

Symposium of the AILA Research Network
“CLIL and Immersion Education: Applied Linguistic Perspectives”
Beijing, 26 August 2011, 9-12 a.m.

Organizers

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Description of the Symposium

In continuation of the first three years, the Research Network on CLIL has made ample use of its second term to strengthen network ties, exchange relevant research findings and discuss their implications for CLIL teaching and learning scenarios in their diversity. With the underlying research focus firmly placed on classroom discourse and its relevance for the ongoing teaching and learning processes, the various studies set in diverse contexts have allowed for detailed analyses of the complexities of CLIL processes and their contingencies. At the same time, the investigative base now available of classroom discourse in CLIL settings allows for a more informed and critical assessment of longstanding points of interest to CLIL practitioners and researchers, such as considerations of language policies, teacher education and transnational research comparing CLIL classroom discourse across European nations and educational systems.

In this light this symposium will function as culminating point of the CLIL ReN activities and offer a combination of brief evaluative discussions of the current ‘CLIL research scene’ with reports on selected new research undertakings on the following future-oriented topics:

- CLIL classroom discourse across different national contexts
- CLIL policies and practices in diverse mono- and bilingual areas and their impact on schools, the social players and the learning processes involved
- CLIL policy implementations and stakeholder views at European universities

Given that the contributions reflect the European focus of the ReN activities of the last years, the symposium also features two eminent researchers on classroom discourse and learning from other parts of the world to whom immersion education is of at least equal relevance, i.e. North America and Asia. As respondents they will discuss the impact of the talks in the light of their different realms of experience, thus underlining the openness of the ReN perspective.

The symposium will be organised as follows: after an introductory presentation by the convenors there will be two blocks of individual presentations, arranged according to themes 2 and 3 above. The first theme will be integrated across the two blocks. Both sets of presentations will be followed by a discussant’s comments, and the symposium will end with a general discussion round. There will be a break half way through the 3-hour slot.

List of contributions (in order of appearance, incl. names, affiliations and email addresses of corresponding presenters)

1. Interpersonal features of language in CLIL classrooms: a comparative study across contexts

Ana Llinares, Autonomous University of Madrid
Christiane Dalton-Puffer, University of Vienna
Tom Morton, Autonomous University of Madrid
Tarja Nikula, University of Jyväskylä
Rachel Whittaker, Autonomous University of Madrid
Corresponding e-mail address: Ana.llinares@uam.es

2. CLIL and multilingualism: Language policy and practice in the Basque Country

Yolanda Ruiz de Zarobe, University of the Basque Country, Spain,
Corresponding e-mail address: yolanda.ruizdezarobe@ehu.es

3. A comparative study of CLIL and mainstream foreign language learning -

Francisco Lorenzo, Universidad Pablo de Olavide, Seville
Sonia Casal, Universidad Pablo de Olavide, Seville
Pat Moore, Universidad Pablo de Olavide, Seville,
Corresponding e-mail address: pfmoox@upo.es

4. CLIL in Sweden: Why doesn't it work?

Liss Kerstin Sylvé, Department of Education University of Gothenburg
Corresponding e-mail address: lisskerstin.sylvén@ped.gu.se

Respondent 1: Roy Lyster (McGill University, Montreal)

5. CLIL at Austrian business faculties: Capturing best practices for curriculum planners & practitioners

Nadja Wilhelmer, Vienna University of Economics and Business (WU)
Barbara Unterberger, Vienna University of Economics and Business (WU)
Corresponding e-mail address: barbara.unterberger@wu.ac.at

6. English-medium universities: Stakeholders' views from the Spanish context (Content and Language in University Education Project)

Emma Dafouz, Universidad Complutense de Madrid (Spain)
Corresponding e-mail address: edafouz@filol.ucm.es

7. CLIL and foreign languages in a multilingual university: the students' perspective

Aintzane Doiz, University of the Basque Country, Spain
David Lasagabaster, University of the Basque Country, Spain
Juan Manuel Sierra, University of the Basque Country, Spain
Corresponding e-mail address: david.lasagabaster@ehu.es

Respondent 2: Gu Yueguo (Beijing Foreign Studies University, Chinese Academy of Social Sciences)

Proposed structure

Welcome&introduction	researching CLIL at European schools	15 mins
4 papers	CLIL practices and language policies in different national contexts	60 mins
	Respondent 1	15mins
	break	10 mins
introduction	researching CLIL at European universities	10 mins
3 papers	CLIL practices, beliefs and planning at different European universities	45 mins
	Respondent 2	15mins
final round	general discussion	10 mins