



Symposium title: Literacies in CLIL: subject-specific language and beyond

Coordinator 1 Julia Hüttner, Department of English and American Studies, University of Vienna, Austria

Coordinator 2 Ana Llinares, Department of English, Universidad Autónoma de Madrid, Spain

Symposium format (one choice - delete the others):

- **Symposium Multimodal**

Symposium mode (one choice - delete the others):

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- LANGUAGES IN INSTRUCTION:** languages as Medium of Instruction, in Higher Education, in CLIL and languages for Internationalization
- (MINORITY) LANGUAGES IN THE WORLD:** Lingua Franca, Global language, Academic Language, dialects
- LANGUAGE IN USE:** communication, interaction, conversation analysis, discourse, corpus, media
- LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Short abstract in English (15 lignes)

This symposium addresses the interface of content and language learning in CLIL through a focus of subject-specific language use or disciplinary literacy/ies. Existing research into this area has established that students use subject-specific lexical items more confidently and develop their use of typical discourse and genre patterns in specific subjects. Research has also addressed the need for overarching conceptual tools (e.g., Cognitive Discourse Functions or the Pluriliteracies Model). Nevertheless, the current research scene is frequently fragmented, which is aided by the variety of CLIL implementation patterns being studied. With this symposium we aim to bring together researchers from a variety of CLIL contexts and types (hard and soft CLIL) to enable synergies towards a understanding of the use and learning of such subject-specific language.

Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):

Multimodal symposium: it is advisable to specify clearly the thematic orientations so as to best guide future individual submissions.



For some years now, CLIL research has stressed the need to focus more directly on the interface of content and language learning (Llinares 2015, Nikula et al. 2016, Hüttner 2020), and explicitly address the learning of subject-specific aspects of the foreign language (e.g., Llinares et al. 2012). This highlights the potential of CLIL to be not only about general foreign language learning, but more about acquiring disciplinary literacy/ies or subject-specific language. Existing research into subject-specific language in CLIL settings has found that students use subject-specific lexical items more confidently and develop their use of typical discourse and genre patterns in specific subjects, such as history or science. Research has also addressed the need for overarching conceptual tools, such as Cognitive Discourse Functions (Dalton-Puffer 2013) or the Pluriliteracies Model (Coyle and Meyer 2021).

However, the growing variety of CLIL implementation in different contexts requires the understanding not only of subject-specific, academic and disciplinary literacies relevant for the so-called hard-CLIL contexts (where content subjects are taught in the foreign language), but also their relevance in soft-CLIL contexts (where the foreign language class incorporates a content focus) and in foreign language classes in schools where the language is also taught through other subjects. Given this scenario, the aim of this symposium is to bring together researchers interested in the use and development of subject-specific language / disciplinary literacies within CLIL settings across the world.

We welcome contributions on conceptual challenges or on empirical studies and are interested in research addressing all types of CLIL and all target languages.

Possible areas of focus include, but are not limited to:

- academic/disciplinary literacies in hard-CLIL and /or soft-CLIL contexts
- specific elements of disciplinary literacy/ies (terminology, genre, etc.)
- the link between subject-related competence(s) and general academic competence(s)
- interface between L1 disciplinary language use and learning and L2 disciplinary language use and learning
- participant perspectives on L2 disciplinary use and learning
- teacher education focused on fostering academic / disciplinary literacies in CLIL and beyond
- disciplinary literacies in classroom interaction
- academic/disciplinary literacies in non-CLIL subjects (foreign language classes, content classes) and their relevance to CLIL

We are aiming for a mixture of presentations and poster presentations and look forward to engaging with researchers at all stages of their careers.

References:

- Coyle, D. & Meyer, O. (2021). *Beyond CLIL: Pluriliteracies Teaching for Deeper Learning*. Cambridge University Press.
- Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. *EuJAL*, 1(2), 216-253.



- Hüttner, J. (2020) Disciplinary language at school: Sites of integration in content-and-language integrated learning (CLIL): In Headlandová Kalischová, I. and Nemeč, M. (eds). *Functional Plurality of Language in Contextualised Discourse* (pp. 63-76), Muni Press.
- Llinares, A. (2015). Integration in CLIL: A proposal to inform research and successful pedagogy. *Language, Culture and Curriculum*, 28(1), 58-73.
- Llinares, A., Morton, T. and Whittaker, R. (2012) *The roles of language in CLIL*. Cambridge University Press.
- Nikula, T., E. Dafouz, P. Moore & U. Smit (eds.) (2016). *Conceptualising Integration in CLIL and Multilingual Education*. Multilingual Matters.

