiveness seen through non-lingua franca in a Colombian teacher training course (TE)

CLIL is effective in using an unknown language in instruction. A basic African geography course was modeled for primary and secondary teachers in a CLIL training course in Colombia. The participants were able to simultaneously acquire aspects of geography and language as a map in Amharic was the visual center of the course, allowing an appreciation of the script of the language and elements of basic grammar such as prepositions and adjectives. As the teacher located places on the map in Amharic, students eventually acquired sentence structure as they used tables to juxtapose countries in Africa using the language. In conclusion, the exercise demonstrates that when a specific content skill is linked to a grammar skill, an unknown aspect of an unknown language is acquirable.

HURAJOVA, LUDMILA (CLIP Centrum, Slovakia)
Teachers in a CLIL education environment (T)

Teachers and students are the main stakeholders in the CLIL application process. We find CLIL teachers fully responsible for creating the CLIL environment. If CLIL teachers succeed in their CLIL mission, there are benefits for both, students and teachers. If they fail, it can be a demanding time for both of them. The research study we conducted is qualitative research focusing on CLIL teachers and their professional competences needed in CLIL environments. The main objectives of the research was to analyse professional competences of Slovak Primary School teachers who had applied CLIL in their teaching practice and to provide a set of practical recommendations for applying CLIL at the Slovak Primary Schools as well as in the teacher training of foreign language teachers. Three research methods were applied on three different samples. Findings of the questionnaire, the content analysis of the methodological sheets and the Case Study were triangulated to get answers to the research questions. Nearly 64% of the CLIL teachers had not been trained before applying CLIL in their teaching practice. Most of them appreciate CLIL methodology since it motivates their students to learn language. The CLIL teachers mostly marked *Communication competencies*, *Organizational competencies* (how to organize CLIL lessons, activities) and *Theoretical knowledge* (how to set up CLIL environment) out of the competencies listed in the questionnaire, as those ones to be fostered and enhanced. The CLIL teachers usually prepared worksheets for their students as a dominant learning form. They rarely used "learning through doing" activities. One of the recommendations provided based on the research results is to establish a CLIL assistance centre as a methodological support for the CLIL teachers in Slovakia.

IANESELLI, DANIELE (Collegio Arcivescovile "Dame Inglesi" di Rovereto, Italy)
WALSH, AMY (Collegio Arcivescovile "Dame Inglesi" di Rovereto, Italy)
The CLIL pathway: how do you like your eggs? An experience in Year 1 in Rovereto (Italy) (GPE)

Thinking skills, creativity, problem solving, language skills (L1-L2) represent the fundamental nourishment and quality of the CLIL learning pathway. This is the philosophy that accompanied a grade one classroom (six year olds) in Rovereto, Italy. The learning pathway in this school offers 12 hours of instruction in English conveyed in the following school subjects: Science, Art, Physical Education, Geography, Workshops and English. The gradual learning spiral, the manipulation of knowledge through direct experience and the creation of opportunities to create links with other subjects, offered the opportunity to lay the foundations for a

mind that is able to transfer knowledge and skills from a variety of contexts to another. The language we use can be interchangeable, the skills that we put in place become the tools used to tap into the new knowledge acquired (for example, in Science some students use their L1 to describe a certain topic when in difficulty, even though this topic was covered in L2; in doing this the students prove that they have understood the topic even though the memorization of the vocabulary has not yet been perfected). If we add a pinch of motivation, supported by a strong emotional component, and a methodology that embraces the principles of cooperative learning, every obstacle is overcome by creating a friendly pathway where everyone can learn while having fun with CLIL.

In this presentation we can see: first, a few activities in Science (for the methodological approach); second, the transfer of these activities into the other subjects; third, assessment at the linguistic and cognitive levels.

JALKANEN, JOANNE (University of Eastern Finland, Finland)
Experiences of English at a Finnish primary school (GPE)

The Finnish education system subscribes to the principle of equal educational opportunities for all, regardless of gender, domicile, economic standing, linguistic or cultural background. A national survey conducted by Leppänen et al. (2011), together with Statistics Finland, clarified that English is the most desired, needed, studied, and used foreign language by Finns. Access to English, however, is not equal, although Finland has tried to make the system as egalitarian as possible. Some children do have more access to English – more than that specified by the National Core Curriculum and from an earlier age – but the majority of English-medium instruction is free of cost and provided in schools run by local municipalities.

This paper draws on my experiences as both an immersion and a CLIL teacher, and examines the experiences of a primary school in Finland from the point of view of rights, access to English, and comparability between peers. The school has had a bilingual CLIL programme (Finnish-English) for over twenty years; English is the CLIL language. A further purpose of the paper is to examine the attitudes towards English of three sixth grade classes (thirteen years of age) from the same school, in terms of how the students see their family and themselves with regard to English. The classes differ from each other in that one represents the regular Finnish mainstream, one the bilingual CLIL programme, and one the specialised music programme.

Data were collected from the classes in the form of an essay, and the research method was qualitative. The data were analysed using content analysis. The results somewhat reflect the different emphasis of the programmes. The general positive attitude shown by the students suggests that they do not feel any more or less equal than their peers regardless of the programme.

JUAN-GARAU, MARIA (University of the Balearic Islands, Spain)
CLIL at the crossroads: the trilingual policy implemented in the Balearic Islands (ML)

CLIL responds to the need for multilingual education in Europe. Unlike other approaches, it is characterized by an emphasis on communication rather than on the production of balanced bilinguals; other distinctive traits include the fact that only a certain percentage of the curriculum tends to be taught in the target language (Fortanet-Gómez, 2013).

Following Wilkinson (2004), learning content through a foreign language involves the conscious design of programmes that integrate both content and language goals. The implementation of such initiatives in areas where foreign languages coexist with both local majority and minority

languages, as is often the case in Europe, is particularly challenging (Cenoz, 2009) and deserves more attention.

Juan-Garau and Salazar-Noguera (forthcoming) report on the longitudinal outcomes of CLIL pilot programmes on communicative competence in the Balearic Islands. The present paper goes one step further by analysing the recent controversial application of a top-down trilingual scheme, vociferously contested in the streets, in mainstream education in the archipelago, a case in point that allows for reflection on the conditions that should accrue for CLIL to be successful. Based on the analysis of the decree that regulates this plan, known as 'Integrated Treatment of Languages' (ITL), on the diverse opinions published about it and on stakeholders' interview data, we will delve into various aspects that have surrounded the launch of the ITL scheme including: a. top-down enforcement; b. tension regarding time allotted in the curriculum to the three languages involved (roughly 1/3 each): English, Spanish, and, especially, Catalan, the autochthonous minority language; c. teachers' education concerning their proficiency in English and their familiarity with content-and-language-integrated approaches; d. learners' initial English level; e. viability of balanced trilingualism as a goal; f. concern about programme stability. Some recommendations to address multilingual language policy problems in the educational arena will be put forward.

KOJIMA, NAOKO (Doshisha University, Japan)

Learner anxiety and motivation towards EMI/CLIL-mode lectures at a Japanese university (L)

As a worldwide educational trend, universities in non-English speaking countries teach more classes in English (Chang, 2010). Japanese universities have also been providing lectures in the CLIL-mode in order to help students succeed in the competitive globalized world (Chang, Kim and Lee, 2012). Although the aim of these types of lectures is to teach content and language together, many students in these classes are struggling to understand the content because of the language barrier (Chang, 2010; Ota, 2011). Thus, unlike European countries such as Finland and Sweden, many universities in Asia such as Japan, Korea and Thailand have been struggling to make CLIL classes successful (Chang, 2010). Nevertheless, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan has decided to boost the number of CLIL classes in Japanese universities (MEXT, 2014). A Japanese university has offered a course called the "Bridge Program" in order to bridge the gap between language classes and CLIL classes since 2011. Content professors who have experience teaching Japanese students give lectures in the program. However, many teachers feel they have two burdens - teaching content and English. In addition, approximately 50 % of the students in some classes fail to complete the course. This presentation will describe the students' anxiety and motivation towards CLIL in the Bridge Program. Data in the form of open-ended questionnaires from approximately 50 students and several interviews with teachers and students were collected in spring 2014. In the light of the results, the presenters will discuss possible teaching methods and practices to increase learner motivation in order to help the students' transition into CLIL courses.

LECHNER, CHRISTINE (University of Innsbruck, Austria)

Training subject-teachers in Austria to meet new challenges within current contexts for CLIL (TE)

Mainstream CLIL has been on the agenda of Austrian educational policy since the early 1990's when a framework was established through the Ministry for Education. Since then, there has been investment in the development of approaches and in research, whereby other areas of language learning such as standardised assessment have been prioritised in more recent years.

In February 2013 new guidelines were published for the implementation of CLIL in Upper Secondary Technical Schools meaning that 72 hours of CLIL will be obligatory from 2015, preferably in technical subjects.

The task on hand is to train subject teachers to meet the needs and courses have been set up to prepare teachers professionally. Courses for Tyrol, Salzburg and Vorarlberg are being run by the Pedagogical University, Tirol.

This paper will present the course format and also look at course development which is being guided by incipient research developed through a EUREGIO initiative at the Universities of Bolzano, Innsbruck and Trento. The research aim is to enhance CLIL practice through optimised teacher education. Needs perceived by the teachers involved are being taken into account. The challenge is to prepare the subject teachers in the best possible way and also to demonstrate that the initiative can be of benefit to all, thus assuaging the fears of language teachers. The current development offers tremendous scope to establish professionalised CLIL in Austrian schools; we must maximise on opportunities.

