

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 9<sup>th</sup> International CLIL Conference  
**THINK CLIL 2014**  
August 28-30, 2014 – Venice (Italy)

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

**THURSDAY 28<sup>th</sup>**

**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

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

**14:00-17:00**  
Aula Magna

*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, Languaging, 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)
<b>17:30-18:00</b>	<p><b>Walenta, POLAND</b> <i>When content gets in the way: researching CLIL learners' processing strategies</i></p> <p>ENGLISH</p>	<p><b>Sasajima, JAPAN</b> <i>CLIL can build teachers' intercultural awareness</i></p> <p>ENGLISH</p>	<p><b>Quigley, ITALY</b> <i>The importance of non-native teachers as a reference point for CLIL students</i></p> <p>ENGLISH</p>	<p><b>Clark, Guarda, ITALY</b> <i>CLIL and Internationalization: developing a language policy for CLIL students</i></p> <p>ENGLISH</p>	<p><b>Yamano, JAPAN</b> <i>Exploring CLIL potential for primary EFL education in Japan</i></p> <p>ENGLISH</p>	<p><b>Martyniuk, POLAND</b> <i>CLIL as a strategic approach to academic education</i></p> <p>ENGLISH</p>
<b>18:00-18:30</b>	<p><b>Lim-Falk, SWEDEN</b> <i>Students' academic L1 competence in English-medium CLIL contexts in Sweden</i></p> <p>ENGLISH</p>	<p><b>Jalkanen, FINLAND</b> <i>Experiences of English at a Finnish primary school</i></p> <p>ENGLISH</p>	<p><b>Bier, ITALY</b> <i>Teacher motivation in CLIL environments</i></p> <p>ENGLISH</p>	<p><b>Clark, Guarda, ITALY</b> <i>CLIL "is not simply translating our slides": training for university lecturers teaching through English</i></p> <p>ENGLISH</p>	<p><b>Clemente, SPAIN</b> <i>CLIL tandem teaching: dual power in the classroom?</i></p> <p>ENGLISH</p>	<p><b>Sisti, ITALY</b> <i>CLIL in higher education: what if...?</i></p> <p>ENGLISH</p>
<b>18:30-19:00</b>	<p><b>Sandberg, SWEDEN</b> <i>"OMG we are listening so carefully": Swedish CLIL students talk about their experiences of studying content through the medium of English</i></p> <p>ENGLISH</p>	<p><b>Serragiotto, Dal Lago, ITALY</b> <i>CLIL case study: primary school</i></p> <p>ENGLISH/ ITALIAN</p>	<p><b>Costa, ITALY</b> <i>Defamiliarisation in teachers' input. The cognitive added value of CLIL</i></p> <p>ENGLISH</p>	<p><b>Carloni, ITALY</b> <i>CLIL materials development in Higher Education: corpus linguistics and digital tools</i></p> <p>ENGLISH</p>	<p><b>Fields, SPAIN</b> <i>Teaching CLIL methodology using CLIL methodology</i></p> <p>ENGLISH</p>	<p><b>Lucietto, ITALY</b> <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></p> <p>ENGLISH / ITALIAN</p>

