



World CLIL 2022

Programme & Abstract booklet

*Correct as of 28 June 2022
Times in CEST (GMT/UTC +2)*

World CLIL 2022 is sponsored by

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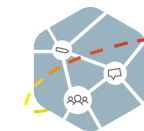
Practical notes on programme (please read this!)

Please consider the following points when reading the draft programme:

- All times are given in Central European Summer Time (CEST), which is GMT/UTC+2
- World CLIL is a **hybrid conference**. We have tried to incorporate opportunities for online and onsite participants and speakers to interact with each other, although some parts of the programme will only be available for one group of participants, as outlined in the table below.

Online only	All participants	On location only
Online poster session 'Meet&Greet' network carousels	Keynotes Presentations Symposia	Workshops Onsite poster session World Café Conference dinner (with ticket)

- Notes on presentation sessions:
 - Both online and onsite presentations and symposia can be followed by online and onsite participants.
 - You do not need to register in advance for presentation sessions or symposia, although we do request that participants attend entire presentation slots rather than swapping (virtual) rooms between presentations. This is to avoid disruption to presentations.
 - Presentations have been organised in groups of 3 according to common themes or contexts. Some presentations may correspond to one or more titles, and have been placed for organisational reasons in a particular group. In order to help participants make choices as to which presentation sessions to attend, we have given each slot a title reflecting the common thread between the presentations. These might not be the titles or groupings presenters would have chosen themselves. Designing a conference programme on this scale is a complicated process in which multiple factors must be taken into account.
- Notes on workshops (for onsite participants only):
 - Workshop places have been assigned on the basis of the preferences submitted by delegates. They will be told which workshops they have been allocated on arrival at the conference.
 - Those who did not submit preferences will have the opportunity to choose between the workshops that still have space on a first come, first served basis when they arrive at the conference on Day 1.
 - Delegates are asked to attend the workshops they were assigned, in order to ensure that participants are spread across all workshops and can be accommodated in the allocated rooms.
 - There might still be some small changes to the room allocation for the workshops. You will hear about this on arrival at the conference.



Day 1 – Thursday 7 July 2022 (times in CEST)

Please see the [Practical notes](#) for information on presentation groupings in Parallel Sessions Round 1, 3 and 5.

8:30-9:30	Registration & coffee with Roving Reporter – Lobby (hybrid)											
9:30-9:45	Opening – 2.02 (hybrid)											
9:45-10:30	Keynote 1 – 2.02 (hybrid) CLIL for all: Reality or chimera? – Prof. Marisa Perez-Cañado											
10:30-10:45	Coffee break with Roving Reporter – Lobby (hybrid)											
10:45-12:15	Parallel Sessions Round 1 (hybrid)											
	Presentations 1.1 English medium instruction (EMI) Room 2.10A	Presentations 1.2 Vocational CLIL Room 2.10B	Presentations 1.3 Primary CLIL Room 2.12A	Presentations 1.4 Materials for CLIL Room 2.12B	Presentations 1.5 Remote teaching Room 2.14A	Presentations 1.6 Literacies Room 2.14B	Presentations 1.7 International collaboration Room 2.16B	Presentations 1.8 Teacher collaboration Room 2.17	Presentations 1.9 Literature as content Room 2.19	Symposium 1.10 Pluriliteracies Coyle & Meyer Room 2.58	Symposium 1.11 CLIL pedagogy in Japan Sasajima et al. Room 2.59	Symposium 1.12 CEIL through multiple lenses Ho et al. Room 3.16
12:15-13:30	Lunch with Roving Reporter – Lobby (hybrid) / Poster Sessions – Lobby (on location) / Poster rooms (online)											
13:30-14:15	Keynote 2 – 2.02 (hybrid) Inclusive CLIL – re-imagining CLIL from a global citizenship lens in a (post-)pandemic war-stricken world – Prof. Joana Duarte											
14:15-14:30	Coffee break with Roving Reporter – Lobby (hybrid)											
14:30-15:45	Parallel Sessions Round 2 (on location)											Online Meet&Greet 14:45-15:15 Round 1 15:15-15:45 Round 2
	Workshop 2.1 Clipping CLIL 1 Room 2.10A	Workshop 2.2 Words and pictures Sansom Room 2.17	Workshop 2.3 Physical education and CLIL Christel de Jong Room 2.12A	Workshop 2.4 CLIL for inclusive education Van Dijk-van 't Noordende & Borggreve Room 2.59	Workshop 2.5 The CLIL Wheel Zaparucha Room 2.19	Workshop 2.6 Let's play math Klein Room 2.14A	Workshop 2.7 Images in CLIL Tanner Room 2.58	Workshop 2.8 Interplay of linguistics and didactics Mous & De Moor Room 3.16	Workshop 2.9 Show-what-you-know events Breidbach & Erdenebat Room 2.14B	Workshop 2.10 How to apply CLIL Geertsma & Schadee Room 2.16B		
15:45-16:00	Coffee break with Roving Reporter – Lobby (hybrid)											
16:00-17:00	World Café with drinks (on location) / 16:00 End of online programme Day 1											
19:00-22:00	Conference Dinner – Restaurant Milú , Driehoekjes 15, 2513 AZ Den Haag (for those with dinner tickets)											



Day 2 – Friday 8 July 2022 (times in CEST)

Please see the [Practical notes](#) for information on presentation groupings in Parallel Sessions Round 1, 3 and 5.

9:00-9:15	Opening and look back to Day 1 – 2.02 (hybrid)																						
9:15-10:00	<p align="center">Keynote 3 – 2.02 (hybrid)</p> <p align="center">CLIL Programs for Students in Non-Western Countries: Challenges and Opportunities – Nihayra Leona</p>																						
10:00-11:30	<p align="center">Parallel Sessions Round 3 (hybrid)</p> <table border="1"> <tr> <td>Presentations 3.1 Subject-specific language Room 2.10A</td> <td>Presentations 3.2 Inclusion Room 2.10B</td> <td>Presentations 3.3 Teacher-researcher collaboration Room 2.12A</td> <td>Presentations 3.4 Collaborative learning Room 2.12B</td> <td>Presentations 3.5 Focus on language Room 2.14A</td> <td>Presentations 3.6 Multilingualism Room 2.14B</td> <td>Presentations 3.7 Teacher perspectives Room 2.16B</td> <td>Presentations 3.8 Models for teacher education Room 2.17</td> <td>Symposium 3.9 CLIL in the Caribbean Selvon-Ramkisson et al. Room 2.19</td> <td>Symposium 3.10 CLIL in higher education Dafouz et al. Room 2.58</td> <td>Symposium 3.11 ADiBE project (Part 1) Bower & Pérez-Cañado Room 2.59</td> </tr> </table>											Presentations 3.1 Subject-specific language Room 2.10A	Presentations 3.2 Inclusion Room 2.10B	Presentations 3.3 Teacher-researcher collaboration Room 2.12A	Presentations 3.4 Collaborative learning Room 2.12B	Presentations 3.5 Focus on language Room 2.14A	Presentations 3.6 Multilingualism Room 2.14B	Presentations 3.7 Teacher perspectives Room 2.16B	Presentations 3.8 Models for teacher education Room 2.17	Symposium 3.9 CLIL in the Caribbean Selvon-Ramkisson et al. Room 2.19	Symposium 3.10 CLIL in higher education Dafouz et al. Room 2.58	Symposium 3.11 ADiBE project (Part 1) Bower & Pérez-Cañado Room 2.59	
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11:45-13:00	<p align="center">Parallel Sessions Round 4 (on location)</p> <table border="1"> <tr> <td>Workshop 4.1 Clipping CLIL 2 Room 2.10A</td> <td>Workshop 4.2 DepARTures Juhasz Room 2.17</td> <td>Workshop 4.3 Visual mapping of multilingual experiences Dale & Van Batenburg Room 3.16</td> <td>Workshop 4.4 MRMIC&GXXI #try2getwong Jaímez Ortiz Room 2.12A</td> <td>Workshop 4.5 Visual language support for CLIL Hatley-Richardson & Dijkema Room 2.58</td> <td>Workshop 4.6 How to use the L1 productively Flaake Room 2.19</td> <td>Workshop 4.7 The invisible process of drafting made visible Forey Room 2.14A</td> <td>Workshop 4.8 Reading and writing to learn across the curriculum Ahern Room 2.59</td> <td>Workshop 4.9 Scaffolding learning in CLIL-classrooms Albuquerque Paraná Room 2.02</td> <td align="center" colspan="2"> <div style="border: 2px solid red; padding: 5px;"> <p align="center">Online Meet&Greet</p> <p align="center">11:45-12:15 Round 3</p> <p align="center">12:15-12:45 Round 4</p> </div> </td> </tr> </table>											Workshop 4.1 Clipping CLIL 2 Room 2.10A	Workshop 4.2 DepARTures Juhasz Room 2.17	Workshop 4.3 Visual mapping of multilingual experiences Dale & Van Batenburg Room 3.16	Workshop 4.4 MRMIC&GXXI #try2getwong Jaímez Ortiz Room 2.12A	Workshop 4.5 Visual language support for CLIL Hatley-Richardson & Dijkema Room 2.58	Workshop 4.6 How to use the L1 productively Flaake Room 2.19	Workshop 4.7 The invisible process of drafting made visible Forey Room 2.14A	Workshop 4.8 Reading and writing to learn across the curriculum Ahern Room 2.59	Workshop 4.9 Scaffolding learning in CLIL-classrooms Albuquerque Paraná Room 2.02	<div style="border: 2px solid red; padding: 5px;"> <p align="center">Online Meet&Greet</p> <p align="center">11:45-12:15 Round 3</p> <p align="center">12:15-12:45 Round 4</p> </div>		
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16:30-17:00	Look back & forward, Words of thanks & Close – 2.02 (hybrid)																						



Keynote 1 – Thursday 7 July, 9:45-10:30, 2.02 (hybrid)

CLIL for all: Reality or chimera?

This talk will focus on one of the most hotly debated issues affecting Content and Language Integrated Learning (CLIL) at present: diversity, inclusion, and elitism in bilingual programs. The latter have been in place in many parts of Europe for over 20 years and are evolving in exciting new directions. One of the most prominent ones at present involves mainstreaming CLIL and making it accessible to an increasing range of learners. This new challenge has thrown bilingual education a real curveball and is entailing a thorough overhaul of our current CLIL programs. This presentation will explore how evolving towards a more diversity-sensitive model is affecting bilingual education on ten main fronts: the charge of elitism, the concept of diversity in itself, the role of the L1, materials design, pedagogical and evaluation techniques, the importance of the supranational perspective, multi-tiered systems of support, teacher education, the impact of COVID, and the focus of research. For each one, it will trace where we started out, showcase the current situation, and map out future pathways for progression. The latest empirical evidence on the topic will be used to address each front and the broader take-aways and chief pedagogical implications will be extracted for the frontline stakeholders. A broad array of materials, methodological tips, and teacher development options will be made available to continue addressing the challenge of diversity in CLIL in the immediate future and to ensure CLIL for all increasingly moves away from being a mere chimera to become a firmly embedded reality in our classrooms.



Marisa is Full Professor at the Department of English Philology of the University of J  en, Spain, where she is also Rector's Delegate for European Universities and Language Policy. Her research interests are in Applied Linguistics, bilingual education, and new technologies in language teaching.

[Back to Day 1 schedule](#)

Parallel Sessions Round 1 (hybrid)

Thursday 7 July, 10:45-12:15

Presentations 1.1 - Room 2.10A

1.1a English Medium Instruction at Poznan University of Technology - University Teachers' Perspective

Liliana Szczuka-Dorna*
Katarzyna Matuszak*

Poznan University of Technology,

Good practice presentation

Speakers on location

English Medium Instruction (EMI) has received much attention in recent years focusing mainly on students and giving them a double advantage: both knowledge and the improvement of English proficiency. Content teachers' perspective of EMI, however, is the core essence of the presentation.

In 2021 the Centre of Languages and Communication completed a national grant (2018-2021) focusing on the teaching aspect of EMI and developing EMI skills in an academic setting at PUT. The presentation is divided into three parts. The first part discusses the concept of EMI at PUT and describes one of the activities i.e. EMI course for academics. The second part presents feedback from teachers and focuses on data from a questionnaire in which academic teachers presented their needs, expectations, skills, and requirements concerning EMI implementation at PUT. Finally, the presentation reflects on future courses for academics.

