Workshop June 25, 2019
I-CLIL
Insights into CLIL from a content-specific perspective

http://www.headconf.org/i-clil-workshop/

Submissions are invited for oral presentations on the topics described below, with reference to the topics "Teaching and learning experiences" and "New teaching/learning theories and models" of Head'19 Conference. Contributions should focus on results from completed as well as ongoing research, with an emphasis on current approaches, methods, and perspectives.
Oral presentations will be in the form of 25 minute papers with 5 minutes for questions.

Content and language-integrated learning (CLIL) may be defined as a dual-focused educational approach that combines language and content by using an additional foreign language as a medium of disciplinary instruction. In recent years CLIL programmes have burgeoned all around the world. In particular, many European school systems promote CLIL since it is considered a powerful resource to meet the European Commission and Council of Europe requirements of educating multicultural and multilingual citizens in all member countries.
The proposed workshop will be principally pedagogical, focusing on innovative methods in teaching school and university students about subject-specific content through the vehicular use of a foreign language. We will cover issues such as: encouraging both researchers and teachers to progress through 'core' areas of theory like the 4Cs (Cognition-Content-Communication-Culture) model in CLIL methodology; how students can gain necessary content-specific competence along with language skills; and how research and experimentation can contribute to improve national educational policy on both teachers' training schemes and planning. With contributors from around the world, this workshop promises further insights into a variety of institutional and methodological opportunities as well as constraints.

The main aim of the workshop is to explore the least investigated perspective of the CLIL methodology concerning content-specific learning. Several studies have so far analysed the effects of CLIL on language-specific acquisition, while not much attention has been paid to the effectiveness of CLIL on the learning of disciplinary content. Although such investigation requires high interdisciplinary skills that only research-team work can provide, research on content-specific learning is crucial to investigate the effectiveness of CLIL teaching as a whole.

Starting from these premises, the workshop aims to create a common ground for discussion about content-specific learning in CLIL from different perspectives among researchers, teachers, stakeholders, teacher trainers, policy makers, and students.

The main issues of the workshop will focus on:

- The effectiveness of CLIL teaching for the acquisition of disciplinary competence and specialized/academic language
- CLIL students' difficulties to attain disciplinary competence and specialized/academic language at different educational levels
- Production and comprehension skills of CLIL students in comparison with traditionally-educated peers
- Teaching strategies to enhance the acquisition of disciplinary competence and specialized/academic language
- National teacher training programmes and CLIL methodology demands.

Submission guidelines
The abstracts will be peer reviewed by the workshop organizers based on their originality, significance, methodological soundness, and clarity of exposition.
An anonymous abstract written in English and a separate document with name, affiliation, e-mail address can be send in PDF format to rcalabrese@unisa.it, frosi@unisa.it.
Submissions must be between 500 and 750 words, incorporating the title page (title, abstract and keywords), all text, references, figures and tables.

Submissions imply the willingness of at least one author to register, attend the conference, and present the paper.

Papers' selection procedure: the proposals will be read anonymously and selected by the two convenors.

A number of papers will be finally selected for publication in an edited volume by an international book series.

Important dates
Submission deadline: February 28, 2019
Acceptance notification: April 3, 2019
Workshop date: June 25, 2019