## FRIDAY 29<sup>th</sup>

8:30-9:30 Registration						
<b>9:30-11:00</b> Aula Magna	<p><i>Plenaries</i></p> <p><b>Laurent Gajo</b>, 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><b>Francisco Lorenzo</b>, 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)
<b>11:30-12:00</b>	<p><b>Swain, CANADA</b> Merrill Swain's plenary follow-up session</p> <p style="text-align: center;">ENGLISH</p>	<p><b>Vicentini, ITALY</b> <i>Pythagorean theorem and triples: a CLIL experience at Liceo Artistico</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Favaro, Menegale, ITALY</b> <i>Flipping the CLIL classroom to boost learner autonomy</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Lopriore, ITALY</b> <i>CLIL emerging communities: language education and assessment issues</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Pokrivcakova, SLOVAKIA</b> <i>Research implications for training CLIL teachers in Slovakia</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Farwell, ITALY</b> <i>CLIL-like conditions in large university lectures in the US: a testimonial experience with technology recommendations</i></p> <p style="text-align: center;">ENGLISH</p>
<b>12:00-12:30</b>	<p><b>Wode, GERMANY</b> <i>Early English immersion in Germany</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Oddone, Barbero, ITALY</b> <i>Developing key competences in CLIL through technologies</i></p> <p style="text-align: center;">ITALIAN</p>	<p><b>Hurajova, SLOVAKIA</b> <i>Teachers in a CLIL education environment</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Pedrazzini, ITALY</b> <i>Content and language integrated learning in the Italian classroom: a focus on the teacher's use of English in a Science lesson</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Corino, ITALY</b> <i>CLIL-oriented cloze test: making holes between language and content</i></p> <p style="text-align: center;">ENGLISH</p>	<p><b>Parsons, Walker, JAPAN</b> <i>Issues related to the adoption of CLIL in Japanese universities</i></p> <p style="text-align: center;">ENGLISH</p>
<b>12:40-13:30</b> Aula Magna	<p><i>Plenaries</i></p> <p><b>David Marsh</b>, University of Jyväskylä Group, Finland <i>Inside the Minds of the Multilingual Internet Generation</i></p> <p><b>Gisella Langè</b>, 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)	Room10B (GPE + L)	Room 7B (T)	Room 9C (TE)	Room 9B (GPE + T)	Room 8B (ML)
<b>15:00-15:30</b>	<p><b>Rumlich, GERMANY</b> <i>The development of written language proficiency in German CLIL students: findings from the first large-scale longitudinal study incorporating creaming and preparation effects</i></p> <p>ENGLISH</p>	<p><b>Gilardoni, ITALY</b> <i>CLIL e italiano L2 nelle scuole di lingua tedesca in Alto Adige: dalla formazione degli insegnanti alla progettazione didattica</i></p> <p>ITALIAN</p>	<p><b>Bailey, ITALY</b> <i>Attaining CLIL in the primary school classroom</i></p> <p>ENGLISH</p>	<p><b>Cinganotto, ITALY</b> <i>CLIL EVO (Electronic Village On Line): global online teacher training</i></p> <p>ITALIAN</p>	<p><b>Prentice, Fitzgerald (Oxford University Press), ITALY</b> <i>Reading for CLIL in the 21<sup>st</sup> century</i></p> <p>ENGLISH</p>	<p><b>Canavesio, ITALY</b> <i>Monitoring a primary school bilingual education pilot programme: context analysis and curriculum study</i></p> <p>ENGLISH</p>
<b>15:30-16:00</b>	<p><b>Peled, ISRAEL</b> <i>The challenge of implementing self-regulated learning in an English teacher pre-service literature course: a personal journey</i></p> <p>ENGLISH</p>	<p><b>Moore, Hoskyn, CANADA</b> <i>Thinking CLIL at the museum. I pads, Science and early literacy development with 5-year old multilingual children in Canada</i></p> <p>ENGLISH</p>	<p><b>Ferrara, ITALY</b> <i>Digital cultural heritage resources for CLIL</i></p> <p>ENGLISH</p>	<p><b>Lechner, AUSTRIA</b> <i>Training subject-teachers in Austria to meet new challenges within current contexts for CLIL</i></p> <p>ENGLISH</p>	<p><b>Favilli, ITALY</b> <i>Mathematics teachers and CLIL: first outcomes of a questionnaire analysis in Tuscany, Italy</i></p> <p>ENGLISH</p>	<p><b>Juan-Garau, SPAIN</b> <i>CLIL at the crossroads: the trilingual policy implemented in the Balearic Islands</i></p> <p>ENGLISH</p>
<b>16:00-16:30</b>	<p><b>Ricci Garotti, ITALY</b> <i>Risultati CLIL disciplina non linguistica indagine qualitativa</i></p> <p>ITALIAN / ENGLISH / GERMAN</p>		<p><b>Lyngø, DENMARK</b> <i>Implementing CLIL in primary and vocational schools</i></p> <p>ENGLISH</p>	<p><b>Navarro-Pablo, SPAIN</b> <i>CLIL teacher training: lesson planning, materials and resources for Primary education</i></p> <p>ENGLISH</p>	<p><b>Thorp (Trinity College London), UK</b> <i>Assessment: role and potential in CLIL</i></p> <p>ENGLISH</p>	<p><b>Fazzi, ITALY</b> <i>A museum study programme for students of a foreign language: issues in planning and implementation</i></p> <p>ENGLISH</p>
<b>16:30-17:00 Coffee break</b>						