LIM-FALK, MARIA (Stockholm University, Sweden)

Students' academic L1 competence in English-medium CLIL contexts in Sweden (L)

This paper reports on a longitudinal project on CLIL in Swedish upper secondary schools (2011–14). The project investigates CLIL students development of academic language in Swedish and English, in comparison with equivalent students having instruction solely in Swedish. The investigation includes five student groups, comprising approximately 140 students in total. Two of the groups receive instruction in Swedish in all content subjects. The remaining three groups attend CLIL programmes, where all or a part of the content subjects are taught in English. In this paper, the focus is on the students' academic linguistic proficiency and development in *Swedish*, i.e. the L1 of most of the students and the language that is restricted by CLIL. The overall aim of this paper is to investigate if, and if so, in what way, educational contexts with different linguistic conditions have an impact on the students' development of academic language.

The data consists of 260 student texts from two writing assignments written during the first and fourth term in upper secondary school. A quantitative analysis, based on the recently developed Swedish Academic Word List (Jansson et al., 2012), indicates that the development of Swedish academic vocabulary might be hampered by CLIL instruction. A qualitative systemic-functional analysis (Halliday and Matthiessen, 2004) is used to characterize the functions of the academic words in the texts. This analysis validates the quantitative results, and shows that the mastering of academic vocabulary functions as a resource for making meaning in the abstract, objective and well-organized way that is typical for academic writing, i.e. the mastering of academic words interacts with the construing of coherent adequate meaning on text level.

LOPRIORE, LUCILLA (Università Roma Tre, Italy)

CLIL emerging communities: language education and assessment issues (TE)

CLIL requires a reconceptualisation of language from language learning *per se* towards an integrated model which actively involves the learner in using, and developing, language of learning, language for learning and language through learning. Recent projects aimed at training subject teachers in teaching subject matter through English have witnessed an unprecedented number of teachers participating in order to meet a new and engaging challenge. The acknowledged role of language as a means to sustaining cognitive reasoning as well as content learning has been the

underlying notion of most projects developed during the teacher education courses by new groups of language teachers and learners. Emerging communities of practice of teachers of different subjects are learning to collaborate and explore implications of using another language to widen the borders of their subject matter. Discovering the potential role of language in teaching and learning (linguaging) as well as the key role of dynamic assessment have been among the pivotal issues addressed by CLIL course participants. This paper will present findings and implications of reflective practices as carried out by members of these new communities.

LUCIETTO, SANDRA (Libera Università di Bolzano, Italy)
"From one class to one school": managing CLIL development over time. The path to a whole-school approach in a Montessori-inspired CLIL school in South Tyrol, Italy (ML)

Introducing CLIL in a school is never a straightforward matter, but rather a long and complex process of negotiation between the different needs, awareness levels and knowledge base of disparate stakeholder groups. Yet, having achieved the first step, even more difficult and complex is the never-ending process of taking care of the "new-born child", to allow its harmonious growth and development to the benefit of a new, pluri-literacy generation of prospective adults. Among the many obstacles that could make a CLIL project go astray, the "two-schools-in-one" syndrome is the round-the-corner ghost all along its way to adulthood. Avoiding its deadly appearance soon becomes one of the main preoccupations of its guardian angels.

The presentation will focus on CLIL development and management over a period of six-years in a Montessori-inspired mainstream comprehensive school (6-14) near Bolzano, South Tyrol, Italy. The CLIL project mainly involves German as L2. The school has recently reached a stage of internal harmony, sustained professional dialogue and shared identity. Many actors and many factors have contributed to what may be considered, at this point in time, a success story: success in the staffroom, success in the classroom, success in pupil achievement. But was this always the case? Key events as well as challenges and turning points will be illustrated, some of which – if left unmanaged – might well have led to a completely different *finale*. Evidence will be given of how the school has grown in time as a learning organisation building its own ethos in approaching CLIL. Data will be provided of pupils' work and achievement levels. Key teachers and pupils' voices will also be presented.

LUDBROOK, GERALDINE (Università Ca' Foscari di Venezia, Italy)
SERRAGIOTTO, GRAZIANO (Università Ca' Foscari di Venezia, Italy)
Reflections on a possible CLIL certification (TE)

A group of researchers at Ca' Foscari University of Venice has begun a project to certify the linguistic and methodological skills of teachers intending to work in the CLIL approach. The pilot phase of the project has focussed mainly on scientific school subjects and on English, with the extension of the certification to other subjects and other foreign languages in the following stages. The certification is suitable for two kinds of candidates: middle school and upper secondary school teachers who have had some specific CLIL training and experience in the CLIL approach. A second phase of the project has focussed on the development of a similar certification for primary school CLIL teachers.

From a methodological point of view, a CLIL teacher is supposed to have general knowledge about CLIL theory, to be able to plan and organize CLIL modules according to objectives and the results expected. Moreover, the CLIL teacher is supposed to know about class management, to be able to use the most suitable methodology according to the skills and competences to be developed, to select and adapt

authentic materials for use in the classroom, to make specific resources available for students and to assess and evaluate their learning processes and the outcomes produced.

From a linguistic point of view, various issues have emerged from our experience testing the English language proficiency of Italian CLIL teachers in the Ca' Foscari certification project that require further attention if a similar project were to take place on a large scale. Only three are going to be considered here. One important factor is the lack of appropriate descriptor scales. The CEFR scales refer to general language skills and were not designed to describe the language needs of teachers, let alone those of CLIL teachers. Nevertheless, the CEFR is used in Italy and throughout Europe as a benchmark for CLIL teacher training. It is vital that the CEFR descriptors at the B2/C1 level be integrated and rewritten to match the language needs of Italian CLIL teachers in English and in other languages used for CLIL instruction. A second issue is how to assess the practical aspects of CLIL teachers' performances. The small testing setting at Venice University has hereto permitted a simulation of a teaching lesson. If extended to greater numbers, an alternative method of assessing this performance would have to be sought that would be more suitable for the testing of high numbers of candidates. The third issue is guaranteeing the reliability of the test. If a certification were devised on a large scale, suitable training would have to be provided for those who deliver and rate candidates to ensure stable and consistent results.

LYNGE, WILLIAM (SDE College, Denmark)
Implementing CLIL in primary and vocational schools (T)

CLIL4U is an ongoing European Commission-supported project. The partnership is developing support materials to both increase awareness and enhance skills in simultaneously implementing CLIL in two different educational sectors, primary and vocational. What is of particular significance is that the approach towards designing materials and resources for each sector shows a high degree of convergence.

This presentation demonstrates some of the resources developed to date, and explores why understanding of both the concept of CLIL and how to do it can bind together quite different educational sectors. In line with recommendations made in, for example, *CLIL/EMILE The European Dimension: Actions, Trends and Foresight* (European Commission, 2002), the project develops thematic CLIL modules that would also act as a means for developing teacher competence in CLIL.

The project will assist implementation of CLIL in primary schools and in vocational colleges through 6 promotional videos showing CLIL used in classes, 48 ready to use CLIL scenarios complete with instructions and materials, online collection of materials and commented links to resources, and advisory materials to be used to include parents of primary school children in the CLIL process.

To prepare content and language teachers for implementation of CLIL the project is developing a teacher course on application of CLIL, online language courses for content teachers (to ensure the needed language level), and a placement test for content teachers based on the CEFR.

The presentation describes what happens when a heterogeneous group of experts from different countries work together in scoping out the potential of CLIL, and the constructive outcomes which can be found.

MARIOTTI, CRISTINA (Università degli Studi di Pavia, Italy)
Problem solving as a key aspect of CLIL teaching (TE)

It is generally agreed that, in CLIL environments, teachers should involve learners in tasks that require the activation of deep cognitive processes as opposed to cognitively undemanding activities, such as mere copying

and repetition, which do not seem to lead to significant improvements in L2 learning (Coonan, 2002; Smith, Patterson, 1998). Moreover, research has recently started to delve deeper into the cognitive processes activated by problem solving tasks, and it has shown that problem solving represents a key teaching skill with particular reference to CLIL contexts (Heine, 2010). In the present paper, evidence resulting from CLIL literature will be connected with other important findings coming from neurological studies, with particular reference to the functioning of mirror neurons (Rizzolatti, Craighero, 2004), to show teachers why it is important to involve learners in activities that lead to the activation of deep processing neural patterns. The discussion will be supported by contrastive examples of problem-solving activities and of teacher-learner interactions taken from a corpus collected by the author in secondary CLIL classrooms.

MARTYNIUK, WALDEMAR (Jagiellonian University in Kraków, Poland)

CLIL as a strategic approach to academic education (ML)

Recently, the Jagiellonian University in Kraków, Poland, has started to require that each student enrolled in an M.A. programme of studies attend and successfully complete at least one academic course offered in a modern foreign language. This is required in addition to the overall condition set in the national regulations for all second-cycle study programmes to ensure that the graduates reach the B2+ level of the Common European Framework of Reference of the Council of Europe (CEFR) in at least one modern foreign language. Each faculty is therefore obliged to provide courses in foreign languages on topics related to the content of the relevant study programmes – in addition to the B2+ courses offered by the university language centre. University lecturers are encouraged to offer courses in foreign languages as a result of their favoured value in the calculation of the obligatory teaching load (pensum) of the academic staff – one academic hour of classes offered in a foreign language counts as two academic hours in the teaching load reports. The choice of topics, as well as the approach adopted, are left to the individual members of the faculty attracted by this option and capable of handling a foreign language well enough for the purpose. With this option still being considered an experiment, based upon a general assumption that it will be of benefit for the academic process, little attention has so far been given to specifying in some more detail its real purpose and to analysing the outcomes. No guidelines are offered either to the students or to the staff and there are no clear requirements set down for objectives to be achieved. In my paper, I intend to summarize observations from my own experience with offering one such academic course at the JU following a CLIL oriented approach – in an attempt to standardize this option as an important aspect of the overall university strategy to integrate subject-based education with the enhancement of the linguistic potential of the students.