1.1b Exploring identity and language ideology of EMI medical teachers and students in China's mainland

Paiwei Qin*

University of Jyväskylä, Finland

Research presentation

Speaker online

This qualitative research in progress explores the plural identities and language ideologies of Chinese teachers and students regarding their bilingual practices in EMI (English medium instruction) medical education for better understanding and supporting the micro-level stakeholders. The researcher conducted multiple sessions of semi-structured interviewing with Chinese medical subject teachers and students throughout the spring term of 2020. Through thematic and discourse analysis, the preliminary findings suggest that the participants have performed ambivalent identities: perceived as elites yet incompetent to fulfil the imagined identities by self and others due to predominant ideological and practical constraints. Also, the interviews show that they have displayed diverse ideological stances to bilingualism in and beyond EMI (bilingual) classrooms with arguments on beliefs of the languages (and the language speakers). Meanwhile, these ideological tensions and arguments potentially provide an emerging lens that stimulates their agency to negotiate identities as bilingual medical professionals/learners.

1.1c English-medium University Science Courses - the Potential and the Challenge: Case Study of the Faculty of Architecture at the Warsaw University of Technology in Poland.

Magdalena Walenta*

Institute of English Studies, University of Warsaw

Good practice presentation

Speaker on location

Bilingual courses are gaining popularity in higher education (HE) worldwide, due to student and faculty mobility, the internationalization of science, and the resulting need to master and use a shared communicative tool. Yet - while already present at numerous universities - bilingual practices are not yet fully established by research or understood by their main stakeholders. In order to bridge the theory-practice gap, a qualitative-quantitative questionnaire was designed and administered to a group of Polish academics teaching English-medium courses at the Faculty of Architecture at the Warsaw University of Technology. As the results indicate, there is a positive reception of bilingual practices by HE teachers, who generally acknowledge their role in the internationalization of science. However, there is also a perceived need to better understand the theoretical and practical underpinnings of bilingualism. The questionnaire findings serve as guidelines about what might be done to help bilingual HE practices reach their full potential.

1.2a CLIL with a plan - A lesson planning tool integrating content and language goals in a vocational CLIL context in Austria

Tatjana Bacovsky*	University of Vienna
<i>Research presentation</i>	<i>Speaker on location</i>
<p>Austrian colleges of crafts and technology (HTL) are among the few schools worldwide where CLIL is mandatory not only for students, but de facto also for teachers. CLIL support measures, however, are often designed for academic streams rather than for vocational schools like HTL, which prevents many HTL practitioners from reaching their full potential as CLIL teachers and jeopardises the foundational integration of content and language skills. This PhD project addresses this problem of practice by developing a CLIL lesson planning tool for the HTL context. Following a DBR approach, the tool is designed in close collaboration with two beginning HTL CLIL teachers and tested in their respective subjects recycling technology and control engineering. While new insights into CLIL teacher professional development, CLIL lesson planning and vocational CLIL are gained, the lesson planning tool itself holds the potential to improve CLIL practice in the often neglected context of vocational CLIL.</p>	

1.2b CLIL in Secondary School of Music

Justyna Woszczak*	Krzysztof Penderecki Academy of Music in Kraków
<i>Research presentation</i>	<i>Speaker online</i>
<p>CLIL has been implemented in various types of schools and learning environments. Nevertheless its potential is still not thoroughly exploited in the context of vocational education for which the benefits of introducing CLIL seem to be of the greatest value. The purpose of this presentation is to raise awareness of the need to include CLIL approach in vocational schools. The project I am currently conducting is the implementation of CLIL into professional music training in one of the secondary schools of music in Poland. It is also a subject of research that will last until the end of the school year, but some of the observations have already been made. CLIL is introduced into almost half of the curriculum of the music theory lessons. Additionally, some soft CLIL activities connected to the material which is discussed and practiced at the music theory classes are introduced by the language teacher.</p>	

1.2c 'For me this was a success': student cognitions on implementing obligatory CLIL

Julia Hüttner* (1); Ute Smit* (2)	1: University of Vienna, Austria; 2: University of Vienna, Austria
<i>Research presentation</i>	<i>Speakers online and on location</i>
<p>Ten years ago, the Austrian ministry of education introduced obligatory CLIL for all students in upper-secondary technical colleges (called HTL) in grades 11 to 13. In a country with a tradition of bottom-up CLIL initiatives, this legal requirement represents a rare instance of top-down management.</p> <p>This paper focuses on the ways in which a key group of participants in this new environment, i.e., HTL students, view their CLIL practices, and themselves as agents, in relation to this requirement. Drawing on a qualitative content analysis of focus group interviews with 29 students, research questions explore their cognitions in relation to language management aspects. A focus lies on their construction of programme adaptations as legitimate to ensure a successful implementation and their own (lack of) agency in this process. Findings show how specific beliefs enable far-reaching adaptations, but at the same time ensure that CLIL continues to be viewed positively by students.</p>	

Presentations 1.3 – Room 2.12A

1.3a CLIL programme seniority and its effects on linguistic outcomes	
Marta Segura* (1); Helena Roquet* (1); Carmen Pérez-Vidal* (2)	1: Universitat Internacional de Catalunya; 2: Universitat Pompeu Fabra
<i>Research presentation</i>	<i>Speakers online</i>
<p>The present study aims to analyse seniority in a CLIL EFL programme and how it may impact language outcomes. The efficacy of a long-standing CLIL programme in Barcelona (Spain) was examined twelve years apart. Differential gains were measured between the 2005 and 2017 learner cohorts -at 8, 11 and 14 years of age- in reading, writing and lexico-grammatical abilities. Results showed a higher level of proficiency in 2017 when raw scores are considered, but higher improvement was observed in 2005 between the grades tested in 7 out of the 10 tests administered, which could be due to their lower starting levels in the 2005 cohort. After 12 years, the programme has become more robust and stable, the teachers more experienced, and its design and application more complex. This allowed learners to achieve higher EFL levels. Therefore, we can conclude that seniority is an important factor for success in CLIL programmes.</p>	
1.3b Supporting oral language production through small group instruction	
Josée LeBouthillier* (1) Renée Bourgoïn* (2)	1: University of New Brunswick 2: St. Thomas University
<i>Good practice presentation</i>	<i>Speakers online</i>
<p>In elementary French immersion (FI) classrooms, it is common practice for teachers to create small group learning stations where students work on literacy and content-based outcomes. This framework allows teachers to focus instruction for a small group of students needing additional support with oral production skills.</p> <p>Small group instruction provides a language-rich learning environment where students can produce the target language and articulate more complex ideas around content-based learning outcomes in mathematics, social studies and literacy with the support of the teacher.</p> <p>The importance of language scaffolds to support language fluency and accuracy is well documented. During this session, we will answer the following questions: (1) How can small group instruction promote L2 acquisition for young beginning language learners? (2) What types of activities are particularly impactful in promoting extended output? And (3) What linguistic/pedagogical scaffolds can be used to enrich the learning experience of young students in the beginning stages of language acquisition.</p>	
1.3c Providing additional linguistic bonus in physical education (PE) lessons by using the CLIL approach	
Wenhsien Yang*	National Kaohsiung University of Hospitality and Tourism, Taiwan
<i>Research presentation</i>	<i>Speaker on location</i>
<p>To become a bilingual nation by 2030, the CLIL approach is emerging rapidly across educational levels in Taiwan. Yet, most practices are conducted at elementary rather than secondary level due to concerns regarding following the course syllabus and no explicit washback effects from the joint entrance examinations. Thus, we demonstrate how the CLIL approach can motivate students' English learning and energise their in-class peer interactions in a high school PE class, a subject without a clear link to language learning. Scaffolding and interactive activities relied on applying the concepts and pedagogy of multi-modalities and experiential education to facilitate the acquisition of the target language. We used observations, interviews, and assessment to evaluate the initial feasibility and effectiveness of this trial PE CLIL lesson. Results disclose that the practitioner's mindset and engagement determine the success of CLIL, but highlight the rather personal initiatives of implementing it at secondary level in Taiwan.</p>	



World CLIL 2022

Presentations 1.4 – Room 2.12B

1.4a Impact of the 'local': A successful CLIL textbook adaptation project

Şebnem Yalçın* (1)

1: Bogazici University

Yasemin Bayyurt* (1)

2: Freelance Teacher Trainer

Benan Rifaioğlu Alahdab* (2)

Research presentation

Speakers on location

Although there is no bilingual language policy imposed by the Ministry of Education in Turkey, many private schools have been implementing CLIL and CLIL experience in Turkey has revealed that there is a scarcity of context-responsive L2 teaching materials. This presentation reports a book adaptation/localization project, which emerged out of a substantial need for CLIL teaching in EFL setting. CLIL Social Science textbook (Grade 4) designed for Spain have been adapted in order to meet the objectives of the National Curriculum in Turkey with the support of local and international publishers and with the guidance of a local expert teachers group (i.e., L2 and content) to address content-compatible and content obligatory objectives of the CLIL program. The outcome of the project has been a successful custom-made Social Science textbook to be used in CLIL programs for Turkish learners of English in Turkey.

1.4b CLILization of EFL in Japan

Yoko Kusumoto*

Tokyo University of Technology,

Research presentation

Speaker online

Content Language Integrated Learning (CLIL) in Japan was started at a grassroots level by tertiary level language teachers about a decade ago. In Japan, CLIL is used as an approach to teach English and is gaining popularity at all levels. Recently, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has updated the curriculum guidelines and mentioned the integration of content in junior high school English courses for the first time. With other recent changes in the English curriculum including changes in elementary schools, the textbooks used in junior high schools from 2021 have been drastically revised. This study examines to what extent MEXT approved EFL textbooks of six publishers embrace Coyle's (1999) 4Cs framework. To do so, Ikeda's (2011), Banegas' (2014), and López-Medina's (2021) checklists were adapted. The textbook content analysis suggests that CLIL components are superficial rather than an attempt to promote Soft CLIL.



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1.5a Evaluating Learners’ Satisfaction with a Distance Online CLIL Lesson During the Pandemic

Wenhsien Yang*	National Kaohsiung University of Hospitality and Tourism, Taiwan
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<i>Research presentation</i>	<i>Speaker on location</i>
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Despite the outbreak of the pandemic in 2020, many universities are still continuing the distance learning model in 2021. Although the benefits and challenges of distance learning have been extensively studied, there has been less research on whether the CLIL approach, which greatly relies on face-to-face interaction and collaborations with peers, can work well in a distance learning model. Thus, 4 weeks of synchronous CLIL teaching was conducted as a trial in a Taiwan university. The students were asked to complete a weekly online survey to evaluate their learning, the practitioner’s teaching, and the platform. Results revealed that CLIL may not work well in a distance learning situation due to decreasing motivation, greater distraction, lack of actual interaction, peer pressure, teacher monitoring, and practitioner’s fatigue. The study suggests an integration of a blended team-based learning model with multimodalities according to a distance learning model of implementing the CLIL approach.

1.5b Benefits and Challenges of Implementing Online CLIL Lessons: Experiences from COVID-19 Pandemic

Ravi Prakash Jalli*	National Institute of Technology, Warangal
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<i>Research presentation</i>	<i>Speaker online</i>
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COVID-19 Pandemic forcefully shifted face-to-face education to distance and online modes. Even the teachers who were using the Content and Language Integrated Learning (CLIL) Approach, which relies mostly on face-to-face interactions, had to take their CLIL lessons online. This posed many challenges to the teachers like changes in instructional strategies, learner engagement issues, teachers’ technology readiness, etc. Nevertheless, the chance has also surfaced some benefits like the use of multiple asynchronous and synchronous platforms to counter the learners’ disengagement. The benefits and challenges of online education have been widely researched. However, the online implementation of the CLIL approach, especially during the pandemic, has not been adequately researched. In this context, this paper studies, through a systematic literature review, the experiences of the teachers and the learners who were involved in online CLIL lessons during the pandemic. It also examines the benefits and challenges of implementing online CLIL lessons.

1.5c Language Learning and CLIL during the pandemic: main findings from an Italian survey

Letizia Cinganotto*	INDIRE
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<i>Research presentation</i>	<i>Speaker online</i>
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Starting from the theoretical background in the field of learning technologies for languages and CLIL, the presentation will highlight experiences and practices carried out by Italian teachers during the pandemic, referring to a survey launched in Italy by INDIRE (National Institute for Documentation, Innovation, Educational Research), in cooperation with the European Commission in summer 2020. The survey was aimed at investigating the reactions and attitudes of Italian language teachers and CLIL teachers towards language learning and teaching and CLIL. The results related to the sections on CLIL and on language learning and teaching in Covid times will be highlighted during the presentation. 2805 respondents answered the survey and the data was analyzed taking inspiration from Braun and Clarke’s qualitative approach. Despite the challenges due to the pandemic, remote and blended teaching turned out to be a good opportunity for most of the respondents to experiment the potential of learning technologies.