**17:00-18:30 Parallel Session Presentations**

<b>Room</b>	<b>Room 10C (L)</b>	<b>Room 10B (GPE + L)</b>	<b>Room 7B (T)</b>	<b>Room 9C (TE)</b>	<b>Room 9B (TE + GPE)</b>	<b>Room 8B (ML)</b>
<b>17:00-17:30</b>	<p><b>Sánchez Pérez-Sagrario Salaberri, SPAIN</b> <i>Writing professional genres in a second language: results from a Spanish university CLIL context</i></p> <p>ENGLISH</p>	<p><b>Aissen, FINLAND</b> <i>Erasmus student perceptions on CLIL at a Finnish university</i></p> <p>ENGLISH</p>	<p><b>McMillen, ITALY</b> <i>The challenge of teaching CLIL first-year History in an Italian high school: mission impossible? Not quite!</i></p> <p>ENGLISH</p>	<p><b>Ludbrook, Serragiotto, ITALY</b> <i>Reflections on a possible CLIL certification</i></p> <p>ENGLISH</p>	<p><b>Norton, Hoatson (British Council), ITALY</b> <i>CLIL policy and practice: training as quality change agent</i></p> <p>ENGLISH</p>	<p><b>Prochazkova, CZECH REPUBLIC</b> <i>CLIL implementation and methodological support in the Czech Republic</i></p> <p>ENGLISH</p>
<b>17:30-18:00</b>	<p><b>Kojima, JAPAN</b> <i>Learner anxiety and motivation towards EMI/CLIL-mode lectures at a Japanese university</i></p> <p>ENGLISH</p>	<p><b>Pladevall-Ballester, SPAIN</b> <i>CLIL in minimal input contexts: development of receptive skills in early L2 training</i></p> <p>ENGLISH</p>	<p><b>Yoxsimer-Paulsrud, SWEDEN</b> <i>Translanguaging in the English-medium content classroom: perspectives and practices from two upper secondary schools in Sweden</i></p> <p>ENGLISH</p>	<p><b>Bubalo, ITALY</b> <i>CLIL teacher training in Italy: the appropriacy of the Reflective Model</i></p> <p>ENGLISH</p>	<p><b>Scanselli, ITALY</b> <i>Mission (im)possible! A Maths-CLIL experience in early years</i></p> <p>ENGLISH</p>	<p><b>Pugliese, ITALY</b> <i>Implementing CLIL in primary school: the BEI Project</i></p> <p>ENGLISH / ITALIAN</p>
<b>18:00-18:30</b>	<p><b>Benešová, CZECH REP.</b> <i>Learning strategies in the context of CLIL and vocabulary development</i></p> <p>ENGLISH</p>	<p><b>Romei, Papapicco, ITALY</b> <i>The GLOCLIL project: a European chance for teachers</i></p> <p>ENGLISH</p>	<p><b>Ennis, ITALY</b> <i>Teaching on the CLIL fault line</i></p> <p>ENGLISH</p>	<p><b>Paggiaro, ITALY</b> <i>Reflective attitudes in CLIL teacher training</i></p> <p>ENGLISH</p>	<p><b>Nuttall (Cambridge International Examinations), UK</b> <i>Reflective practice and qualifications for teachers of bilingual learners</i></p> <p>ENGLISH</p>	<p><b>Smala, AUSTRALIA</b> <i>Hybrid forms of CLIL: managing increasingly diverse participants in times of globalization</i></p> <p>ENGLISH</p>
<b>20:00 Social Dinner</b>						