MCMILLEN, SUZANNE (Istituto Pontificio “Sant’Apollinare”, Roma, Italy)

The challenge of teaching CLIL first-year History in an Italian high school: mission impossible? Not quite! (T)

The aim of this paper is to present the realities of teaching CLIL first-year History in both a scientific and classical Italian high school without a proper textbook. Being that CLIL's aims are clear in that they involve language teaching for subject teaching with the ultimate goal of real language use, textbooks are an essential tool for the realization of the same. It is known that a myriad of textbooks for CLIL teaching are available on today's market for Sciences, Maths, Geography and other subjects, but not for History. When we look at UK and USA history books, they tend to concentrate on just that – on UK and USA history and, as a consequence, are no help with the Italian Ministry of

Education's first-year high school History program which spans Pre-history to Early Rome. The solution, to assure a fully successful, learner-focused, academically-rich learning experience for the students required: a well-programmed mix of classroom techniques; total parallel collaboration with the Italian (L1) teacher of History; and occasional collaboration with teachers of Geography, Art History, Science, Latin and Greek.

MEWALD, CLAUDIA (University College of Teacher Education in Lower Austria, Austria)

The impact of bilingual education on lexical range and communicative competence (L)

This paper discusses the impact of the explicit tuition of lexis on learners' communicative competence in English as a foreign language. It draws on data from classroom observation, lexis-retrieval tasks, written and oral performances in CLIL classes, as well as in formal foreign language tuition in Austrian lower secondary schools. Results suggest that a wider lexical range results in better communicative competence and fluency and that breakdown of communication in oral and written performance is more frequently caused by the lack of words rather than by inaccuracy or grammatical problems.

Insights from cognitive linguistics, the lexical approach and lexical priming are discussed in the light of material selection and development that should exploit the concept of *motivation* of lexical units to aid learning. Taking the lack of theoretical and practical concepts into consideration, the need for research and more explicit tuition of lexis and metacognitive strategies to accelerate foreign language acquisition is fleshed out. Consequently, this paper encourages reflection on English as a lingua franca and the time that should be spent to teach basic interpersonal skills in bilingual contexts to create opportunities for implementing a second foreign language to encourage early plurilingualism.

MIKULÁŠ, MARTIN (Charles University in Prague, Czech Republic)

ESP and CLIL: what comes first? (TE)

The paper is to present the differences between the concepts of CLIL and ESP as seen from a university language teacher's point of view. On the basis of a linguistic corpus-based study (futurity in professional economic texts) and an empirical study conducted at a prominent university (classes of English integrated with mathematics), the author investigates the mutual relations of CLIL and ESP. The linguistic study proves that every linguistic phenomenon, even on the morphological level, is affected by the subject domain. Various disciplines place certain grammatical structures in the language centre, while others are excluded on the language periphery. Other pragmatic issues then play a key role in the correct use and interpretation of the structures (level of formality, emotional charge, orality and literacy and so forth). Subsequently, the appropriate subject-specific language becomes an original means of communication and a specific language code of a particular language community.

The author (being both a mathematician and an English language teacher) discusses what it means to master a subject or a discipline *in* a foreign language and, vice versa, a foreign language *of* a particular discipline. Subsequently, conclusions are made regarding what language and content specific competences underlie a proficient CLIL/ESP teacher, and what makes the content-language integration demanding for both students and teachers. Finally, indisputable dangers of the integration process are outlined.

MIRELS-LAURIA, AVIVA (Collegio Arcivescovile "Dame Inglesi" di Rovereto, Italy)

Long-term inquiry-based projects involving the community in students' learning as part of a CLIL programme (GPE)

The paper will describe the author's vision of CLIL and the process of facilitating long-term interdisciplinary projects involving the outside community in a CLIL classroom to achieve the outlined objectives.

The general objectives of CLIL can be thought of as a potted plant:

a. students learn content and develop abilities (what a plant needs: water, nutrients, and light); b. students develop foreign language skills (container: vase or pot); c. students gain autonomy in critical thinking, practical problem-solving, and creatively express themselves as they engage in inquiry-based and hands-on learning (the growing plant: seeds, roots, flowers, fruit etc.); d. students, families, and the school experience and foster an enthusiasm for content and language learning that they share with the community (the environment around the plant: air and soil in continuous exchange of matter with the plant).

Examples of projects that can be adapted to resources available in any community:

4th grade: exploring progetto manifattura: "Green Innovation Factory": the class visited a historical tobacco manufacturing factory that had been converted into "The Green Innovation Factory," and subsequently visited in small groups to investigate different aspects of the company in depth. Students hosted a program for the community where they presented (in English) a power point presentation, panels, a model of the factory using recyclable materials and a quilt illustrating the history and the development of the factory.

5th grade: Adventure in Space: students did a year-long astronomy project. We began with an overnight trip to the observatory on Monte Zugna in collaboration with the Museo Civico. Students completed several multi-disciplinary projects in class including constructing a solar system model, writing constellation myths and a power point presentation. Students presented their work (in English) at a community-wide event at the museum.

MOORE, DANÈLE (Simon Fraser University, Vancouver, Canada)
HOSKYN, MAUREEN (Simon Fraser University, Vancouver, Canada)
Thinking CLIL at the museum. I pads, Science and early literacy development with 5-year old multilingual children in Canada (L)

While CLIL covers a wide range of educational practice in which content knowledge is fully or partially taught through a second language in a variety of education environments (Mehisto, Frigols and Marsh, 2008), most research focuses on the classroom, and seldom explores CLIL intersections with multilingual and digital literacy development, notably with very young learners. Situated in the highly multilingual context of downtown Vancouver, our study presents a collaborative research project articulating the development of scientific and multilingual literacies in a museum environment, using iPads as a scaffold and learning tool for young children (Beschorner and Hutchison, 2013; Couse and Chen, 2010). Participants are multilingual 5-year old kindergarten children who attended an activity-based science workshop and collaboratively created a digital science book using iPads to document and illustrate their learning (Sandvik, Smørdal and Østerud, 2009).

Multimodal data sources include photographs, video recordings and field notes of children working in small groups on their iPads and of their interactions with the multilingual research assistants while in the process of creating their ebooks, as well as a selection of the products children created.

NAVARRO-PABLO, MACARENA (Universidad de Sevilla, Spain)
CLIL teacher training: lesson planning, materials and resources for Primary education (TE)

During this decade, there is a significant change in the vision of teaching foreign languages and most European countries are developing the CLIL approach in their educational settings (Gutiérrez, Durán and Beltrán, 2012). Key issues are those concerning teacher qualifications. This entails new demands both for initial teacher training and for training programmes.

In the University of Seville, students who are in their last year of primary teacher training degrees may choose a kind of specialization as a foreign language teacher. There is a subject that deals with foreign language teaching methods, materials and classroom research. After reviewing all significant methods for second language teaching, our students are introduced to the CLIL approach as a way to achieve the acquisition of effective cognitive and communicative competences in a second language while integrating that foreign language into other curricular areas. In primary education, both content and language should be presented in an understandable way. CLIL gives the opportunity to introduce children to cross-curricular connections, meaningful interactions, cognitive skills development and a variety of different cultural contexts.

The different tasks carried out by our students include the designing of models of CLIL-based lessons along four axes, namely, content, cognition, culture and communication, after the so-called four Cs of the curriculum (Coyle, 1999), the use of various materials and resources and many strategies. Here we present some of the lessons of the course offered as sample models for teacher training purposes. Different ways of integrating the foreign language with other curricular areas are shown.

NORTON, MARIA (British Council Italy)
HOATSON, JANE (British Council Italy)
CLIL policy and practice: training as quality change agent (TE)

What can embracing CLIL offer as a quality change agent? September 2014 sees the compulsory implementation of CLIL methodology in the Italian secondary school curriculum. Italy, therefore, provided the perfect forum for the British Council to hold a Regional Policy Dialogue meeting on the theme of CLIL with 68 delegates representing policymakers and stakeholders from 26 European countries. The aim of this event was to draft a set of recommendations on three areas: teacher training, assessment and curriculum development.

This talk, aimed at both practitioners and decision-makers, will draw on the abovementioned EU recommendations and look at links between policy and practice. One of the recommendations that will be shared proposes the creation of dual specialisation teacher training. We will explore what it means to nurture expertise in teacher training for communicating content through the vehicle of English as a foreign language. There are many positives to consider, even though CLIL is seen as daunting, due to the risks taken when a subject teacher delivers a lesson in a foreign language, albeit in their area of expertise. CLIL training in Italy has sometimes focused on language competence separately from methodological concerns. Yet it is precisely in the field of foreign language teaching and training that many of the classroom strategies promoted in CLIL approaches take inspiration from. Language study is most successful when studied for another usage or functionality. This promotes authentic, motivated, purposeful language use. A British Council CLIL trainer will illustrate the benefits of such CLIL training carried out in Italy, providing examples of the positive impact that teachers have experienced. Reflective practice is encouraged as CLIL makes you think about your subject in a different light. "Creativity involves

breaking out of established patterns in order to look at things in a different way" (Edward de Bono).

NUTTALL, MARTIN (Cambridge International Examinations, UK)

Reflective practice and qualifications for teachers of bilingual learners (TE)

In recent years there has been a significant increase in the number of state and independent schools in Europe and elsewhere offering bilingual programmes and there is growing recognition of the benefits of studying school subjects through a second or additional language.

In addition to the benefits of bilingual education, there are also challenges. Teachers may feel anxious about introducing an innovation such as bilingual education and may have a lot of questions about how best to proceed. They may lack confidence about introducing a more complex curriculum and feel they lack sufficient resources and support.