1.6a Service Learning in CLIL / EFL Teacher Education for Literacy in the Context of Inequity across Schools

Aoife Kathleen Ahern*	Universidad Complutense de Madrid
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<i>Good practice presentation</i>	<i>Speaker on location</i>
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This talk presents data on the implementation of service-learning projects with future primary teachers of EFL and CLIL, in the context of a region of Spain with a high measure of inequity across schools. During pre-service teacher education, scant attention is paid to the existence of this pronounced inequity, especially in the area of training for English language teaching or bilingual teaching. We report on two projects carried out by a group of teacher educators aiming to enhance the engagement of the student-teachers in their classes by creating opportunities for them to put the competences they were acquiring at university, specially, Reading to Learn (R2L) functional literacy pedagogy (Rose & Martin, 2012). A qualitative analysis of the projects' development and outcomes shows positive results affecting, above all, the participating student-teachers. and points to the value of service-learning as a meaningful context for developing future teachers' knowledge of R2L.

1.6b Adapting FL-Translanguaging Pedagogies for Upper-Level STEM-Instruction

Teresa Y-L Ting*	The University of Calabria, Italy
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<i>Good practice presentation</i>	<i>Speaker online</i>
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At upper-secondary and tertiary, STEM-content is often already complex, even in L1. Therefore, EMI/CLIL at these levels means "learning already complex concepts through a foreign language", a doubly challenging challenge. At these levels, content cannot be compromised for the sake of a foreign language: Secondary students must pass admissions-exams into tertiary STEM Degree Courses and tertiary EMI-STEM graduates must seamlessly enter their chosen professions; Content must be learnt well, English must be used in age-appropriate ways and, STEM-graduates must manage content-relevant discourses about complex STEM-topics well, in both English and their L1. This presentation discusses how, the scholarship of translanguaging can be tweaked to help EFL- and STEM-experts design EMI-instruction linked to upper-level L1-textbooks, without leaving their respective comfort zones. Results from students' writings illustrate how translanguaging strategies facilitate the comprehension of complex STEM-concepts and also the mastery of complex STEM-discourses, in both English and L1.

1.6c A pluriliteracy framework for harnessing the epistemic potential of multilinguality in CLIL mathematics classrooms

Alexander Schüler-Meyer*	TU Eindhoven, Netherlands
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<i>Research presentation</i>	<i>Speaker in person</i>
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Case studies have shown that multilinguality has an epistemic potential for understanding mathematics. This finding raises the question for how to systematically harness this epistemic potential in today's CLIL mathematics classrooms, particularly considering recent developments of 1. superdiverse classrooms and the need to address language as both, learning content and learning medium; 2. the increasing relevance of 21 century literacy skills such as critically reading media texts. The presentation presents a four-dimensional pluriliteracy framework for CLIL mathematics classrooms that enables the design of learning-teaching activities that harnesses said epistemic potentials and addresses the two developments. Data from a design research project that was implemented in a CLIL mathematics classroom shows the model's suitability to frame multilingual mathematics learning. This research has implications for how to conceptualize mathematics learning in CLIL contexts, particularly with respect to the inclusion of multiple languages for facilitating translanguaging during students' conceptual work.

1.7a CLIL: international cooperation between the Netherlands and Kazakhstan	
Bakytgul Yermanova (1) Errol Ertugruloglu* (2)	1: Nazarbayev Intellectual School of Chemistry and Biology, Pavlodar 2: Leiden University
<i>Good practice presentation</i>	<i>Speaker on location</i>
<p>This presentation will offer an overview of the activities comprising the educational outcomes being reached by the exchange between Kazakh schools and Leiden University's Graduate School of Teaching. As the result of the international workshops, conducted and organized by Dutch and Kazakhstani CLIL trainers, the KZ STEM teachers, acquired an international professional CLIL network for further CLIL initiatives and activities in their professional settings, practical training in a specific subject, and the ability to implement CLIL at lessons and schools. In Kazakhstan transition to teaching STEM school subjects in English has been gradually implemented since 2017.</p> <p>In the Netherlands, Leiden University's Graduate School of Teaching, occupies a key position in the field of CLIL, through its pre-and in-service teacher training programs and educational research programs.</p> <p>The cooperation between KZ and NL contributed to an improved international perspective, by understanding and appreciating similarities and differences in educational development in respective countries.</p>	
1.7b Subject and Language Sensitive Teaching Through Learner-Teacher Trainee Conversations in Higher Education (HE)	
Marije Michel* (1) Sarah Olthoff* (2) Iryna Menke-Bazhutkina* (1) Niklas Abel* (1) Marije Roorda (1)	1: Groningen University, the Netherlands; 2: Universität Oldenburg, Germany
<i>Good practice presentation</i>	<i>Speakers on location</i>
<p>We report on a cross-border teletandem course between a Dutch and German university. Dutch participants (N=20) study German as a foreign language within their BA European Languages and Cultures. German teacher trainee participants (N=20) study different subjects with a theoretical basis on principles of language sensitive pedagogy. Herewith they receive an opportunity to bring their theoretical knowledge into practice.</p> <p>Tandem groups engage in three virtual encounters to work cooperatively on content-based tasks, exchanging culture-specific perspectives on topics such as German federalism and Germany's role in Europe. Students evaluate their cross-border conversations during self-reflections to strengthen the intercultural perspective on their learning.</p> <p>Recorded teletandem conversations are transcribed and coded using conversation analytical methods. Self-reflection data will provide further insights on students' linguistic and intercultural growth. We discuss our findings by distilling the challenges and opportunities of a cross-border German teletandem CLIL course in HE bringing learners and teacher trainees together.</p>	



Presentations 1.8 – Room 2.17

1.8a A systematic literature review on the realization of the dual focus in CLIL's subject and language classrooms

Liesbeth Martens* (1); Laurence Mettwie* (2); Jan Elen (3)	1: University Colleges Leuven-Limburg (UCLL); 2: Université de Namur; 3: KU Leuven
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<i>Research presentation</i>	<i>Speakers on location</i>
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'I', in the acronym CLIL, refers to the integration of both content and language objectives, also known as 'dual focus'. To realize this goal, there should ideally be cooperation between the CLIL-subject and the language teacher. However, in secondary schools in Flanders (Belgium), such cooperation could be enhanced.

In order to inform a forthcoming intervention study, it was crucial to identify (a) what exactly is meant by 'dual focus' in the literature, (b) how dual focus can be translated into CLIL classroom practice, (c) how the cooperation of teachers can concretely be implemented to achieve dual focus in both courses. A systematic search strategy in multiple research databases (via Limo) revealed 46 relevant studies.

This literature study allows us to ground, finetune and contextualize 'dual focus' in CLIL and to highlight how such a preliminary work contributes to the development of a professionalization program for language and subject teachers.

1.8b From researcher-assisted collaboration to autonomous collaboration: Insights from cross-curricular collaboration in CLIL

Xiaochen Rui* Yuen Yi Lo*	The University of Hong Kong
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<i>Research presentation</i>	<i>Speakers online</i>
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In CLIL programs, content and language teachers are encouraged to collaborate, which will facilitate student learning and teachers' professional development. This presentation reports a case study implemented in a CLIL setting in Chinese higher education, where a content instructor and a language specialist collaborated to implement content and language integrated teaching. With different sources of data such as co-planning meetings, interviews, lesson observations, and teaching materials, this presentation illustrates the two teachers' collaboration processes.

Drawing on frameworks of teacher collaboration, it particularly highlights how the collaborative processes evolved from researcher-assisted collaboration to autonomous collaboration, thereby facilitating the teachers' professional development in their language awareness and CLIL pedagogies. Some facilitating and hindering factors will also be discussed. This presentation then sheds light on how authentic teacher collaboration may take place at schools and affect teaching and learning effectiveness.

1.8c Convincing teachers about CLIL: Can teachers change their beliefs?

Michael King*	Community College of Qatar
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<i>Research presentation</i>	<i>Speaker on location</i>
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In 2008, I conducted a CLIL case study project in Qatar, in which language teachers assumed content teacher roles in a Bachelor's language/content hybrid first semester to aid students whose English medium mastery was lower than international norms. Findings indicated both content and language teachers supported the project, but content teachers felt no desire to collaborate on it, while language teachers showed uncertainty about their suitability to take on the task.

This (still to be conducted) qualitative mixed methods study focuses on teacher beliefs about CLIL by comparing those original perspectives with current ones from the very same sample of teachers (none still work at the same institution) to see the extent to which beliefs can change, and if so, what triggers those changes. Findings can provide insights into the feasibility of expecting CLIL participants to change their beliefs. If feasible, outcomes can suggest what makes practitioners change their beliefs.

1.9a Literature as content: Insights from a university curriculum development project

Tara McIlroy*	Rikkyo University, Tokyo
<i>Good practice presentation</i>	<i>Speaker online</i>
<p>While literature in language learning has been an area of increased interest and attention in recent years, use of literature in dual-focused CLIL courses warrants further attention. In this presentation I will begin by introducing some of the insights from piloting a literature and language CLIL course in 2021. The setting is the tertiary context in Japan and the course uses inclusive practices of selecting culturally relevant literature while considering the educational background of the non-English major students. The talk reports on a curriculum design project using CEFR descriptors in creating lessons for language learning while teaching elements of a humanistic approach to literature education. The presentation discusses insights from the use of in-house materials and tentatively suggests some points of relevance for others. The presentation finishes by discussing learner-centered activities and approaches suitable for contemporary readers in a variety of contexts.</p>	

1.9b Positioning Picture Books as Catalysts for Primary CLIL Lessons

Lichung Yang*	University of Taipei
<i>Research presentation</i>	<i>Speaker online</i>
<p>As CLIL is a holistic approach, one that assumes the interconnectedness between content and language, authentic materials are often an essential part of CLIL lessons. When there is a shortage of ready-made CLIL-learning materials in the early stage of curriculum development, picture books are often seen as a way of counteracting this deficit and thus adopted and adapted by elementary school teachers to achieve the learning objectives of CLIL lessons. Drawing on empirical data from my research project, which explores how elementary ELT teachers develop CLIL materials with picture books, this presentation reports the types of picture books were selected as CLIL materials for competency-based learning and discusses how those picture books were used as catalysts for the primary CLIL lessons. In so doing, the paper explores the affordances of picture books for primary CLIL in the Asia-Pacific Region where CLIL is developing as an educational approach to bilingual education.</p>	

1.9c Gamified IB

Calijn de Jong* (1); Hanneke Brouwers* (2)	1: Radboud University,; 2: Hogeschool Windesheim
<i>Good practice presentation</i>	<i>Speakers on location</i>
<p>Using elements of gamification and serious gaming, we created an IB English A: Language and Literature programme for a senior TTO secondary school in Apeldoorn that was aimed at fostering a stronger motivation for reading and literary analysis. Additionally, we wanted to stimulate the students to continue with the senior TTO programme/IB.</p> <p>We created six modules for the IB programme, each centred around a theme, which combined a literary text and various non-literary sources. Each module included formative assessment using either a serious game or a gamified teaching approach.</p> <p>Relevance of the good practice</p> <p>We noticed increased motivation, better group cohesion, more consistent use of the target language, and more advanced mastery of required skills in the groups that followed this new programme. We also observed that the nature of our programme seemed to help our students keep up their motivation for our course during the corona period.</p>	

1.10 Pluriliteracies Learnsapes for Deeper Learning: interconnecting design principles and bilingual practices

Do Coyle* (1)

Oliver Meyer* (2)

Susanne Staschen-Dielmann* (3)

Frédéric Taveau (4)

1: University of Edinburgh, Scotland

2: Johannes Gutenberg-Universität, Mainz
Germany

3: Berlin School Administration

4: Ecole Internationale, Geneva

Speakers on location

This symposium outlines core principles and practices upon which a pluriliteracies approach (PTDL¹) to deeper learning in bilingual classrooms has evolved. It focuses on repositioning bilingual subject and language learning in subject *pluriliteracies-rich* environments or Learnsapes and demonstrates the practical design principles for deeper learning episodes across languages and different subject disciplines. The classroom materials have been used with a range of learners and provide guidance and strategies which demonstrate the *alignment* required between learning tasks and pluriliteracies principles. We argue that this is fundamental if we are to create transparent student-driven deeper learning pathways.