**SATURDAY 30<sup>th</sup>**

**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)
<b>9:00-9:30</b>	<b>Mewald, AUSTRIA</b> <i>The impact of bilingual education on lexical range and communicative competence</i>  ENGLISH	<b>Ianeselli, Walsh, ITALY</b> <i>The CLIL pathway: how do you like your eggs? An experience in Year 1 in Rovereto (Italy)</i>  ENGLISH / ITALIAN	<b>Pavón Vázquez, SPAIN</b> <i>Challenges for the implementation of CLIL in some European countries: the case of the CORE-CLIL Project</i>  ENGLISH	<b>Mikuláš, CZECH REPUBLIC</b> <i>ESP and CLIL: what comes first?</i>  ENGLISH	<b>Chien, TAIWAN</b> <i>Influence of differentiated instruction and CLIL workshops on Taiwanese elementary school English teachers' activity design</i>  ENGLISH	<b>Papapicco, Modugno, ITALY</b> <i>Extensive reading and creative writing: the self-contained e-book</i>  ENGLISH	<b>Ballabio, ITALY</b> <i>Subject + language + grade: an example of how to make CLIL work</i>  ENGLISH
<b>9:30-10:00</b>	<b>Pavan, Creek, ITALY</b> <i>CLIL as a means to developing intercultural communicative competence</i>  ENGLISH	<b>Cuccu, ITALY</b> <i>A visual atmosphere in a CLIL setting</i>  ENGLISH	<b>Chohey-Paquet, UK, BELGIUM</b> <i>Constructing 'integration space': Issues, factors and processes for subject-content and language teacher collaborative pedagogic partnership in CLIL</i>  ENGLISH	<b>Arbonés, Civera, SPAIN</b> <i>Digital literacy and reflective practices through CLIL in teacher education</i>  ENGLISH	<b>Mariotti, ITALY</b> <i>Problem solving as a key aspect of CLIL teaching</i>  ENGLISH	<b>Tomasi, Canavesio, ITALY</b> <i>Cross-curricular projects in bilingual education: a mixed-year groups experience in the primary school</i>  ENGLISH	<b>Aiello, USA</b> <i>Training CLIL teachers: the issue of assessing educational professionals</i>  ENGLISH
<b>10:00-10:30</b>	<b>Smala, AUSTRALIA</b> <i>Self-regulation, multiliteracies, and managed on-line learning environments: student voices in CLIL/Science</i>  ENGLISH	<b>ZanESCO, ITALY</b> <i>Philosophy in English: debating</i>  ENGLISH	<b>Habte-Gabr, COLOMBIA</b> <i>CLIL effectiveness seen through non-lingua franca in a Colombian teacher training course</i>  ENGLISH	<b>Civera, Arbonés, SPAIN</b> <i>Integrating Art, Science and ICT in the English classroom</i>  ENGLISH	<b>Carducci, ITALY</b> <i>High school Science and Math: creating CLIL materials from non-CLIL sources</i>  ENGLISH	<b>Mirels-Lauria, ITALY</b> <i>Long-term inquiry-based projects involving the community in students' learning as part of a CLIL programme</i>  ENGLISH	<b>Piccinelli, ITALY</b> <i>Students or teachers: a Science CLIL project for high school students</i>  ITALIAN
<b>11:00-12:30</b> Aula Magna	<p><b>Plenaries</b></p> <p><b>Anna Uhl Chamot</b>, The George Washington University, Washington DC, USA  <i>Integrating Learning Strategies into the CLIL Classroom</i></p> <p><b>Oliver Meyer</b>, Johannes Gutenberg-Universität, Mainz, Germany  <i>Taking CLIL to the next level: developing pluriliteracies for knowledge construction and meaning making</i></p> <p><i>Closing remarks</i></p>						
<b>12:30 Brunch</b>							