Cambridge International Examinations fully understands these concerns and has long experience of producing bilingual education resources and professional development programmes for teachers. This presentation will introduce our Cambridge Professional Development Qualifications and show how these provide a strong framework to support the effective continuing professional development of teachers and school leaders.

The Professional Development Qualification in Teaching Bilingual Learners invites teachers to reflect more deeply and critically on their teaching and learning practice, as well as analyse the language demands of their curricular subject. It demonstrates how to engage with a model of integrating content and language learning and how to apply their developing knowledge and skills in designing and managing a sequence of learning for bilingual learners.

ODDONE, CRISTINA (Università di Genova, Italy)

BARBERO, TERESINA (Università di Torino, Italy)

Developing key competences in CLIL through technologies (GPE)

Education in the 21st century must reflect the new requests of the modern society and overcome teaching models based on knowledge transmission and instruction. Schools need to understand the new challenges and therefore devise plans aimed at developing students' competences in order to supply them with the adequate knowledge and skills to be competitive in their future life. From the eight European key competences to the national guidelines for the school curriculum, the attempt is to translate into practice what the concept means in theory: meaningful and innovative learning experiences that have value to the learners. CLIL fits perfectly into this context, as it combines content, cognition, language and culture in a holistic approach to teaching and learning.

However, careful considerations must be made so that these new paradigms for teaching and learning are transformed into effective classroom practices. Planning and designing CLIL tasks and activities entails identifying the most appropriate strategies and using a variety of tools, especially those offered by information and communication technologies (ICT). Digital competence is one of the key skills of the 21st century and it is transversal to all disciplines, including languages. The Internet is an inexhaustible source of teaching and learning materials, whereas Web 2.0 tools provide opportunities for scaffolding learning and contribute to making subject content learning in CLIL an effortless and more sustainable experience. ICT offers a variety of interactive tools and environments where knowledge is built by "construction" and competences are developed by sharing and collaborating with peers. These tools also cater for the international dimension of learning that characterizes CLIL by providing more authentic learning opportunities outside the classroom walls.

This presentation will examine the positive effects of integrating web tools with CLIL and provide practical examples taken from the teacher training experiences in post-graduate CLIL courses.

PAGGIARO, LUISANNA (LEND-Lingua e Nuova Didattica, Italy)

Reflective attitudes in CLIL teacher training (TE)

CLIL teacher training has only recently started throughout Italy (unlike what has happened in other European countries), but the experiences made so far are quite various and meaningful: according to the recommendations of the Italian Ministry of Education there are courses on CLIL methodology and for language certifications, as well as courses run by professional associations and seminars at national and local level. In all of them you can usually recognize a good balance of content and language, as required by CLIL as a content and language integrated approach, whilst reflective attitudes are not so often focused on and developed. In my work as a teacher trainer and tutor in on-line and blended CLIL courses, I have realized it is very important to engage teachers in activities of observation and reflection – *action research* and *experiential learning* – which, in a sociocultural perspective, greatly contribute to shaping their identity or, better, identities (as identity is not a fixed status) and their role in and outside the classroom. Both identity and role have to be seen as dynamic factors, being developed through tools of observation and reflection like, for example, the PDJ (Professional Development Journal) and the Experiential-Inquiry Cycle. This will be the topic of my talk. Examples of activities of observation and reflection will be presented and discussed in order to foster CLIL teachers to improve their competences as facilitators of students' learning, planners of CLIL units/modules and "entrepreneurs" of their own didactic action (in the light of the profile advocated by European recommendations: *Framework for CLIL Teacher Education and Europe 2020*). Thus, the process of observation and reflection the teachers are asked to carry out will lead to their greater professional growth!

PAPAPICCO, ANNA (ITE e Liceo Linguis. "D. Romanazzi", Bari, Italy)

MODUGNO, VINCENZO (ITE e Liceo Linguis. "D. Romanazzi", Bari, Italy)

Extensive reading and creative writing: the self-contained e-book (GPE)

The self contained e-book is the result of a teaching experience in a Liceo Linguistico in Bari thanks to the "Read on for e-CLIL" project, promoted by Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR), the British Council, the British Embassy and Oxford University Press. It is an Extensive Reading Class Mobile Library Project through which each class gets about 100 graded books which can be read over the period of one year. During the experience the students produced a lot of CLIL task-based learning outcomes which they strung together in the self-contained e-book which keeps each and every student's reading and writing treasures.

Motivating students to read in a foreign language is tough, especially when students are not used to reading in their first language! But what if students start reading what they write for themselves and their classmates? Thanks to the "Read on for e-CLIL" project, you can give students the opportunity not only to read as many books as they can, but also to write their own stories. All teachers know that reading and writing are connected processes, but it is really hard to harness the reading-writing relationship. The first effective method for using the relationship between reading and writing is simply to give students a choice in their reading experiences. The added value of the project is represented by a huge number of CLIL connections which teachers and students have fully exploited during the extensive reading project by producing captivating

CLIL modules. The modules are based on some of the most interesting readings the class experienced during the project. Some examples are:

- The Industrial Revolution from the books "Oliver Twist" and "David Copperfield"
- The Victorian age from the book "The Picture of Dorian Gray"
- The Renaissance from the book "Leonardo da Vinci"

where the CLIL methodological approach has been fully exploited by designing iPad-based interactive activities which the students greatly appreciated, having fun while learning. Creative thinking activities, crosswords, animated cartoons and games have led to constant cooperation between teachers and students.

PARSONS, MARTIN (Hannan University, Japan)
WALKER, LARRY (Kyoto Prefectural University, Japan)
Issues related to the adoption of CLIL in Japanese universities (ML)

The forces of globalisation make English language skills a near necessity in the modern world. However, despite the introduction of a number of different initiatives designed to improve English language teaching and learning, Japan still has one of the lowest average scores on international tests of English compared to other countries. English language education in Japan is generally considered to place emphasis on the teaching of grammar and the ability to translate written texts, which is deemed essential for students to pass examinations to gain entrance to higher levels of education. Notwithstanding the introduction of initiatives by the Ministry of Education and a general sense in society that English language education requires reform, teachers and administrators often find it difficult to adopt new approaches to foreign language education. CLIL, now becoming established in Europe and elsewhere, is still relatively unknown in Japan. It is an approach which may prove beneficial, particularly if widespread adoption by universities can be achieved. This is because universities, by dint of their role as educational gatekeepers, often determine the direction of language education through entrance examinations. In addition, several of the initiatives and reforms called for above single out the university as the place where such curriculum reform will lead to an increase of international students. Thus, the university potentially offers the most appropriate place to attempt introducing CLIL approaches to foreign language education in Japan at present. This may in turn lead to a greater uptake in primary and secondary education.

This presentation will discuss some of the distinctive problems in English education in Japan and, taking into consideration the prevailing characteristics of the socio-cultural context in Japan, consider ways in which the European experience of CLIL might be adapted and adopted in Japanese schools and universities.

PAVAN, ELISABETTA (Università Ca' Foscari di Venezia, Italy)
CREEK, HILARY (Liceo "Brocchi" di Bassano del Grappa, Vicenza, Italy)
CLIL as a means to developing intercultural communicative competence (L)

The connotations, the interpretations and the referential meanings of words are embedded within the target's cultural contexts. By using original documents and language in action, which are intrinsically part of CLIL methodology, students are introduced into two interconnected codes: linguistic and cultural. This talk explores how and why CLIL helps develop intercultural communicative competence and, by implication, the social and language competences this requires. A qualitative study on these issues has been conducted through a pilot teacher training course in English for CLIL methodology and the results (partial, because the

course ends in December 2014) will be presented. Working with original documents and reading in the *real* language of the culture allow students to acquire connotative and referential meanings, not only denotative ones. They get the feel of the language, for language is not only words, it is silence, tone, pitch, emphasis and even non-language components are part of any message. Much of this would be lost in translation and CLIL is anything but translation! E. T. Hall distinguished between high and low context cultures; we would consider CLIL students as being immersed in a high context situation as, through using original documents, they become direct interlocutors with the target culture. Using original documents forces students to concentrate on the perspectives, practises and products of others and encourages them to form and express opinions. Thus, they cross the threshold between the simple passing of information and move towards increasing personal participation and awareness of the others' language/culture. Once they have crossed this threshold, students themselves will realise that they are the protagonists of their own learning process.

PAVÓN-VÁSQUEZ, VÍCTOR (Universidad de Córdoba, Spain)
Challenges for the implementation of CLIL in some European countries: the case of the CORE-CLIL Project (ML)

From 1995 to the present, European programmes, educational legislative actions, and other professional initiatives have resulted in bilingual programmes further establishing themselves in education (Marsh, 2013). The need to promote and implement innovative methods, in particular related to the teaching in a foreign language for disciplines other than languages, has encouraged member states of the European Union to provide bilingual teaching (Eurydice, 2006). In this new scenario, CLIL offers the possibility to use and learn the language in a natural and innovative way:

"Compared to traditional, formal language teaching, CLIL has the advantage of bringing real-life situations into the classroom and providing a purposeful and motivating context for learning the communicative functions of the new language" (Berton, 2008:143).

However, we can find scepticism towards the purported straightforward benefits of CLIL (Bruton, 2013; Cenoz, Genesee and Gorter, 2013). In these circumstances, there is a need to develop investigations of what actually happens in CLIL (Bonnet, 2012; Pérez-Cañado, 2012) in order to substantiate the presumed gains that the establishment of this approach might entail. It is within this framework that the CORE Project (<http://www.coreproject.no/>) presents an analysis of case studies in Lithuania, Norway, Greece, Italy and Spain in order to provide actual examples of current practices in CLIL and to sense the challenges and problematic areas that teachers face and may have trouble with. In this presentation we will look at the findings of these analyses, which point to several areas that have been identified as certainly important for the effective implementation of CLIL, namely teacher competences and roles, coordination and collaboration between content and language teachers, and lesson pedagogy.