Programme outline:

- Do Coyle: **What do you mean - a pluriliteracies model for deeper learning? Not another theory!**
- Oliver Meyer: **Designing Deeper Learning Episodes - transforming principles into practice, and classrooms into Learnsapes.**
- Susanne Staschen-Dielmann: **Spotlight on pluriliteracies practices in bilingual History classes (upper secondary).**
- Frédéric Taveau: **Spotlight on pluriliteracies practices in language classes (lower secondary near-beginner students).**
- **Provocations & Discussion**
- **Next steps**

For a full symposium programme, including individual abstracts, see

<https://www.worldclil.com/programme/symposia>

¹ The Pluriliteracies Teaching for Deeper Learning Model in Coyle and Meyer (2021) Beyond CLIL: Pluriliteracies Teaching for Deeper Learning. CUP.



1.11 CLIL Pedagogy in the Japanese Context

Shigeru Sasajima* (1)	1: CLIL Institute for Teacher Education, Japan
Makoto Ikeda* (2)	2: Sophia University, Japan
Keiko Tsuchiya* (3)	3: Yokohama City University, Japan
Tatsuma Shirai (4)	4: Yokohama Jogakuin Secondary School, Japan
Kentaro Koibuchi* (4)	5: Shitennoji University, Japan
Kazuko Kashiwagi* (5)	6: CLIL Academy, Japan
Brian Shaw (6)	7: Waseda University, Japan
Kana Seki* (7)	8: Kagoshima University, Japan
Mai Kuramoto* (8)	

Speakers on location and online

This symposium will provide an overview of the current state of CLIL in Japan with seven panel presentations. The symposium is conducted in English and will benefit CLIL practitioners and researchers in Asian regions and beyond.

Programme outline

- Makoto Ikeda: **Soft CLIL and English Language Teaching**
- Tatsuma Shirai, Kentaro Koibuchi: **Scaffolding techniques and collaborative assessment for Soft/Hard CLIL - a report from Yokohama Jogakuin Secondary School**
- Kazuko Kashiwagi: **Development of scale of a reflection for Edu21st Century Skills to implement CLIL approach: assessing the effectiveness of interdisciplinary approach in higher education**
- Shigeru Sasajima, Brian Shaw: **The CLIL Teacher Education Programme (CTEP)**
- **Seki Kana: Innovations and Challenges in CLIL Implementation: Teacher Agency in Japanese Educational Context.**
- Mai Kuramoto: **CLIL in higher education institutions in Japan: a survey report**
- Keiko Tsuchiya: **"It's CLIL not bilingual education" - cultivating multilingual attitudes in "monolingual" Japan**
- **Q&A and Discussion**

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

1.12 Divergent contexts, convergent issues: Exploring Content and English language Integrated Learning (CEIL) through multiple lenses

Jason Man-Bo Ho* (1) Peichang Emily He* (2) Xiaoyan Rebekah Ren* (3) Phoebe Siu* (4) Bong-gi Sohn* (5)	1: Hong Kong University of Science and Technology 2: The University of Hong Kong 3: Tianshui Normal University 4: The Hong Kong Polytechnic University 5: Simon Fraser University
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Speakers online

The Hard CLIL/Soft CLIL distinction (Ball et al, 2015) has drawn fruitful discussions in the content and language integration continuum (Met, 1998) of the CLIL classroom. Highlighting diverse sociocultural backgrounds and curriculum objectives, this symposium gathers researchers from Canada, Mainland China, and Hong Kong examining complexities of CLIL classrooms where the learner's home language is different from that of the target language (i.e., English). Extending the 4Cs by Coyle et al. (2010) - content, cognition, communication, and culture - the four ethnographic qualitative case studies address the issues of language and content integration, focusing on student classroom participation and silence, gender-themed human rights issues, critical social semiotic awareness, and thematic-pattern-based "Concept+Language Mapping" (He & Lin, 2019). We explore the emergent yet fundamental issues such as integration and socio-semiotics, translanguaging and trans-semiotizing (Lin, 2019), critical (bi-)literacy, and pluriliteracies with implications on bilingual education policy-making and CLIL teacher education.

Programme outline:

- **Introduction**
- Speaker 1 Jason Man-Bo HO: **The 'why' and 'what' of a hard CLIL for critical queer education in Hong Kong**
- Speakers 2-3 Peichang (Emily) HE and Xiaoyan (Rebekah) REN: **"Concept+Language Mapping" (CLM) in College English Writing Teaching: Soft-CLIL practices in China**
- Speaker 4 Phoebe SIU: **Reframing multimodal CLIL through cross disciplinary co-creation: a case study of hybrid adjunct workshops for Chemistry laboratory reports**
- Speaker 5 Bong-gi SOHN: **Participation and silence in a soft CLIL classroom: Towards decolonizing English academic literacies of international students in Canada**
- **Open-floor Q&A**

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

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Posters (online or on location)

Thursday 7 July, 12:15-13:30

Posters will be displayed **either** on location or online during the whole conference. Presenters are asked to stand with their poster during the lunch break on Day 1 (Thursday), in order to answer questions and enter into discussion. A small prize for the most appreciated poster will be presented at the end of the conference.

Posters on display in the Hague

P1. Integrated Individual English App

Jørgen van Waes* Erik Meuwsen	ROC van Amsterdam - MBO College Airport
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Poster presentation (Practice)	On location
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Since the introduction of CLIL in Travel&Hospitality in 2009, integration between subjects has intensified, increasing the need for cooperation between subject teachers. Combining this with the trend towards tailor-made education and the growth of education technology, we have developed the Integrated Individual English app (IIE).

The IIE allows students to work on their language skills individually. Subject teachers feed the mistakes a student makes into the IIE. Students are then prompted to work on selected assignments and their English teacher is informed. Students self-assess and sign off, which -upon noticeable improvement- is confirmed in app by the subject teacher.

The IIE has a triple advantage:

- It allows students to take responsibility for individual progress in their use of English;
- It helps English teachers to establish common difficulties per class;
- It stimulates cooperation between departments, as it provides both English and CLIL subject teachers with the same information about students' progress.

P2. CLIL at Ghent University: a plea for sustainable teacher education

Véronique Sanctobin*; Ulrike Vogl	Ghent University
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Poster presentation (Practice)	On location
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Since 2019, Ghent University (Ugent; Belgium) has started a training programme for future CLIL teachers. Our teacher training programme at master level is the only one of its kind in the Flemish educational landscape, which so far only offered programmes to bachelor teacher training students, who traditionally choose 2 subjects, usually a language and a "content" subject.

There is a solid legal framework in place, and a very large number of Flemish schools have already started a CLIL programme. But if we want to make CLIL a great - and above all a lasting - success, we also need (more) qualified teachers.

Our program can be called a success, with students from various faculties finding their way to CLIL. We will present an outline of the course, in the hope of stimulating discussion between teacher trainers, as a moment of reflection in function of quality assurance of CLIL teacher training.

P3. The CLIL Wheel as a teacher training tool

Aleksandra Zaparucha*

CLIL Matters

Poster presentation (Practice)

On location

The CLIL Wheel (available at <https://clilmatters.com/clil-resources/>) combines the 4Cs with the ten parameters described by Ball, Clegg and Kelly in Putting CLIL into Practice. When used as a teacher training tool, it has great potential to address the essential issues a CLIL teacher faces. Besides the CLIL Wheel itself, the poster will describe the stages of the teacher training session and some of the materials produced by the trainees during such a session. It is hoped CLIL teacher trainers will consider using the CLIL Wheel during training Primary, Secondary and even Tertiary teachers. Additionally, CLIL teachers themselves should find the CLIL Wheel helpful as a lesson preparation checklist. What is more, the sequence of activities in the training session can be used as a model for other CLIL lessons.

P4. First language use in CLIL teaching at secondary-level schools in Germany

Sebastian Flaake*

Ruhr-University Bochum

Poster presentation (Research)

On location

When CLIL is conceptualised as a programme for bilingual education in rather monolingual communities, the deliberate use of the L1 has rarely been the focus of research. In this qualitative study, I investigate to what extent, in which situations and for which purposes the students' and teacher's L1 plays a role in their classroom interactions and the learning and teaching processes. To answer these questions, lesson observations are made in secondary-level CLIL classes at grammar and comprehensive schools in the state of North Rhine-Westphalia in Germany. The observational findings are compared with the respective teachers' statements during the planning (introspection: think aloud) and the reflecting (retrospection: stimulated recall) of their lessons. Findings could serve as inspiration for current practitioners to consider learners' L1 competences more systematically and productively. Furthermore, the study provides orientation for training programmes to prepare future (CLIL) teachers for increasingly plurilingual learners.

Posters on display online

P5. Integrating an eTwinning project into lower-primary CLIL classes

Barbara Muszynska* (1);

Joanna Dybala (2);

Agnieszka Czekajlo (3)

1: University of Lower Silesia / Dolnoslaska

Szkola Wyzsza, Wroclaw, Poland;

2: Primary school / Szkola Podstawowa nr 1,
Trzebnica, Poland;

3: Kindergarten / Przedszkole Publiczne
Ukladanka, Swieta Katarzyna, Poland

Poster presentation (Practice)

Online

This poster is an example of good practice of integrating an international eTwinning project into CLIL classes with pupils in lower primary grades in the autumn semester of 2021. Since eTwinning projects are included in the core curriculum for foreign languages in Poland, we decided to plan and conduct a CLIL Module supported by the implementation of an eTwinning project with 6 European countries and two institutions from Poland. This learning module has been developed by Joanna Dybala and Agnieszka Czekajlo in a CLIL university course run by dr Barbara Muszyńska in the spring semester of 2021 with the aim of contributing to practical solutions enhancing the quality of language learning at primary schools, and this is the idea which we would like to share with you.



P6. When there's more than just the language: How best practices from higher education can help implement curriculum innovations in secondary education

Eva Knopp* (1,2) Janine Berns* (1,2)	1: Radboud University 2: Meesterschapsteam mvt
<i>Poster presentation (Practice)</i>	<i>Online</i>

The interdisciplinary team behind Curriculum.nu proposes to revise Dutch secondary education, including the modern foreign language classroom. Next to language competence, they propose to incorporate relevant linguistic and cultural content, to foster pupils' language- and cultural awareness.

Integrating language-related content in the course programme and the assessment is no trivial task. Universities offering BA programmes in foreign languages are in fact CLIL settings in higher education. They have valuable experience in integrating language skills and content knowledge relevant to the target language (e.g. linguistics, literature, contemporary culture) in teaching and testing. We discuss the outcomes of a survey distributed among students majoring in language programmes at Radboud University, asking their opinion on various aspects concerning language skills and content learning. These insights are of interest to CLIL practice, the language classroom as proposed by curriculum.nu, and the recurring discussion on how to smoothen the transition between secondary and higher education.

P7. Facilitating Punjabi-speaking international students' information literacy in a CLIL lesson: a translanguaging perspective

Daniel Chang* (1) Qinghua Chen* (2)	1: Kwantlen Polytechnic University 2: Simon Fraser University
<i>Poster presentation (Practice)</i>	<i>Online</i>

Information literacy is a key aspect in writing and research in higher education. Teaching information literacy is often integrated as part of a lesson in a transitional education course for international students. Specifically, when teaching students from South Asia (i.e. Punjabi-speaking international students), I have learned their cultural writing practices and their unique concept of citing, paraphrasing and quoting source information.

In this presentation, drawing on the well-established scholarship of translanguaging and my own teaching experience of international students in a North American Polytechnic University, I will demonstrate how I facilitated the information literacy lesson as part of a disciplinary transitional educational course. I elicited and activated the students' linguistic repertoire in comparing cross-cultural information literacy practices and achieving the goal of teaching the North American information literacy values. This presentation will provide valuable insights for teaching an information literacy lesson grounded in CLIL and pedagogical translanguaging in higher education.

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Inclusive CLIL – re-imagining CLIL from a global citizenship lens in a (post-)pandemic war-stricken world

Since its inception in the 1990s, CLIL has become part of the educational literature as a dual-focused and multi-dimensional approach for foreign language learning (Coyle, 2002). CLIL is not only about using an additional language as a medium in teaching, but also to build and reinforce learners' knowledge of other disciplines while using the language creatively to solve problems and develop critical thinking (Gabillon, 2020). However, the magnitude of challenges that (language) learners face in schools today – in relation to conflicts, inequity, poverty, technology, climate, polarisation, etc. – creates new needs in relation to the conceptualisation and implementation of CLIL.



