Building disciplinary literacies in CLIL: Foundations and applications

Tuesday, 5 March 2019, 16:00–20:00
Department of English and American Studies, Campus of the University of Vienna, Hof 8, ground floor, nearest entrance of the Campus: Garnisongasse 13
Building disciplinary literacies in CLIL: Foundations and applications

CLIL students do not only need to master content knowledge/skills and general English, but importantly also the ways of speaking and writing in their subject. Most research and teaching guides so far have, however, considered CLIL-learners’ language needs and competences mostly in terms of general language use.

In this workshop we want to focus on subject-specific uses of language in school-lessons. How can we map subject competences on to language competences and vice versa? Is there perhaps a mismatch between students’ cognitive level of development and their linguistic proficiency in the L2 and what does this mean for the development of historical or science competences? The thrust of these questions can be summarized by saying that they are all concerned with the crossroads of language and content and subject literacy.

CLIL-specialists (teacher-researchers and educational linguists) from Finland, Spain and Austria will showcase their latest work offering a mix of foundational research and classroom applications. Participants are invited to share insights and concerns from their own CLIL practice.

We welcome teachers and researchers alike!

Programme

Welcome

Beyond English as a Foreign Language:
An overview of subject-specific language in the CLIL classroom
Julia Hüttner

Navigating everyday and academic language in CLIL
Tarja Nikula

Exploring CLIL students’ content and language engagement in different forms of classroom interaction
Ana Llinares

Break

Student argumentations in economics:
on subject-specific oral language use in upper-secondary CLIL
Ute Smit

“Take one” – A CLIL approach to art education
Magdalena Stürmer

Break

Developing CLIL history materials:
How working on Cognitive Discourse Functions can promote disciplinary literacy and historical competences
Silvia Bauer Marschallinger

Learners’ oral classifications in science and history:
conceptual structures and lexico-grammatical realizations
Natalia Evnitskaya & Christiane Dalton-Puffer

Discussion

This workshop is part of the CELT Workshops for Teachers Series.

Registration via celt@univie.ac.at
Deadline: 28 February 2019
Contact: celt@univie.ac.at

Breaktime snacks and drinks will be provided.