PEDRAZZINI, LUCIANA (Università degli Studi di Milano, Italy)
Content and language integrated learning in the Italian classroom: a focus on the teacher's use of English in a Science lesson (TE)

Since the early 2000s, Italy has been quick to respond to calls for across the board CLIL implementation by setting up small-scale projects, mainly characterized by the involvement of both content and foreign language teachers often working in tandem (e.g. Langé and Porro, 2002; Maggi, Mariotti and Pavesi, 2002; Coonan and Marangon, 2006). The recent reform of the upper secondary school system (2010) has made the teaching of a subject in a foreign language compulsory in the final (fifth) year of all Licei and Istituti tecnici, with the exception of the Liceo

Linguistic where such teaching becomes compulsory as from the third year. In line with the reform, a parallel teacher training programme run by a number of universities was launched in 2013. This innovation has caused a turn in the previous state of CLIL practices putting the content-expert teacher and his and her expected language competence in a foregrounding position.

On account of this new scenario, this presentation attempts to address the issue of language use by the CLIL teacher: one of the key, and arguably 'implicit' issues in doing CLIL across Europe (Dalton-Puffer, 2007; Dalton-Puffer, Nikula and Smit, 2010; Llinares, Morton and Whittaker, 2012). It reports on an exploratory case study aimed at investigating the teacher's use of English during a science lesson. The teacher was interviewed both before and after the lesson in order to collect accounts of her planning processes and to elicit stimulated recall comments on her classroom practice. Data analysis has focused on specific language features such as the use of questions and academic language functions, and the deployment of feedback and scaffolding strategies. Insights from this study aim to contribute to highlighting some issues related to the demands made on the CLIL teachers in the Italian context, with regard to their proficiency, their awareness of the L2 code and use of explicit language teaching strategies.

PELED, NANCY (Oranim Academic College of Education, Israel)

The challenge of implementing self-regulated learning in an English teacher pre-service literature course: a personal journey (L)

In this presentation the lecturer shares her attempts to determine the appropriateness of implementing self-regulated learning in a foreign language in a second year English Literature course for pre-service English teachers. Through narrative analysis, a case study is presented which follows the process of both the lecturer in preparation for, and while teaching, the course, and that of the students. During preparation, the lecturer realized that the students would be at a great disadvantage because of the limitation inherent in their studying English literature in English. Both parties were hesitant and unsure of the suitability of the self-directed learning context for this course, which was required as part of a college-wide project. Consequently, the lecturer made frequent journal entries throughout the course which serve as the basis for this paper.

The presentation will begin with the background contextualizing the circumstances within which the course was given and a description of the participants. The syllabus, methodology, and the students' perceptions via responses to questions at the end of the course will be presented and discussed in light of the original hypothesis. While the findings support the lecturer's concerns regarding the inherent difficulties in such a project, the single one-semester case study cannot be extrapolated to a wider context. However, there are indications that the frame and purpose of self-regulated learning is not well-suited to a foreign language context in general, and to the study of literature in particular. That being said, the lecturer identified areas of enrichment and engagement that students had not seemed to experience in the more traditional course.

PICCINELLI, ANNA (Liceo "Novello" di Codogno, Lodi, Italy)

Students or teachers: a Science CLIL project for high school students (GPE)

"Students or teachers?" is a project for Italian 16 year old students (3rd year of language high school) and is divided in two parts.

The first part consists of researching and writing a Science power point lesson by students. The topic is the DNA molecule and English as a second language (L2) is the tool for conducting and teaching the lesson. The lesson is aimed at younger Italian learners at the end of middle

school and so scientific language should be comprehensible for young students but, at the same time, the older students have to explain the structure and function of DNA clearly and correctly. During the power point lesson, the lab activity about the extraction of DNA should be explained because, after the theoretical lesson, the activity will be performed by the younger students. In the second part of the project, students/teachers go to the middle school and explain their power point lesson about DNA in English. Later, in the science lab, the high school students become tutors to help younger learners during the hands on activity: DNA extraction from kiwi fruit. The results of the project are positive for the collaboration and involvement of all students and for in-depth learning. In the project, several school subjects are involved: Science (DNA molecule); English (the L2 used for power point lesson and for teaching), ICT (internet for researching, power point).

PLADEVALL-BALLESTER, ELISABET (Universitat Autònoma de Barcelona, Spain)

CLIL in minimal input contexts: development of receptive skills in early L2 training (L)

The present research study reports on whether the introduction of CLIL alongside EFL instruction in minimal input contexts is as effective for L2 language development as it has been claimed to be in contexts in which exposure is more intensive. Within the context of a two-year longitudinal study on the implementation of CLIL and its effect on the students' foreign language development and attitude in four primary schools, this study explores how 9-10 year-old students exposed to EFL instruction alone (control groups) and to EFL + CLIL instruction (experimental groups) in minimal input situations (3 EFL hours and 1 CLIL hour per week) developed their L2 receptive skills over two school years. Two of the four schools implemented CLIL in their Science classes (n=165) and the remaining two did it in their Arts and Crafts classes (n=51). The control and experimental groups had been exposed to the same amount of input at data collection times, which is crucially important if real language gains are to be determined (Pérez-Cañado, 2012; Dalton-Puffer, 2011). Results of the listening and reading tests indicate significant language gains in both EFL and EFL + CLIL groups in both Science and Arts schools. Yet intergroup comparisons show greater L2 gains in EFL groups, with significant differences in listening skills in Arts schools. Greater L2 gains become more noticeable among high-achievers, whereas low-achievers in English seem to benefit more from limited exposure to CLIL. Ensuring enough exposure is, hence, a crucial factor to be considered if CLIL is to really foster early language learning.

POKRIVČAKOVA, SILVIA (Constantine the Philosopher University in Nitra, Slovakia)

Research implications for training CLIL teachers in Slovakia (TE)

Over the last decade, a large range of CLIL teacher research have been published worldwide, focussing mostly on CLIL teachers' performances, their specific professional characteristics and competences, their opinions, beliefs, attitudes, experience, and concerns, and on the need for professional development and training.

Similarly, teacher-oriented CLIL research is the most extensive field of CLIL research in Slovakia (Gondová, 2012; Hurajová, 2013; Králiková, 2013; Menzlová, 2012; Pokrivčáková, 2013a; Pokrivčáková, 2013b; Sepešiová, 2013 and others). In direct connection to these research outcomes, the paper introduces several practical implications for future CLIL teacher-training in Slovakia. These include: a. improving CLIL teachers' skills to define educational objectives clearly and integrate both content and language objectives; b. developing their competences to manage CLIL classes including more learner-oriented activities; c. introducing new and effective ways how to combine two working

languages in CLIL classes; d. providing more training in selecting/designing/assessing CLIL materials.

PRENTICE, NINA (Oxford University Press, Italy)
FITZGERALD, DONATELLA (Oxford University Press, Italy)
Reading for CLIL in the 21st century (GPE)

The session will consider the purposes of reading in the digital age and propose methodologies both to improve general literacy in English and to promote English for CLIL by means of a library of graded readers promoting extensive reading for pleasure.

While there is general concern over students' engagement with reading worldwide, Italy's recent ranking in the OECD skills audit (October 2013) is a cause of particular concern. We will consider some of the factors affecting the teaching and learning of literacy skills in Italy and try to define the literacies necessary to operate successfully with both linear and electronic texts. In particular, we will look at Read On! for eCLIL - an Extensive Reading (ER) programme now beginning its third year in Italian secondary schools. This initiative, like all Extensive Reading (ER) programmes, aims to encourage students, whatever their age or ability, to read large quantities of self-selected, target language texts purely for interest and enjoyment. Students are also encouraged to make CLIL subject links with texts and use these as a starting point for further online research in order to further develop their literacy skills particularly with online text. Until recently, in Italy, this methodology was virtually unknown and there has been some resistance to the notion that reading for pleasure, free from conventional testing or comprehension exercises, can be an effective way of promoting effective literacy skills, learning and student autonomy. Nevertheless, the adaptation of this programme into a MIUR-sponsored project (Ministero dell'Istruzione, dell'Università e della Ricerca) has had a significant impact both on students and teachers who have adopted the approach. In particular, it has encouraged collaborative and productive CLIL Specialist – English Teacher partnerships in participating schools, which in turn has stimulated thoughtful and original student learning.

PROCHAZKOVA, LENKA (Charles University in Prague, Czech Republic)
CLIL implementation and methodological support in the Czech Republic (ML)

The session presents the results of a nation-wide survey by the Institute of Further Education, identifies areas of future research in the area of CLIL in the Czech republic, and describes the current projects supporting CLIL teaching. Based on questionnaires filled in by 484 headmasters of Czech secondary schools and 741 active teachers, the overall implementation of CLIL was mapped. This article focuses mainly on the obstacles that the principals and the teachers identified: the problems that school with CLIL implementation face, and the issues that prevent schools from adopting CLIL. Several crucial areas have been identified, among them lack of materials, scarce methodological support and the insufficient language level of the teachers. The article presents the differences in perceived obstacles in two different types of CLIL implementations understood by the stake-holders as 'teaching content in a second-language lesson' and 'teaching 'using a second language while teaching content subjects'

In the second part of the presentation, specific current projects that tackle these issues are described, including teacher training for CLIL at the Faculty of Education, Charles University in Prague. The presentation maps follow-up research and pre-service and in-service teacher training and support.