Prof. Joana Duarte
University of Amsterdam

The talk will explore how the development of CLIL has recently been influenced by research exploring the role of language(s) and language use in our changing global social ecology caused by transnationalism and superdiversity (Blommaert, 2013; Vertovec, 2009). From this new perspective, language is no longer a standardised native-speaker driven construct with well-defined national/regional borders, but a multimodal tool and a resource for social practice and meaning making (Atkinson et al., 2016). As such, recent research on CLIL brings together language cognition, content and learning with a plurilingual mindset. Examples of this, are recent projects combining CLIL with multilingual education (Nikula et al. 2016) and translanguaging approaches (Duarte & Günther-van der Meij, 2020; Moore & Nikula, 2016).

Further, the talk will also present the role of CLIL in fostering intercultural/global citizenship skills (Porto, 2018), by focusing on the development of intercultural communicative competence. I will show how intercultural citizenship can complement CLIL as it bridges the 4Cs framework Coyle et al. (2010, p. 42) with a pluriliteracies CLIL model (Meyer et al., 2015).

I conclude by highlighting the idea that – in a (post)pandemic, war-stricken world in which the interconnectedness of nations is unprecedented – for CLIL to contribute to inclusive education, its conceptualisations need to expand beyond any utilitarian, market-driven, and Eurocentric notions (Porto, 2018). CLIL must therefore include both plurilingual pedagogies and a focus on (critical) intercultural citizenship. Such forms of inclusive CLIL can empower young learners with attitudes, values, knowledge, and skills to help them grasp and actively address complex our current global issues.

Professor Joana Duarte holds a chair in bilingual education and world citizenship at the University of Amsterdam, and is associate professor at Stenden Hogeschool where she focuses on multilingualism.

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Parallel Sessions Round 2 (on location only)

Thursday 7 July, 14:30-15:45

Workshop 2.1 - Room 2.10A

2.1 Clipping CLIL Practices 1

Geerte Holwerda*
Helen de Lange*
Gerrit Jan Koopman*

Clips submitted by:

- Martijn Smit (Deltion College Zwolle, the Netherlands)
- Lisa Speckens (Jan van Brabant College, the Netherlands)
- Veronique Sanctobin (Ghent University, Belgium)

In this workshop classroom video fragments around a particular theme will be discussed by the participants. The workshops are moderated by experts in CLIL and didactics. The workshop aims to create an international exchange of good practices and dilemmas regarding CLIL pedagogy and/or aspects of teaching in a bilingual or multilingual school situation.

The aim of this exchange is twofold. On the one hand participants gain knowledge of existing practices in other contexts and can get inspired by them. On the other hand, analyzing each other's video clips will help participants formulating suggestions for improvement for both the own and the other context. The exchange is built around video clips submitted by participants that visualize a particular aspect of CLIL / bilingual / multilingual education.

In Clipping CLIL Practices 1, clips addressing the following topics will be discussed:

- **Feedback on content and use of English during the CLIL lesson**
- **English all the time at secondary school level**
- **Applying Do Coyle's 4C model**

Workshop 2.2 - Room 2.17

2.2 Words and Pictures - using images in language learning

Peter Sansom*

Maaslandcollege, Oss

A picture is worth a thousand words, so goes the saying. In the CLIL classroom, it is of course the words that we are after. In this workshop I will be using images to unlock language learning in a variety of creative ways. In doing this we will be dipping into images from popular culture, the media, art history, graphic novels, instruction manuals and maybe even cookery books.

The focus will lie on encouraging learners to produce spoken and written language output, along with discussion and debate.

The workshop is principally aimed at those working in secondary education but should have parts useful at other levels. The approaches used will also provide a number of strategies and ideas to take away and try for yourself in the classroom

Come prepared to participate, discuss, be creative and to have fun.

Workshop 2.3 - Room 2.12A

2.3 Physical education and CLIL

Christel de Jong*

CS Vincent van Gogh

I would like to organise a workshop about CLIL and PE. I have some nice examples to show, I created my own website and would like to do some practical exercises where I show that PE and CLIL is more than only using pen and paper, but you can also do a lot with movement and active learning.

Example of an exercise: <https://youtu.be/wp5VdMvxK3w>

You can find a lot of info at my website too: www.amazingpelessons.com

You can find an explanation about my website at: <https://youtu.be/THYAt96n67M>



Workshop 2.4 - Room 2.59

2.4 CLIL for an inclusive education with a special attention to dyslexia in bilingual education

Amanda van Dijk-van 't Noordende* (1)
Annes Borggreve* (2)

1: Bilingual Education Projects
2: Hogeschool NHL Stenden

In the curriculum of the Primary Teacher Training of University of Applied Sciences NHL Stenden was looking for more ways to broaden the impact of the languages. The research focused on Integrating language (English, Low-Saxon, Frysian) and content and also include international and intercultural context. The didactic arrangement has to make it possible that the student develops as a world-wise teacher: The CLIL methodology .The conclusion was that CLIL can lead to a more inclusive teacher training education where languages have more room in the curriculum.

This field research also involved students. One student performed a field research on how dyslexic students can be more supported within bilingual education in The Netherlands. This research led to 10 practical tips for CLIL teachers. Both topics will be addressed in a hands-on approach.

Workshop 2.5 - Room 2.19

2.5 The CLIL Wheel as a lesson preparation checklist

Aleksandra Zaparucha*

CLIL Matters

The CLIL Wheel (available at <https://clilmatters.com/clil-resources/>) combines the 4Cs with the ten parameters described by Ball, Clegg and Kelly in Putting CLIL into Practice. During the workshop, the CLIL Wheel will be tested to check its usefulness as a CLIL teacher's checklist. First, the participants will learn about the CLIL Wheel. Next, they will participate in a sequence of activities on the History of Canterbury Cathedral for Primary. Finally, the participants will be invited to critically examine the practicality of the CLIL Wheel as a checklist in this specific lesson preparation. As a result of the workshop, it is hoped CLIL teachers, both Primary and Secondary, and teacher trainers will gain a practical tool for lesson and training preparation. Additionally, the lesson sequence can be used as a model for other CLIL lessons.

Workshop 2.6 - Room 2.14A

2.6 Let's play Math

Carly Daniela Klein*

Carly Klein, building language & culture

An engaging workshop titled "Let's play Math" will focus on centering language, literacy and culture in math! Which principles do we need to take into account for mathematics instruction for language learners? Participants are going to experience, by being involved in hands-on activities, how to recognize the complexity of language in math classrooms and support students in engaging in this complexity. Let's play math is going to be an active workshop. Participants will master how to promote language in math and get a feel for learning in a discourse-rich classroom that support language, mathematics and identity development.



Workshop 2.7 - Room 2.58

2.7 Images in CLIL

Rosie Tanner*

Rosie Tanner Education Consultant

In this practical, hands-on workshop, teachers will be introduced to and experience a number of CLIL activities using still images. Examples of still images are photographs, drawings, artworks, diagrams. The CLIL activities we shall carry out and discuss are related to activating prior knowledge and language, processing input and producing products or performances. I also aim to demonstrate CLIL for different (school) subjects. There will be input on the importance of dual coding and visualizing input in CLIL.

Participants will be practising secondary or vocational teachers. You will go away with ideas for your CLIL lessons that you can develop for yourself.

Workshop 2.8 - Room 3.16

2.8 The interplay of linguistics and didactics - developing a needs-based course for EMI teachers

Linda Mous* (1);
Tom De Moor (2)

1: Tilburg University Language Center,;
2: Ghent University

Effective teaching in an EMI context is not simply a matter of high English proficiency. Both research and practice indicate that EMI-oriented pedagogy plays an important role in conveying the subject matter. Still, content teachers often voice their learning needs as "my English is not good enough" or wish to "expand vocabulary", "avoid grammatical errors" or "improve pronunciation". Many EMI courses therefore still focus on language education first and tend to prepare for language testing rather than educational skills development. This workshop focuses on elements an EMI course should contain, based on the workshop leaders' extensive teaching experience, their recent publication Teaching Through English - The didactics and language of English-Medium Instruction in practice and the literature study and interviews they conducted in this context. Based on discussions about statements and videos of EMI teaching in practice, the workshop aims to provide tools for English/EMI teachers in developing their courses.

Workshop 2.9 - Room 2.14B

2.9 Learning through Show-What-You-Know Events - a drama-based approach to CLIL classroom and task design

Stephan Breidbach* (1)
Uuganbayar Erdenebat* (2)

1: Humboldt-Universität zu Berlin
2: Käthe-Kollwitz-Gymnasium Berlin

Show-What-You-Know Events are at the core of the recently completed Erasmus+ project "Playing beyond CLIL" (PbC, www.playingbeyondclil.eu). The workshop will present a new model for designing CLIL classrooms bringing together drama-based pedagogies and a pluriliteracies approach to learning in CLIL. Taking a demonstration of a real-life example from grade 8/9 CLIL maths as a starting point, workshop participants will explore the potential of the PbC approach for application across a wide range of CLIL subjects. Participants will engage in hands-on activities for classroom design and planning of PbC Learning Events in subject-specific groups. The workshop will offer networking opportunities for teachers and teacher educators. The intended audience are CLIL subject teachers (humanities and sciences), teacher educators, and curriculum developers. Participants will gain knowledge of a new model for innovative CLIL classroom and task design. At the conceptual level, multimodal languaging and dynamic assessment through drama-based activities will be addressed.

2.10 How to apply CLIL - an interactive workshop

Sanne Geertsma*
Tanya Schadee*

Deltion College

The workshop is both practical and hands-on. The minute you leave our workshop you will be able to apply several CLIL techniques in your own lessons. The workshop is aimed at Vocational (MBO) teachers and high school teachers. Everyone is encouraged to attend as the focus is mainly on CLIL didactics.

The workshop focusses on the CLIL checklist which the CLIL coach has created. Attendees will learn how to apply several of the tips straight away. Participants will actively contribute to the workshop.

The workshop will be presented by a CLIL coach and a tto mbo teacher who work at Deltion College. Deltion was granted the tto certificate by Nuffic in May 2021 and this same coach and teacher significantly contributed to the accreditation. The fact that both the coach and the teacher will be giving this workshop makes it unique.

Don't miss this very practical, interactive and hands-on workshop!

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Meet&Greet (online only)

Thursday 7 July, 14:45-15:45

Friday 8 July, 11:45-12:45

During the Meet&Greet network carousel, online participants will be randomly paired with other online participants for 'speeddate' style conversations lasting about 4 minutes each. You can talk about CLIL or about anything else you like!

Each round of the Meet&Greet lasts 30 minutes. There are two rounds on Thursday (14:45-15:15 and 15:15-15:45) and two on Friday (11:45-12:15 and 12:15-12:45). You can participate in one round or several or none: whatever you prefer.

World Café (on location only)

Thursday 7 July, 16:00-17:00

During the World Café, onsite participants will be invited to discuss and reflect on questions relevant to the theme of the conference. In this way, you will have the opportunity to network and to explore CLIL questions together with colleagues old and new, with a drink or snack in hand.

Vakdidactiek Geesteswetenschappen

Meesterschap Moderne Vreemde Talen

The World Café and drinks are sponsored by the Meesterschapsteam moderne vreemde talen: a Dutch interuniversity team of experts in modern languages and modern languages education, tasked with bridging the gap between practice and research.

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CLIL Programs for Students in Non-Western Countries: Challenges and Opportunities

CLIL programs in secondary education have been widely introduced in western countries, but their popularity is also increasing in non-western countries. Traditionally, western schools implementing these programs are visited by children of highly educated parents and/or parents with a middle to high socioeconomic status. In non-western countries, this is not necessarily the case. These countries face several limitations and challenges that might complicate the widespread introduction of CLIL programs. In this talk, I will focus on the feasibility and effectiveness of CLIL programs in non-western countries. In order to do so, I will present several examples of programs implemented in non-western countries. However, I will devote special attention to Caribbean case studies. These case studies illustrate how CLIL programs were developed, implemented, and are being sustained in some Caribbean islands. I will consider some legal, financial and societal challenges that accompanied the introduction of these programs. Besides the challenges, I will also elaborate on the possibilities that CLIL programs offer to multilingual non-western students who often embrace the learning of new languages. I conclude that despite all challenges that accompany the introduction of CLIL programs in non-Western countries, it is worth developing CLIL programs that suit the needs of non-western students.