PUGLIESE, ROBERTA (USR Lombardia, Italy)
Implementing CLIL in primary school: the BEI Project (ML)

The British Council, the Ministry of Education and the Lombardy Education Authority have signed an agreement to set up a bilingual education project in Italy, arising out of a similar long-standing experience run by the British Council in Spain. Launched in September 2010, Bilingual Education Italy involves 6 state primary schools in Lombardy. This presentation will trace back the project implementation from its beginning to its current state of art, focussing on how CLIL methodology applied in primary school has brought a long-wished-for breath of fresh air to state schools. As the Ministry of Education aims to broaden the project boundaries expanding it to other regions, the talk will deal with the requirements that would-be BEI schools must grant (continuity, inclusion, teacher's linguistic competence level, development plan, willingness to attend continuous in-service training) in order to join this scheme pointing out the upsides and downsides the different actors must face. It will also highlight the support provided by the British Council and educational authorities involved which have offered professional development opportunities, like in-service training and classroom observations, language assistantship, overseas school visits. Only the stakeholders' joint efforts and commitment - the BEI head teachers, teachers, parents, pupils along with the educational institutions mentioned above - can account for the achievements that the BEI classes have attained up to now. But as the pilot project is drawing to a close, some burning issues arise: once the 5th year is over, how will the schools carry the project on? How will BEI pupils fit into lower secondary education and how will lower secondary adjust to these pupils' new needs? The project sustainability and its progress to lower secondary education are the new challenges the Education Authorities and BEI schools will have to respond to soon.

QUIGLEY, MICHELLE (Globally Speaking Language School, Roma, Italy)
The importance of non-native teachers as a reference point for CLIL students (T)

Many teachers embarking on CLIL worry about the classroom reality of interacting with their students through another language. This presentation will discuss the advantages for students of having competent, non-native, speakers as models of successful language users and will underline the importance of CLIL teachers viewing their non-native-speaker status as a strength rather than a weakness.

CLIL consolidates the notion of viewing English not as a school subject but as a communicative tool which provides access to the knowledge, freedom and prosperity which global citizenship promises. Research on the development of expert behavior advocates the use of a native speaker model for ESL situations and a non-native model as a point of reference for EFL situations (Bamgbose, 1998). Moreover, it has been claimed that reference to the terms "native" or "native-like" in the evaluation of communicative competence in a multicultural world where users of English in the Outer and Expanding Circles outnumber those in the Inner Circle (Kachru, 1992) by a ratio of more than two to one, is simply inappropriate (Savignon, 2007).

English is the international language *par excellence* (McKay, 2005). The teaching and learning of such a language needs to be based on an entirely different set of assumptions than that of any other second or foreign language, with an emphasis on communication and information as embodied by CLIL. A teaching approach based on the goal of successful communication does not ask students to aim for an unattainable or inappropriate native-speaker model. Therefore, multi-competent, non-native speakers are a more pertinent model than the monolingual native.

This paper should help CLIL teachers to construct a positive image of themselves as non-native speakers successfully achieving their

communicative goals and to understand their importance as role models to students.

RICCI GAROTTI, FEDERICA (Università di Trento, Italy)
Risultati CLIL disciplina non linguistica indagine qualitativa (L)

Since the proliferation of CLIL (Content and Language Integrated Learning) in schools in many countries, several studies have explored how learning takes place *in* a foreign language (rather than the learning *of* the foreign language itself), but few have actually investigated the results reached in the non-language subject.

Research needs to highlight the added value of CLIL through evidence-based studies, rather than it being taken as given in the general CLIL discourse.

This study, led by the University of Trento (South Tyrol, Italy), the first Italian university to organize a Master degree in CLIL methodology after the introduction of CLIL in Italian high schools, compares the results reached by Italian CLIL learners in the non-language subjects with those of non-CLIL learners and the investigation shows that factors other than the results in the tests of the non-language subjects seem to influence the results of the CLIL learners, which can be said to be positive anyway.

ROMEI, SETTIMIO A. (ITE e Liceo Ling. "D. Romanazzi", Bari, Italy)
PAPAPICCO, ANNA (ITE e Liceo Ling. "D. Romanazzi", Bari, Italy)
The GLOCLIL project: a European chance for teachers (GPE)

The project aims at developing European teachers' professional expertise. All the project activities, addressed to mixed type secondary schools, are centered around CLIL and related themes and topics to boost English learning by teaching a variety of subjects, especially vocational ones, through the foreign language.

The project beneficiaries are both subject-teachers and teachers of English from secondary schools. The project can be seen as a special opportunity for language learning, for the acquisition of content-subject knowledge and competences and for cultural and intercultural learning. In Italy, especially in the south, teachers need materials and, above all, a practical approach to CLIL.

A further aim of the project is to develop initial and in-service training of teachers in CLIL with regard to language and methodological acquisition, as well as the development of teaching modules on a variety of subjects that are part of the 'global village', a virtual village platform, which would give CLIL-approach users the opportunity to use CLIL resources.

The project also aims at recognizing and validating bilingual teachers' competences by adopting the Europass Mobility Certificate and by using a competence-validating format which will be designed and issued by the Host partner for the eventual use of local authorities to indicate the competences acquired as a CLIL teacher.

Its purpose is to make participants aware of the rationale behind content and language integrated learning, to examine different existing modules and to give participants techniques that are appropriate to CLIL.

A large part of the training will involve a critical evaluation of available existing materials both on paper and in web format. Participants have to produce materials of their own, consisting of modules on different subjects.

The group participants are exposed to new practical techniques and then invited to critically evaluate the aims, procedures and outcomes of these techniques.

RUMLICH, DOMINIK (University of Duisburg-Essen, Germany)
The development of written language proficiency in German CLIL students: findings from the first large-scale longitudinal study incorporating creaming and preparation effects (L)

Reliable large-scale studies on CLIL are rare (e.g. Pérez-Cañado, 2012) and thus its benefits in comparison to mainstream education are hard to estimate. The selective nature of German CLIL programmes and additional English lessons as a preparation for future CLIL students render evaluations of CLIL rather tricky: in cross-sectional studies it remains unclear to what extent the observed differences between CLIL and non-CLIL students already existed a priori.

DENOCs (Development of North-Rhine Westphalian CLIL Students) is a longitudinal quasi-experimental study of 1,398 secondary students that measured written language proficiency with a series of high-quality C-tests. Fifty classes were tested right **before** CLIL commenced (grade 6, *M* age=11.9) and then again after one and two years of CLIL.

Statistical analyses show that even before CLIL, students in these strands clearly outperform non-CLIL students ($H(2)=8.66$, $p<.000$, with effect sizes from large to medium: $1.20 \leq \text{Cohen's } d \leq 54$; see also Rumlich, 2013). Structural equation models and multiple regression analyses on the development of students' proficiency over two years indicate that the effects of CLIL are rather small when the initial differences are taken into account. The findings of this study will be discussed critically and integrated into the broader CLIL picture, yet they unequivocally demonstrate the considerable size of the suspected selection and preparation effect, i.e. the bias of cross-sectional data, and the resulting overestimation of the CLIL effect in almost all of the German studies.

SÁNCHEZ-PÉREZ, MARÍA DEL MAR (Universidad de Almería, Spain)
SAGRARIO-SALABERRI, MARIA (Universidad de Almería, Spain)
Writing professional genres in a second language: results from a Spanish university CLIL context (L)

The implementation of the European Higher Education Area (EHEA) has led to changes in European universities which involve a shift in teaching methods and approaches and enhance the improvement in quality and international competitiveness by pursuing an increase in mobility opportunities and in the employability of European graduates. Language is at the core of this process; consequently, many bilingual educational programmes and projects, such as CLIL or EMI, have increased and are currently being implemented in different Spanish universities (Doiz et al., 2013). Some studies reveal that the bilingual teaching approaches do not place a lot of emphasis on activities aimed at producing written work compared with other linguistic skills (Dalton-Puffer and Smit, 2007; Lasagabaster and Ruiz de Zarobe, 2010). Moreover, research conducted at university level reveals that university students often have difficulty in performing the cognitive and discursive operations involved in the comprehension and production of written texts (Atienza and López, 1997; Carlino, 2003). These difficulties are aggravated when the written performance is conducted in a non-native language, an activity that is being increasingly demanded of university students participating in CLIL programmes. In higher education, both lecturers and students belong to specific communities of knowledge and practice (Lave and Wenger, 1991), thus the second language needs to be acquired by considering the different genre types used in the different subjects as products connected to particular fields of knowledge. The present study will analyse the written production in a L2 of a professional genre type by engineering students at a Spanish university. Results will show the relationship between their academic performance (content achievement) and their linguistic awareness of the genre produced in a L2 (language fluency).

SANDBERG, YLVA (Stockholm University, Sweden)

"OMG we are listening so carefully": Swedish CLIL students talk about their experiences of studying content through the medium of English (L)

The present paper explores the views and experiences of fifteen CLIL students at three Swedish upper secondary schools studying content through the medium of English. It forms part of an on-going licentiate thesis investigating in which CLIL teachers' perspectives are being studied through teacher interviews combined with classroom observations. The focus group interviews with students, which were recorded and transcribed, followed an interview guide. The focus group format yielded rich interaction between participants, both from a researcher-student perspective as well as in terms of student-student interaction. The focus group interviews with the students resulted in rich data consisting of students' descriptions of their encounter with English as medium of instruction, their motives for choosing a CLIL study programme and their strategies for learning successfully through CLIL. The results of the NVivo qualitative content analyses confirm findings of previous studies (e.g. Yoximer Paulsrud, 2014 forthcoming), with some exceptions.

SASAJIMA, SHIGERU (Saitama Medical University, Japan)

CLIL can build teachers' intercultural awareness (GPE)

Intercultural Communicative Competence (ICC) comprises the ability to relativize one's self and value others, knowledge of one's self and others, the skills of interpreting and relating, the skills of discovery and interaction, and critical cultural awareness (Byram, 1997). It is necessary and demanding for learners to cultivate ICC as proposed in the project of CEFcult (<http://www.cefcult.eu>) in Europe. However, ICC is very important for teachers to develop their teaching knowledge and skills, because they have their own beliefs, which may be hard to change, and assumptions based on prior-knowledge or learning. English teachers, whether native speakers (NSs) or non-native speakers (NNSs), are language teachers who mainly focus on teaching grammar, vocabulary and pronunciation, even though Communicative Language Teaching (CLT) is the mainstream. Although cultural awareness is encouraged in the EFL classroom, teachers tend to highlight a variety of English-speaking cultures, which do not always develop ICC. However, CLIL can provide teachers, as well as learners, with more opportunities to develop ICC, since it includes content learning integrated by language learning. We, six NSs and one NNS, have taken a CLIL type approach at university for the past five years. So far we have discussed the development of CLIL teaching while sharing ideas and materials with each other. I (as the NNS) have had classroom observation and interview on a regular basis and have found that some NS teachers have gradually changed their mindset of teaching and learning, which may be related to ICC, through qualitative data analysis. Each NS teacher has his or her own teacher beliefs, which are sometimes different from NNS teachers. However, CLIL classrooms, which can provide an intercultural learning community, may help language teachers become aware of intercultural communication, compared to English language classrooms.

SCANSELLI, AGATA (Freelancer, Italy)

Mission (im)possible! A Maths-CLIL experience in early years (GPE)

There seems to be an ever-growing and pressing need to introduce CLIL programmes starting from the very first stages of education. Indeed, the focus of this report is on CLIL and its practical application in a primary classroom. The aim is to demonstrate how CLIL may help young learners use the foreign language to communicate with spontaneity and naturalness, as it provides conditions for working with language in ways that are real, purposeful, and "authentic".

Of course, mathematics offers an advantage for CLIL as many of the concepts can be represented in a "concrete" form and connected to real life situations. I experienced this personally, and faced many difficulties – including a certain scepticism about the effectiveness of CLIL, a conviction that CLIL is about promoting the language only, and a major concern about possible lack of proficiency because of a reduced understanding of the subject. In actual fact, CLIL does not pursue the development of language skills only, and there is evidence that in CLIL contexts students develop better cognitive processes precisely because they have to strive to decode the information conveyed in the foreign language.

This classroom experience seems to confirm that CLIL can be very successful in enhancing language acquisition as well as subject-related knowledge, and developing in the youngsters a positive "can do" attitude towards themselves as learners. Furthermore, CLIL can be very challenging and motivating if combined with team work and collaborative interaction.

SERRAGIOTTO, GRAZIANO (Università Ca' Foscari di Venezia, Italy)

DAL LAGO, LUDOWICA (IPRASE)

CLIL case study: primary school (GPE)

The talk presents a case study carried out in primary schools in the independent province of Trento in Italy. The project wants to outline the profile of the CLIL teacher and establish a shared model to develop CLIL teaching for the Primary school. The model which is going to be outlined is based on the experience of those involved in experimental CLIL teaching in the Trento environment (teachers, students and families) studied through several research procedures. Questionnaires were administered to the teachers, students and families alongside a focus group that involved only the teachers; some videos of the lessons were observed. The study, sponsored by the *Dipartimento della Conoscenza*, the Department of Knowledge of the Independent Province of Trento, was made possible thanks to the cooperation with IPRASE (the *Istituto per la Ricerca e la Sperimentazione Educativa della Provincia Autonoma di Trento*, the Institute for Research and Experimentation within Education of the Independent Province of Trento) and Ca' Foscari University of Venice.

SISTI, FLORA (Università di Urbino "Carlo Bo", Italy)

CLIL in higher education: what if...? (ML)

The present contribution describes the systematic application of the CLIL approach to lessons in the Modern Language Teaching Methodology course at the University of Urbino. This course is part of a research project that began in 2010 called *Didattica in lingua straniera @uniurb*. Its aim is to promote the internationalization process through courses held in languages other than Italian, thus to increase the level of foreign language competence of students at the University of Urbino, to attract more foreign students and researchers, and promote the mobility of students and researchers within an international framework. A CLIL consultancy centre and a website were created (<http://clilteaching.weebly.com/project.html>;) to help instructors to implement their lessons by being aware of crucial methodological issues related to teaching in a language which is not the students' mother tongue. The course under observation was taught entirely in English by adopting CLIL methodology, and data referring to students' perception of the learning environment and teaching strategies were collected. Through an initial questionnaire, students were also asked to define the expected improvements in both content related concepts and language skills. At the end of the course, they were asked to evaluate and provide feedback on the CLIL lessons. Video and audio recordings were also made in order to objectively analyze the class environment and students' output. Finally,

students were also administered the *Ehrman and Leaver Learning Style Questionnaire* to collect data regarding cognitive and study strategies.

What happens when traditional academic teaching strategies are modified by the CLIL approach? Here, new classroom management dynamics which emerge in a university CLIL course are discussed.

SMALA, SIMONE (The University of Queensland, Brisbane, Australia)

Self-regulation, multiliteracies, and managed on-line learning environments: student voices in CLIL/Science (L)

Students in contemporary CLIL science classes are confronted with the necessity to acquire multiple new literacies – the language and forms of inquiry in Science, the second language literacies required for CLIL, and the digital literacies expected in 21st century classrooms. This paper presents a research project that collected data from CLIL students in an Australian setting. It focuses on the analysis of students' reflective constructions of their experiences while using a second language, German, in a Year 9 Science class. The project utilized a managed on-line learning environment as part of the inquiry process. The research project collected data from four sources: 1. Students' on-line choices and pathways in the on-line learning environment, collected via Lanschool teacher software (LanSchool, 2011); 2. Students' on-line reflection journals on their goals and their learning experiences; 3. A student-designed peer questionnaire on learning experiences; 4. Follow-up interviews with students. The student voices on their learning experiences were analysed through the lens of a theoretical framework based on CLIL and learning theories. In particular Coyle's 4C model (Coyle et al., 2010), the focus on communication in the CLIL classroom, and theories of self-regulated learning in open inquiry in Science were used in the analysis. The paper concludes that the second language environment in CLIL classes challenges students to explore and master new forms of self-regulated learning across multiliteracies in open science inquiry, and that these new and creative forms of self-regulation can inform science approaches beyond the CLIL classroom.

SMALA, SIMONE (The University of Queensland, Brisbane, Australia)

Hybrid forms of CLIL: managing increasingly diverse participants in times of globalization (ML)

CLIL programs in Australia are offered in a variety of languages and attract a variety of parents and students from different backgrounds. Official education documents currently conceptualize CLIL only as an intensive second language learning model, however there are indications that this homogenous view is too narrow. This paper presents an overview and analysis of CLIL programs in Australia by using a framework of globalization theories, research into school choice, and an examination of social contexts in multilingual education. The author draws from her various CLIL research projects undertaken since 2009 in CLIL programs across Australia in German, French, Italian, Spanish, Greek, Japanese, Chinese (Mandarin), Vietnamese, and Korean. The paper concludes that in the highly multicultural Australian society, CLIL has been developed in hybrid forms that include aspects of first-language maintenance bilingual education, language transfer efforts and second language acquisition. The challenges of these contexts, but also the possibilities for hybrid forms of CLIL as contributors to multilingual schooling will be highlighted in the findings. In times of globalization, and increasingly multicultural societies worldwide, the findings indicate that CLIL has the potential to provide opportunities for sustainable forms of multilingual schooling that serve participants interested in language learning as well as language maintenance.

THORP, ALEX (Trinity College London, Italy)
Assessment: role and potential in CLIL (GPE)

Assessment is a notoriously challenging area to address in CLIL, and there are key questions as to the impact of assessment criteria on learning and whether there is a role for the CEFR or for established examination systems.

How can assessment, even if non-CLIL specific, support CLIL learning objectives? Can the tasks used in assessment promote and develop learning strategies and thinking skills conducive to success in a CLIL programme?

This practical workshop seeks to demonstrate how teaching practices can be enhanced through constructive alignment, exploring the relationship between assessment, classroom activities and explicitly stated learning outcomes; highlighting the importance of clarity between them and the potential positive backwash of applying a rigorous assessment system to a CLIL programme.

Through a demonstration CLIL lesson constructed with specific reference to assessment criteria, this session introduces a taxonomy of tasks to engage increasing levels of critical thinking and incorporates declared learner outcomes. The objective is not only to demonstrate how content learning can be enhanced but also to show how application of tasks aligned to a valid system of assessment can limit learner reliance on processing memory and aid long-term language acquisition. The workshop explores how preparation for a CLIL compatible exam and use of an explicit assessment criteria can help the development of learner skills and enhance both performance and achievement.

TOMASI, ANTONELLA (Dipartimento della Conoscenza, Provincia Autonoma di Trento, Italy)

CANAVESIO, MARIA LUISA (Dipartimento della Conoscenza, Provincia Autonoma di Trento, Italy)

Cross-curricular projects in bilingual education: a mixed-year groups experience in the primary school (GPE)

Classi bilingui is a pilot programme established in the academic year 2008-2009 in a public primary school in Italy. This programme provides an educational partial immersion programme and its specific feature lies in the intensity of tuition in a language other than the pupils' mother tongue. In fact, the programme encompasses 20 weekly hours of and in English, meaning that most of the subjects are taught entirely in English.