Nihayra Leona is a PhD candidate at the University of Amsterdam. Her research interests are in psycholinguistic research, and multilingual education. Her focus is on the contribution of child-internal and child-external factors to the multilingual development of native Dutch students, students with an immigrant background living in the Netherlands, and Caribbean students. Until recently she was the chairwoman of Levende Talen Papiaments (the Papiamento branch of the Dutch association for language education). She is now director at the school board for mother tongue based schools on Curaçao, the Fundashon Skol Humanista na Papiamentu.

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Parallel Sessions Round 3 (hybrid)

Friday 8 July, 10:00-11:30

Presentations 3.1 - Room 2.10A

3.1a CLIL and non-CLIL learners subject-specific vocabulary in a lower secondary school in Italy

Francesca Costa*
Valentina Morgana*
Università Cattolica del Sacro Cuore, Italy

Research presentation *Speakers online*

CLIL is a methodological approach that is gaining ground in Italian upper secondary schools, where it is a legal requirement during the last year of schooling. At lower secondary school level, however, CLIL is substantially under-researched in Italy. Subject-specific vocabulary (SSV) is one of the least researched areas, despite being of paramount importance in CLIL settings because it helps learners understand, create meaning, and produce output related to the discipline in question. This study explores receptive and productive science-specific vocabulary in English for Italian lower secondary school students. The research adopted a mixed-method approach and compared a CLIL experimental group (comprised of 120 pre-intermediate learners) with a non-CLIL EFL control group (25 pre-intermediate learners). Subject-specific receptive vocabulary outcomes were measured using a pre-test/post-test design and a qualitative analysis of students' oral presentations complemented the data. Results did not show any significant difference in the two cohorts.

3.1b Assessment practices in Dutch bilingual secondary education

Tessa Mearns* (1), Nivja de Jong* (1),
Catherine van Beuningen (2), Niels Nederlof (3)
1: Leiden University
2: Amsterdam University of Applied Sciences
3: Utrecht University of Applied Sciences

Research presentation *Speakers on location*

This project explores how CLIL teachers in the Netherlands deal with the summative assessment of language and content in their teaching. Assessment is an important yet relatively underrepresented area of CLIL (Massler et al., 2014), which has been shown to present particular challenges and complexities (Hönig, 2010). The study consists of two parts. In the first, thirteen teachers of English-medium subjects submitted examples of assessment materials, including graded student products. The materials were analyzed for the relative roles of language and content, assessment criteria, and approaches to feedback, accommodations and translanguaging. Secondly, a questionnaire study invited a larger sample of teachers to share information regarding their typical practices in the same areas. In this presentation, we will share the initial findings regarding the picture gained of current practices, and invite discussion with regard to how this small study could feed into further research in this somewhat neglected area.

3.1c Shifting the German CLIL approach - Analyzing subject-specific linguistic requirements

Sarah Wunderlich*, Felicitas Fein*,
Constanze Juchem-Grundmann*
Universität Koblenz-Landau, Department of English Studies

Research presentation *Speakers online*

In Germany, traditional CLIL subjects being taught are those most prone to demanding language (Lamsfuß-Schenk 2008), History and Geography typically starting in grade 7. The availability of ready-made teaching material is limited, so teachers use whatever is on offer. The presented research looks at this teaching material in a mixed-methods approach to identify the level of linguistic demands according to the CEFR. Subjects analyzed are Mathematics and Biology, History and Geography.

This presentation will feature first findings implying that the current approach and sequence of subjects do not correspond with students' language competences in selected grades. Accordingly, Mathematics seems to be least demanding while History exceeds students' competences already in the actual language of schooling. The study's relevance is two-fold: raising awareness among teachers and publishers as well as encouraging a shift of the sequence of subjects to enable students to tap into and benefit from the approach's full potential.



3.2a Unravelling students’ English proficiency and self-efficacy beliefs in English Medium and L1 Vietnamese Medium Programmes from a Bourdieusian perspective

An Nguyen*	The Open University
<i>Research presentation</i>	<i>Speaker online</i>

This paper reports a mixed-methods study that investigated the relevance of social milieus and instructional language on students’ English proficiency and self-efficacy beliefs at a university in Vietnam. English test scores, learners’ background information, and self-efficacy questionnaire data were collected from English Medium Instruction (EMI) and Vietnamese Medium Instruction (VMI) cohorts (n = 60). Findings show that, when accounting for English entry grades, parents’ English skills, high-school type, hometown location, and weekly English private tuition, the difference between the two cohorts is found to be not statistically significant (magnitude <1 point). Follow-up focus group interviews suggest the observed gaps in English skills and English self-efficacy beliefs largely come from students’ social habitus rather than from the instructional language. Implications are provided for policymakers and related stakeholders to ensure social equality and quality assurance for EMI implementation in Vietnam and other similar contexts.

3.2b CLIL: making language learning inclusive

Grace McClintic*	University of Jaen, Spain
<i>Research presentation</i>	<i>Speaker on location</i>

This study was carried out in Spain, in a monolingual community notorious for its low FL competence. The study formed part of the ADIBE project and took place in a secondary school in Spain with students and teachers from 4th of CSE with the goal of gaining insight into the workings of CLIL to answer the question: is CLIL able to cater to the diversity found within the classroom? The study was quantitative and qualitative, using pre- and post-test scores regarding intelligence, motivation, L1, L2 and content knowledge and questionnaires, focus groups and interviews. The findings reveal that CLIL works as a way to cater to diverse learners, levelling the playing field among the different intelligence levels, giving underachievers a way to increase L2 and content competences. Regarding relevance, this study is applicable because the teachers and students involved gave insight to good teaching practices used at the grassroots level.

3.2c MRMIC&GXXI #try2getwrong

Francisco C. Jáimez Ortiz*	CEIP SANTA MARIA DE GRACIA
<i>Good practice presentation</i>	<i>Speaker on location</i>

Educational: primary/secondary education. Special Needs Students (SNS). Get SNS from monolingual to Bilingual through MRMIC&GXXI methodological approach. It has been tested in schools from Spain, Italy and Hungary.

Summary what good practices involves: This approach shows a successful experience where Special Needs Students work in an inclusive, dynamic class and develop their linguistic skills in a bilingual context without being separated or treated different from their reference class-group.

Why is a good practice? This approach demonstrates how teachers can drive students into their own learning process inclusively. It shows a real practice situation where bilingualism and Special Needs converge and where teachers and students are conscious of their type of intelligence and their improvement areas.

Learning points/relevants for others:

- 1) Methodological Approach: Special Needs Students in Bilingual Educational contexts.
- 2) Strategies of resilience/achievement
- 3) Increase levels of mastery and metacognitive knowledge
- 4) Increases and develop new skills on classroom management

3.3a Engaging emerging bilinguals in critical discussion of social issues: A critical CLIL approach

Kao Chia-Ling Gupta*	The University of Hong Kong
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<i>Good practice presentation</i>	<i>Speaker online</i>
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Many have assumed that criticality is limited to L1 education since students' L2 proficiency is not high enough for them to engage in critical discussion. However, set in Taiwan, where Mandarin was the official language and English was used as a foreign language, this design-based research study aims to explore how CLIL, as a form of L2 education, could also allow students to engage in critical discussion of social issues. The findings show that adopting the critical CLIL approach in an EFL context was made possible with (1) a close teacher-researcher bond which allowed for constant re-examination and reflection upon the dynamics between the researcher and the researched over a dialogic process, and (2) a space that took advantage of multimodal and multilingual resources, and students' full linguistic and cultural repertoire. This study provides insights into incorporating criticality into CLIL and implications for the EFL contexts.

3.3b Cross-curricular CLIL projects in Swedish middle school

Eva Olsson*	University of Gothenburg
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Liss Kerstin Sylvén*	
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<i>Research presentation</i>	<i>Speaker online</i>
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In this presentation, preliminary findings from a case-study of CLIL implementation at a Swedish school are introduced and discussed. Data, consisting of lesson observations, teachers' plans and teachers' evaluations, was collected within the framework of an on-going research project in close cooperation with teachers who implement cross-curricular CLIL projects, with both English and Swedish as languages of instruction, a few times a year among students aged 12-14. The outline of some cross-curricular CLIL projects will be presented, involving, e.g., home economics, physical education, English and Swedish. In addition, our own and the teachers' reflections on challenges and opportunities in implementing CLIL in practise will be discussed.

One of the main purposes of the research project is to develop CLIL based teaching methods for the mutual benefit of the school and for research, the project being part of a strategic effort by the Swedish government to support classroom-based research.

3.3c A CLIL Approach to Teaching Physical Education (PE) through a Minority Language

Frances Murphy*	Institute of Education, Dublin City University
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Aisling Ní Dhiorbháin*	
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<i>Good practice presentation</i>	<i>Speaker online</i>
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Two teacher educators (a language specialist and a subject specialist) worked with four primary school teachers to plan a unit of PE through Irish over a six-week period. Interviews were conducted with teachers prior to the commencement of the research and at midpoint. A focus group was held with teachers at the end of the research and they wrote a reflective log. Qualitative thematic analysis reveal that although teachers taught in different linguistic contexts, English-medium (two teachers) and Irish-medium immersion (two teachers), all teachers were challenged: by planning for both language and content, knowledge of academic terminology in Irish and encouraging children's productive use of academic language in PE. Findings indicate that collaboration between teachers and teacher educators facilitated planning for language and content in a balanced, integrated way. Such collaboration is critical for establishing a strong foundation for CLIL among generalist primary teachers.



3.4a 'If water is the problem, nature is the solution': Environmental education in Primary school under the principles of CLIL and PBL

Ana María Piquer Píriz*	Universidad de Extremadura
<i>Good practice presentation</i>	<i>Speaker online</i>

As any CLIL teacher and researcher knows, CLIL entails much more than simply teaching subjects in an L2. Best CLIL practice involves a holistic view of the educational process considering not only the integration of content, language and learning skills but also the use of suitable methodologies and the collaboration of the whole school community. These are the overarching aims of 'CLIL for young European citizens (CLIL4YEC)', a EU-funded project which applies project-based learning (PBL) to CLIL in order to develop citizenship, environmental and basic financial education.

The CLIL4YEC consortium comprises higher education institutions and primary schools in Italy, Portugal, Romania and Spain. The project has produced an 18 lesson plans package with teacher notes developed by teachers, researchers, and teacher educators. One of them, devoted to the importance of water in our lives and in our planet, will be analysed in this presentation.

3.4b CLIL and non-CLIL Learners in Joint English Courses: Taking an Integrated Perspective

Naime Zeineddine*	University of Münster, Germany
<i>Good practice presentation</i>	<i>Speaker on location</i>

With CLIL programs causing constant differentiations between language learners and their abilities, research requires a focus on CLIL and non-CLIL learners from an integrated stance. German CLIL programs are implemented on a school level and hence follow differing approaches. Many programs initially separate CLIL and non-CLIL learners and consolidate both groups into joint English courses after five years. This approach is criticized for its supposed negative impact on non-CLIL learners' motivation, self-efficacy, and self-confidence. In a quantitative, questionnaire-based study (n=73) CLIL and non-CLIL learners' perspectives on their learning environment after this consolidation were investigated. Results indicate that both groups experience joint English courses as beneficial. With regards to the internal learner variables in language learning no significant differences between CLIL and non-CLIL learners were found. These and further findings provide relevant arguments for a re-evaluation of the prevalent separation of CLIL and non-CLIL learners in Germany and potentially other countries.

3.4c CLIL-based Pedagogical Design and Materials Development for a Japanese Postgraduate Engineering Course: Innovating English Education with Engineers through a Four-Year Collaborative Project

Takashi Uemura* (1); Mayumi Tanaka* (2); Katsumi Ichimura (3); Naritoshi Aoyagi (3); Makoto Ikeda* (4)	1: Yamaguchi University; 2: Mukogawa Women's University; 3: National Institute of Technology, Nagaoka College; 4: Sophia University
<i>Good practice presentation</i>	<i>Speakers online</i>

This paper reports on the Content and Language Integrated Learning (CLIL) for postgraduate engineering students in an English for Manufacturing course in Japan, developed through our funded, four-year-long, collaborative project with Japanese and Malaysian engineers, starting from 2018. The project aimed to establish a new educational method for teaching occupational English and the associated content learning considering the researchers' following achievements: development of practical CLIL-based materials and application of the linguistic model by Tanaka et al. (2017) to a real-life classroom setting. The model designates four types of expressions—simple, detailed, logical, accurate and appropriate—necessary for communication in the manufacturing industry. Findings from the semi-structured interviews show that the content helped students visualize business situations where engineers require English communication, and increased the students' motivation to work overseas. The comparative data from pre- and post-spoken tasks revealed improved use of appropriate expressions for external business communication among students.