Since the beginning of the implementation of the programme, the weekly schedule of each class has encompassed a two-hour cross-curricular project, co-taught by the Italian teacher and the English teacher. It has always been considered a crucial opportunity of a shared teaching experience at methodological, content and class management levels in which the learners are engaged in a series of activities related to a variety of topics, diverse but all linked to a common theme and developed through the contribution of different subjects.

This year, the cross-curricular project has included, even though for a limited amount of time, an experience of both mixed-year children groups and mixed teacher teams, called Art Vertical Project (AVP). The five mixed-year groups worked with the common goal of producing and realizing different types of creative works (e.g., installation, display, puppet show, drama), inspired by stories by the English writer Julia Donaldson.

Our contribution aims at presenting this innovative experience. Firstly, we will briefly describe the pedagogical and methodological frameworks of the cross-curricular projects realized in the six year experience of the programme. Secondly, we will highlight the pedagogical reasons and the didactic objectives of the AVP, with detailed documentation about the

organization, the general planning and the steps of the different activities. Finally, we will examine data of the monitoring of this experience, listening to the children's, parents' and teachers' voices and perceptions.

VICENTINI, CATERINA (Liceo Artistico "Max Fabiani" di Gorizia, Università di Udine, Italy)

Pythagorean theorem and triples: a CLIL experience at a Liceo Artistico (GPE)

This talk relates to what and how I taught while doing practical training during the CLIL specialisation course held by the Ufficio Scolastico Regionale del Friuli Venezia Giulia in association with the Università degli Studi Ca' Foscari during the school year 2013-2014.

It concerns a module on Pythagorean theorem and triples developed in a second year class at the Liceo Artistico "Max Fabiani" in Gorizia. I will focus on how the CLIL method was integrated into the methodology of the teaching and learning of Mathematics I usually adopt no matter the language in which I teach, as well as on the invention of a social maths-based game (named "Pythagorean Briscola") my students and I presented while animating the "Games Corner" of the Fifth Edition of the Festival della Comunicazione Scientifica "Scienza under 18" held in Monfalcone from May 8th to May 10th 2014.

I will explain how giving back to students the leading role in their learning process and giving them the opportunity to express creativity in designing a new didactic tool for other teenagers as well as the occasion to play with each other and to manage the social game in an exhibition for other schools and the general public, strengthens both their mathematical thinking and their attention to communicate in an effective way.

To sum up, the main aim of this talk will be to encourage other teachers to break down some of the traditional teaching-learning schemas by considering that freedom of speech and expression together with the opportunity of having fun are the most important motivation enhancers for every human being.

WALENTA, MAGDALENA (University of Warsaw, Poland)

When content gets in the way: researching CLIL learners' processing strategies (L)

Given that meaning can be extracted without exhaustive analyses of the structural aspects of language, as contextual knowledge and key lexical items seem sufficient to guarantee successful message comprehension (Skehan, 1998), it stands to reason that content knowledge and content-specific vocabulary have become the main focus of Content and Language Integrated Learning (CLIL) (Dalton-Puffer, 2007), often to the exclusion of morpho-syntactic issues (Lyster, 2007). And even if the strategy results in linguistic fossilization (Coyle et al., 2010; Ellis, 1997), the gains seem to outweigh the losses, as it contributes to the development of learners' communicative competence – a major goal for any communicatively oriented methodology.

Taking a somewhat different perspective, the main aim of the paper is to exemplify how excessive reliance on content knowledge and lexical clues in learners' processing strategies may at times – in contrast to the above assumptions – prevent successful message comprehension and lead to communication breakdowns. As argued, while it suffices for the interpretation of routine meanings, it is not enough to deal with unexpected scenarios, whereby analyses of morpho-syntactic issues become indispensable for successfully decoding the message.

To substantiate the assumptions, results of a small experiment conducted with a group of 18 adult L1 Polish learners of English, participating in a CLIL course, are discussed – which clearly indicate that learners' processing strategies, prioritizing content knowledge and lexical clues

over morpho-syntactic markers, may at times be misleading, even at higher (B2+ to C1+) levels of L2 competence.

The paper concludes with some possible means of avoiding the above scenario. In particular, building on the Input Processing Model of SLA (e.g. VanPatten, 1996) and the author's empirical findings, it exemplifies how CLIL instruction may naturally lead to the processing of *both* content and form, by ensuring that content knowledge becomes *incomprehensible* without the analysis of morpho-syntactic markers.

WODE, HENNING (University of Kiel, Germany)

Early English immersion in Germany (L)

This paper summarizes some of the major findings on German-speaking children in an immersion program launched in 1996 in the province of Schleswig-Holstein, Northern Germany. The children are introduced to English in an immersion preschool (*Kindergarten*) at the age of 3;0. At age 6;0 they move on to elementary school (*Grundschule*) where immersion is continued in such a way that, except for German, all other subjects are taught in English. This amounts to roughly 70% of the weekly teaching time for English, and only 30% for German. Our primary focus is on the development of English and German. As for German, we are particularly interested in the development of the children's reading abilities given the relatively little time the children spend in contact with German.

Test results agree with the findings from other countries: the immersion children perform as well as, or better than, their non-immersion peers. The development of the children's English is tested at the end of each grade level. This results in very detailed records of how the children go about acquiring English.

At the end of grade 4 their English is simply breathtaking. We will single out the development of vocabulary for closer inspection, in particular, fast mapping, the development of word formation (compounding), type-token relations, and the distribution of word classes.

YAMANO, YUKI (Utsunomiya University, Japan)

Exploring CLIL potential for primary EFL education in Japan (T)

In the twenty-first century, primary EFL education has been implemented in many Asian countries, and effective language teaching has therefore become a critical need. Japan is no exception. This session explores the components of an effective program and demonstrates how an innovative methodology, Content and Language Integrated Learning (CLIL), can be applied in order to facilitate L2 learning in primary EFL contexts in Japan. The presenter will elaborate on the strategies that were employed in the CLIL class and demonstrate the potential and problems of CLIL by analyzing the outcomes obtained from different types of data: classroom observations, a questionnaire survey administered to the pupils and semi-structured interviews with CLIL teachers. One of the main findings of the study is that CLIL has the potential to provide learners with opportunities to engage in experiential language learning appropriate to their cognitive levels and interests. At first, the CLIL teachers were very anxious to undertake demanding CLIL tasks, as their pupils were absolute beginners. However, their concern was transformed into a more positive mindset as they observed the improvement in the pupils' attitude toward English. In fact, one of the pupils who displayed considerable improvement had a LD (learning difficulty).

In conclusion, it is hoped that through the session, participants will gain an understanding of the process of both learner and teacher development that occurred through the CLIL class, which in turn will enable them to enhance CLIL teaching for their students.

YOXSIMER-PAULSRUD, BETH ANNE (Dalarna University, Sweden)
Translanguaging in the English-medium content classroom: perspectives and practices from two upper secondary schools in Sweden (T)

The focus of this paper is on language alternation in upper secondary schools offering English-medium CLIL in Sweden. With neither national guidelines nor in-service training for CLIL available in the Swedish context, teachers must create their own policies for language use that may be either implicit or explicit. The use of Swedish (L1) and English (L2) in content lessons in two schools was studied over the course of one academic year; and methods included participant observations of content lessons and interviews with teachers and students. The aim was to understand differences in perspectives and practices in the two contexts.

Language use was analyzed through the lens of translanguaging, which, unlike code-switching, does not focus on languages as codes. Instead, translanguaging focuses on the speakers in a context and how they use all their linguistic resources for both language development and content learning (Lewis, 2008). Translanguaging may afford greater understanding of content matter, greater competence in students' weaker language and a better integration of fluent and weaker speakers in the classroom discourse (Baker, 2011). The present investigation of CLIL lessons in the two schools is a study of actual language practices and the participants' experience of the practices. The intention is to shed light on how translanguaging may allow students access to the content material.

The results indicate that the *de facto* local language policies in the two schools differ considerably; and stakeholders likewise have divergent discourses on the place of translanguaging in the content lesson. At one school, the focus is on *how* Swedish and English may be used together to facilitate content learning. At the second school, the focus is on *how much* English and Swedish are used in the classroom. In conclusion, practices and perspectives may differ according to perceptions of the affordances translanguaging offers in CLIL lessons.

ZANESCO, CINZIA (Liceo Scientifico Statale "G.B. Quadri" di Vicenza, Italy)
Philosophy in English: debating (GPE)

The purpose of my talk is how to use debating in class. This activity is widely used in American schools as a team/group activity and for competitions.

Debating can be used to teach Philosophy in English and offers a very effective opportunity for acquiring vocabulary and language structures. Although Philosophy can be very theoretical and use a very wide and formal language register, the debate can be circumscribed as it follows a precise structure and timing. Besides teaching students rhetorical strategies and language, debating is also useful for training students in other skills, such as taking a stand, solving a problem, speaking for a limited amount of time, allowing for the other team's rebuttal, foreseeing the other team's objections.

My aim is to offer a teaching guide to prepare students for debate. The first step is to analyze an argumentative text in order to identify a thesis statement and the structure of the argumentative essay (i.e. introduction, main body, conclusion). Subsequently, the students learn how to express arguments for and against a topic; in doing so they have to learn how to express opinions, how to use transition signals and linking words and have to prove their point searching for facts and evidence. They can reinforce this activity by observing a live debate or watching recordings on youtube. Finally, the students will be divided into teams and will have to enact the debate. It is possible to organize competitions among teams of the same school as also among different schools.

To sum up, debating fits in with the latest teaching approaches as it is a task-based activity, it involves team work and peer education and, by giving different roles to the team members, it encourages the improvement of individual abilities and learning strategies, while the teacher only acts as an observer.

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