3.5a Lexical processing in CLIL settings: a study on secondary-school learners

Irene Castellano-Risco*	Universidad de Extremadura
<i>Research presentation</i>	<i>Speaker online</i>
<p>In recent years, the relevance of lexical competence in SLA has grown in importance (Nation, 2013) together with an interest in how L2 vocabulary is processed in different educational (Schmitt, 1997).</p> <p>This paper explores the use of vocabulary learning strategies [VLS] in 138 Spanish secondary-school learners following two educational approaches (CLIL vs mainstream EFL). A questionnaire adapting Schmitt's (1997) taxonomy was developed to explore learners' use of VLS. Results indicate a difference between CLIL and EFL learners regarding their use of strategies. Both groups of learners demonstrate to use a different range of strategies, with CLIL learners selecting significantly more often VLSs related to greater lexical development.</p> <p>The results may be relevant given the existing gaps regarding how CLIL may influence the way learners face vocabulary learning. These findings may shed some light on some of the most contentious CLIL issues questioning its effectiveness and its impact on L2 learning.</p>	

3.5b Teacher knowledge about language and form-focused instruction in secondary immersion: Voices from the field

Sarah Ní Dhuinnín T.J. Ó Ceallaigh*	Mary Immaculate College, Limerick
<i>Research presentation</i>	<i>Speakers on location</i>
<p>Due to the pandemic, immersion teaching transitioned from the physical classroom to the online classroom almost overnight in Spring 2020. Content teachers in immersion settings find the concept and implementation of content and language integration challenging. Teaching content online to linguistically diverse students who are often also learning the language of instruction brings additional complexity to immersion teaching and learning.</p> <p>Qualitative in nature, this study specifically examined how Home Economics teachers, in secondary immersion in Ireland, were facilitated to develop their understandings, beliefs and practices relating to accurate language integration using a blended model of instruction. Data were collected through observations, interviews and an action research intervention. This paper will explore one emerging theme from this study - the L1 teacher of the target language and form-focused instruction in practice. In conclusion, the paper will provide practical classroom strategies relating to CLIL for the content immersion teacher in blended learning.</p>	

3.5c "I just want to get you talk English": Language-related episodes (LREs) as a means of topicalizing language and language choice in technical CLIL

Ute Smit* (1); Thomas Finker* (2)	1: University of Vienna, Austria; 2: BG/BRG Dr. Schauerstraße, Austria
<i>Research presentation</i>	<i>Speakers online</i>
<p>Complementing research into CLIL classroom discourse, this study focuses on teachers and students topicalizing language in technical education at upper-secondary level. By using an extended conceptualization of the "language related episode" (LRE) to incorporate all interactional sequences dealing with linguistic topics (e.g. lexis) as well as comments on language use, this multi-case study analyzed 17.5 hours of IT and economic lessons observed in four upper-secondary technical colleges in Austria. The quantitative and qualitative findings reveal an overall high frequency of LREs of both types, although individual cases display a surprising range of using one LRE per lesson to one per minute. Furthermore, cases show different patterns of developing LREs and thus integrating language (learning) in CLIL. When combined with the reflection interviews undertaken with all teachers, these findings reveal how the teachers' language-related teaching aims were put into practice in the form of LREs.</p>	

3.6a Attention to Diversity in Bilingual Education: Stakeholder Perceptions in a Bilingual Region

Pablo Ramón Ramos*	Universidad de Jaén, Spain
<i>Research presentation</i>	<i>Speaker on location</i>
<p>This study aims at showcasing educational stakeholders’ perspectives on catering for diversity in CLIL settings in the bilingual Valencian Community in Spain. This dissertation is part of the ADiBE Project (CLIL for All? Attention to Diversity in Bilingual Education). It begins by depicting CLIL principles and its deployment in this region. Then, it states the objectives, method, sample, variables, instruments (ADiBE questionnaires), procedure and statistical methodology of this study. Thereafter, the outcomes are outlined in three steps: descriptive, within-cohort and across-cohort results in five sections (linguistic aspects, methodology and groupings, materials and resources, evaluation and teacher training and coordination). Consequently, this dissertation has carved out a clear picture of how attention to diversity in CLIL is implemented in the Valencian Community. In fact, despite its bilingual tradition, the results show some similar and different deficiencies to the ones found in previous studies conducted into attention to diversity in monolingual settings.</p>	

3.6b CLIL in Bilingual Communities: Effects of Increased Exposure to the Foreign Language on Multilingual Development

Adriana Soto-Corominas* Helena Roquet* Marta Segura* Yagmur Elif Met*	Universitat Internacional de Catalunya, Spain
<i>Research presentation</i>	<i>Speakers online</i>
<p>Studies on CLIL instruction on community and foreign language outcomes are scarce and explore monolingual communities only. Findings indicate that CLIL promotes gains in the foreign language without affecting the community language. Whether this holds for bilingual communities remains unknown. This study investigates the development of the foreign language English and community languages Catalan and Spanish in Grade 1 children in Catalunya. Participants (N=180) provide measures of receptive and productive skills in the three languages at the beginning and end of Grade 1. Development is assessed based on the improvement between Times 1 and 2. We investigate the effect of child language use, as well as the teaching approach at school (CLIL vs. non-CLIL), on development. These results speak to the effects of CLIL instruction on the development of multiple societal languages. Information on the effect of language use on multilingual development will allow teachers to better support students.</p>	

3.6c How do minority language children with reading difficulties perform in regular EFL and bilingual German-English classrooms?

Anja Steinlen* Thorsten Piske*	Friedrich-Alexander-Universität Erlangen-Nürnberg
<i>Research presentation</i>	<i>Speakers on location</i>
<p>In this study we will examine data obtained from students with minority language backgrounds (ML) who experienced reading difficulties (RD). They were enrolled in an elementary school in Germany, which offers both a regular (EFL) and an intensive bilingual German-English immersion (IM) program. 288 fourth graders (10 years, 50% L2 German, 50% female) took two cognitive tests and four standardized tests on German and English reading fluency and comprehension. 34% of the students performed 1.5 (or more) SD below the norm values in the German reading tests, mainly ML students in the EFL program. In the English reading tests, RD-ML students in the IM program outperformed RD-ML students in the EFL program. Moreover, both groups did not differ from RD majority language students in the respective programs. We will discuss teaching strategies and examples of promising practices suitable to support (ML) students with reading difficulties in their foreign language development.</p>	

3.7a CLILing in Italy: teachers' experiences with Content and Language Integrated Learning methodology

Caterina Poggi* Samúel Currey Lefever Susan Elizabeth Gollifer	University of Iceland
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<i>Research presentation</i>	<i>Speakers online</i>
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There is little research on how teachers experience working with CLIL in high schools in Italy, the first country that made it policy. The purpose of this narrative inquiry was to explore and understand the experience of six teachers running CLIL in English in two upper secondary schools in Italy to inform teacher education. The focus was on the teacher training process and the implementation of CLIL. Through a reflexive thematic analysis of the data, I identified three themes. My findings show that teachers are interested in the methodology and believe it complements their professionalism, but they feel a lack of support and recognition that can dilute their enthusiasm. The results suggest the need to define the purposes of CLIL and provide support to teachers. My study contributes to Language Teaching and the innovative educational approaches in the context of developing 21st century skills.

3.7b Changing Teacher Perceptions in EFL class classes: CLIL and ELF interfaces

Yasemin Bayyurt* (1) Şebnem Yalçın* (1) Benan Rifaioglu Alahdab* (2)	1: Bogazici University 2: Freelance ELT trainer
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<i>Research presentation</i>	<i>Speakers on location</i>
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It is time to adopt a critical lens for any possible interfaces between CLIL any other pedagogical approaches and practices (i.e. TBLT; ELF). The current study investigates how CLIL implementation at the primary level has influenced English language teachers' opinions of their own L2 competency in the Turkish context where EFL teachers teach both language and content. We conducted a survey of 30 English language teachers who have teaching experience in a CLIL program at a private Turkish school. The findings revealed that the difficulties of subject matter teaching in CLIL programs, particularly making content accessible to EFL students, have enabled English language teachers to think of themselves as "capable L2 users" rather than non-native English language teachers. The findings about the changing view of L2 proficiency of EFL teachers suggest that CLIL practices and instructors' CLIL experience suggest some insights about ELF and CLIL interfaces.

3.8a Better together: integrating in-service teacher L2 proficiency training and CLIL didactics

Pien Rotterdam* (1,2)	1: Freelance
Robert-Jan Smit* (2,3)	2: Maartenscollege Haren
Lydi Tillema* (2)	3: NHL Stenden

<i>Good practice presentation</i>	<i>Speakers on location</i>
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CLIL teachers in English bilingual secondary education in the Netherlands require an L2 (English) language competence of at least CEFR level B2. The general English courses and exams they follow to attain this level are often experienced as insufficiently linked to the L2 skills and tasks required for their teaching practice. At Maartenscollege Haren, an MYP bilingual secondary school, we are therefore developing an in-service teacher training that integrates language proficiency training underpinned by CEFR illustrative scales with CLIL didactics directly linked to teaching practice. We are currently piloting an in-service course and portfolio, and are seeing increased teacher enthusiasm and skill development at both CLIL/MYP didactics and L2 competence, as well as increased language awareness, resulting in the development of better CLIL/MYP teaching materials. Our preliminary results suggest that our approach is worth following, expanding and researching. This presentation will outline our project, and provide the rationale for the choices made.

3.8b Preparing future teachers for different CLIL models: An in-depth investigation of three cases

Darío Luis Banegas*	University of Edinburgh
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<i>Research presentation</i>	<i>Speaker online</i>
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The aim of this presentation is to report the findings of a multiple case study-based project which examined how three teacher-educators based in three different university settings (Argentina, Colombia, and Spain) planned and delivered grounding on CLIL to future (1) teachers of English as a foreign language, or (2) primary school teachers, according to different context-responsive needs. Data were collected through questionnaires, interviews, classroom observation, and a detailed analysis of the teacher-educators' teaching resources as well as their student-teachers' learning artefacts. Drawing on content analysis, the findings show that the participants (teacher educators and their student-teachers) engaged in context-appropriate methodologies and exhibited flexible conceptualisations of CLIL with a focus on pupils' English language proficiency and their own professional knowledge. The teacher educators prioritised lesson planning as a mechanism to promote knowledge production, reflection, and theories of practice.

3.8c TALK yourself into CLIL: A language-aware pedagogical model for the teaching of CLIL

Erwin Maria Gierlinger*	Pädagogische Hochschule für OÖ
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<i>Good practice presentation</i>	<i>Speaker on location</i>
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CLIL is an educational approach where a classroom subject is taught through a second language. Research on CLIL teaching has consistently shown that teachers focus their methodological efforts on the teaching of subject matter concepts and take any language related aspects mostly as by-products of such an approach. Contrary to this, it is argued in this talk that thinking and language acquisition are inextricably intertwined and CLIL teachers are therefore by definition also language teachers. Following this, the author reports on a CLIL model, named TALK (Teachers' awareness of language knowledge), that was devised for and successfully implemented in CLIL training courses to support subject teachers on their way to becoming language-aware CLIL teachers. It is based on language-aware competences that will help CLIL teachers and teacher educators to design pragmatic and plausible activities for the content based classroom. Pedagogical procedures of the model's principles and concepts will be presented.

3.9 Enacting CLIL in the Caribbean: Implications for praxis at migrant centers and at primary schools in Trinidad and Tobago

Nicha Selvon-Ramkissoon* (1)	1: University of Trinidad and Tobago,;
Romulo Guedez-Fernandez* (2)	2: University of the West Indies;
Aarti Persad* (2)	3: Ministry of Education, Curriculum
Dev Pooma* (3)	Development Office, Trinidad and Tobago
<i>Symposium</i>	<i>Speakers online and on location</i>

Of the approximately 40,000 Venezuelan migrants estimated in Trinidad and Tobago, 84% are categorized as asylum seekers and 14% as refugees (USAID, 2020). It is against this backdrop that two organizations, the Living Water Community (LWC) and the Catholic Education Board of Management (CEBM, applied for and received permission to accept migrant children into “Child-Friendly Spaces” (CFS-LWC), as well as into public primary Catholic schools (PCS-CEBM).

This symposium traces the inclusion of the Content and Language Integrated Learning Approach as a translanguage approach at CFS and PCS institutions by members of the curriculum development and teacher training team. The speakers will employ a multimodal method for the combined presentation: an audio-visual overview; document analyses of two curricular guides developed for each institution; a poster presentation of data analyses and findings. Implications of enactment for both second dialect and second language learners in this complex linguistic space will be further explored.

Programme outline:

- **SPEAKER 1:** Dr Nicha Selvon-Ramkissoon
Audio-visual introduction to Trinidad and Tobago and overview of the education system. Specific discussion of the linguistic milieu of the islands as well as language learning in the current primary school system (i.e., Creole speaking local Trinbagonians) and at migrant centers (Spanish speaking migrant children).
- **SPEAKERS 2 & 3:** Mr. Dev Pooma and Ms. Aarti Persad
Document analysis of a curriculum based on CLIL (for migrant children) and a CLIL guide to the national curriculum (for local children). Video-clips of resources prepared for students as well as CLIL in practice.
- **SPEAKER 4:** Mr. Romulo Guedez-Fernandez
Poster presentation of data collection and analysis based on teacher and observer feedback of CLIL enactment and final reports for funding bodies of both projects (PADF & UNICEF)
- Conclusion and questions from audience Dr Nicha Selvon-Ramkissoon and team

For a full symposium programme, including individual abstracts, see
<https://www.worldclil.com/programme/symposia>

3.10 CLIL in Higher Education - A Disciplinary Literacies Approach from the student perspective

Emma Dafouz* (1); Davinia Sánchez-García* (1); Ariadna Sánchez-Hernández (1); Sonia López-Serrano* (1); Patricia Moore* (2); Verena Grau* (3); Katharina Ghamarian-Krenn* (4)	1: Complutense University of Madrid; 2: Pablo de Olavide University; 3: University of Vienna; 4: Kirchlich Pädagogische Hochschule Wien/Krems
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Speakers online

In the last decades, many higher education institutions (HEIs) across the world have been introducing programmes offered in English to attract international students as well as provide 'Internationalization at Home' to more linguistically homogenous student groups. Against this background, the purpose of this symposium is to focus on how English-medium education students understand, experience and develop their disciplinary literacies (DLs), defined as the "use of reading, reasoning, investigating, speaking, and writing required to learn and form complex knowledge appropriate to a particular discipline" (McConachie & Petrosky, 2010:6). Drawing on a rich set of data that includes a transnational survey on student perceptions of DLs from Austrian and Spanish HEIs, semi-structured student interviews on disciplinary practices, and samples of student genres, this symposium will offer a deep and multifaceted understanding of DLs in English-medium university settings from the student perspective, where attention to both disciplinary language and content is indeed needed.

Programme outline:

- **Topic 1: Introducing the SHIFT research project: Disciplinary Literacies from the learners' perspective** (Emma Dafouz and Sonia López-Serrano, Universidad Complutense de Madrid)
- **Topic 2: The impact of extramural English in English-medium settings** (Verena Grau and Katharina Ghamarian-Krenn, University of Vienna)
- **Topic 3: SHIFTing the focus to the students** (Pat Moore, Universidad Pablo de Olavide)
- **Topic 4: Students' oral output at university: Materialized and symbolic genres** (Davinia Sánchez-García, Universidad Complutense de Madrid)

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

3.11 Messages from the ADiBE project: addressing diversity in bilingual education - PART 1

Kim Bower* (1)	1: Sheffield Hallam University
Marisa Pérez-Cañado* (2)	2: University of Jaén
<i>Double symposium</i>	<i>Speakers on location</i>

This double symposium addresses the issue of how diversity can be addressed in bilingual education from the six nations involved in the ADiBE project. Whilst diversity in CLIL has often been associated with ability, this symposium also focusses on broader issues of diversity including socioeconomic status, educational background, and learners for whom the language of schooling is an additional language.

The presentations and discussion will attempt to shed light on the issue of how (and if) CLIL works with groups of diverse learners, what types of curricular and organizational practices were found to be effective in and across the different cultural learning contexts of Austria, Finland, Germany, Italy, Spain and the UK.

Part one provides messages from ADiBE from overview perspectives of how diversity in CLIL is experienced in participating countries. Speakers include: Kim Bower, Tarja Nikula and Christiane Dalton-Puffer, Silvia Bauer-Marschallinger, Dominik Rumlich and Philipp Siepmann.

Chair: Kim Bower

Programme outline:

- **Teachers as designers of learning in diverse, bilingual classrooms in England.** Kim Bower (non-presenting authors: Do Coyle, Yvonne Foley, Jonathan Hancock)
- **Diversity in CLIL as experienced by Finnish students.** Tarja Nikula (non-presenting authors: Kristiina Skinnari; Karita- Mård-Miettinen)
- **Towards a more Inclusive Approach to Bilingual Education? - Teachers' and Students' Perspectives on Diversity in German CLIL Classrooms.** Philipp Siepmann, Dominik Rumlich & Ricardo Römhild (non-presenting co-author: Prof. Dr. Frauke Matz)
- **CLIL for all? An exploratory study of reported pedagogical practices in Austrian secondary schools.** Silvia Bauer-Marschallinger, Christiane Dalton-Puffer (non-presenting co-author: Ute Smit)
- **Discussion**

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

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Parallel Sessions Round 4 (on location only)

Friday 8 July, 11:45-13:00

Workshop 4.1 - Room 2.10A

4.1 Clipping CLIL Practices 2

Geerte Holwerda*
Helen de Lange*
Gerrit Jan Koopman*

Clips submitted by:

- Lisa Speckens (Jan van Brabant College, the Netherlands)
- Francesca Ripamonti (University of Milan, Italy)
- Kim VanKoughnett (NHL Stenden University of Applied Sciences/University of Groningen, the Netherlands)

In this workshop classroom video fragments around a particular theme will be discussed by the participants. The workshops are moderated by experts in CLIL and didactics. The workshop aims to create an international exchange of good practices and dilemmas regarding CLIL pedagogy and/or aspects of teaching in a bilingual or multilingual school situation.

The aim of this exchange is twofold. On the one hand participants gain knowledge of existing practices in other contexts and can get inspired by them. On the other hand, analyzing each other's video clips will help participants formulating suggestions for improvement for both the own and the other context. The exchange is built around video clips submitted by participants that visualize a particular aspect of CLIL / bilingual / multilingual education.

In **Clipping CLIL Practices 2**, clips addressing the following topics will be discussed:

- **English all the time at secondary school level**
- **A CLIL scavenger hunt with undergraduates in search of Milan urban regeneration signs joining past and present**
- **A CLIL lesson to teach the standard protocol of asking for identification**

Workshop 4.2 - Room 2.17

4.2 DepARTures - Pathways for Language Learning Inspired by Art

Litza Ann Juhasz*

Museum of Fine Arts, Budapest

This workshop introduces DepARTures, a collection of activities designed for language learners to enjoy and appreciate works of art. Some activities explore STEM topics while others use a story framework in which students meet the characters and the historical period they live in. Subject teachers familiar and unfamiliar with using art in their classrooms as well as art educators with and without a background in language learning will benefit from participating. Educators will try out activities developed for students aged 5-18 using artworks from the permanent collection and temporary exhibitions at the Museum of Fine Arts, Budapest. Subject teachers will learn strategies to analyze works of art before presenting them to their students and art educators will gain a better understanding of how to match aspects of language learning to individual works of art. Delegates will receive and generate ideas on how to integrate works of art into a lesson.



Workshop 4.3 - Room 3.16

4.3 'A pencil for your thoughts': uncovering learners' multilingual experiences using visual mapping

Liz Dale*	Amsterdam University of Applied Sciences (Hogeschool van Amsterdam)
Eline van Batenburg*	

Many learners in our classroom speak a different language outside school to the language used at school. This means that they have substantial experience in multilingual communication, and that they have developed a plethora of multilingual competencies already. What are these competencies, and how can we build on these in our CLIL classrooms? In this workshop, we will introduce you to a visual methodology, language mapping, as a way of uncovering learners' multilingual experiences. Language mapping is a technique that helps learners uncover their own lived multilingual experiences and to represent and talk about these using their own words and descriptions.

The workshop is relevant to all teachers interested in learning more about their learners' multilingual backgrounds. We will show you how and why language mapping works and how to integrate this exercise in a lesson. Of course, you will try your hand at creating your own language map!

Workshop 4.4 - Room 2.12A

4.4 MRMIC&GXXI #try2getwrong

Francisco C. Jáimez Ortiz*	CEIP SANTA MARIA DE GRACIA
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What is the workshop about?

A new practical methodological approach "MRMIC&GXXI", for teaching Foreign Languages in Bilingual Educational Contexts to Special Needs Students. Explain the and demonstrate the efficacy of the 3 phases: CHAOS, PUZZLE & HUG.

Who would benefit from participating in the workshop?

The entire educational community, specially, language teachers who are demanding approaches and methods that provide them with tools to successfully teach foreign languages to Special Needs Students in CLIL context.

Roughly how will the workshop be approached?

MRMIC&GXXI method will be explained and practical cases in different CLIL context and language competence scenarios will be explained. Results will be shown to the participants and they will be guided to implement it in their teaching practice.

What participants expect to learn/gain from workshop?

An innovative, fresh, inclusive, real, practical and successful experience that can be put into practice in their class-rooms next day of the workshop.

Workshop 4.5 - Room 2.58

4.5 Visual Language Support for CLIL: The Drawing Effect

Petra Hatley-Richardson* (1)	1: CLIL&more
Sietske Dijkema* (2)	2: LES&more

In this practical and interactive workshop you will experience the benefit of drawing for any subject, any topic at Primary and Secondary level. We will demonstrate how 'drawing as a tool' can support understanding, output and long-term memory. And a lovely bonus: it's fun and can save you time!

We will use a model lesson for the subject of Geography to demonstrate some key elements that belong in a CLIL lesson. You will be actively involved throughout and have the opportunity to adapt the content of the workshop to your own subject area/student age group and discuss with other delegates.

You will see that every teacher can use this drawing technique, even if you think you can't draw!



Workshop 4.6 - Room 2.19

4.6 How to use learners' first language(s) more productively in the CLIL classroom

Sebastian Flaake*

Ruhr-University Bochum

The use of L1 has been a contentious issue in foreign language teaching for decades. While rather strict monolingual paradigms still prevail in many educational systems, empirical research on multilingualism and plurilingual approaches show the various benefits that arise when L1 competences are considered a resource for foreign language learning - be it CLIL or any other bilingual teaching context.

In this workshop, we will look conceptually and in a very practical way at the use of learners' L1(s) in the foreign language classroom. First, participants will be reminded of (or confronted with) the benefits of the deliberate and carefully planned integration of learners' L1(s). Then, general approaches and some concrete techniques will be presented. Finally, participants will be given space to apply the new ideas to their own teaching situation and reflect on when and how they can use their learners' L1 competences from now on.

Workshop 4.7 - Room 2.14A

4.7 Joint Construction: The Invisible Process of Drafting, Made Visible

Gail Forey*

University of Bath, UK

Current research provides evidence that curriculum learning is best supported when teachers explicitly teach language for curriculum learning. To do this, teachers need to understand the disciplinary literacy requirements of the texts and assessment tasks that students engage with. Drawing on, research from disciplinary literacy, systemic functional linguistics, educational genres and the Teaching and Learning Cycle (TLC), this interactive workshop models the TLC. The TLC involves (i) setting the context, (ii) modeling and deconstruction (iii) joint construction, and (iv) independent construction. Participants will analyse and discuss the structure and lexicogrammatical choices of an academic argumentative text. They will be involved in doing joint construction and scrutinize how joint construction provides opportunities for the invisible process of drafting to be made visible. Finally, we will reflect on the value of the explicit teaching of language, the pedagogy used and the role of joint construction in supporting disciplinary knowledge and learning.

Workshop 4.8 - Room 2.59

4.8 Reading and Writing to Learn across the curriculum: a principled approach to literacy in CLIL

Aoife Kathleen Ahern*

Universidad Complutense de Madrid

This talk will introduce a literacy programme based on a linguistic approach to teaching reading and writing across the curriculum. Reading to Learn (Rose & Martin, 2012), accelerates literacy development in L1 and in CLIL (Ahern, Whittaker & Blecua, 2019). The pedagogy is based on powerful theories of language, educational psychology and sociology, which, applied to lesson preparation and classroom interaction, lead to immediate results in student engagement and learning. It is based on a functional analysis of a text from the curriculum -its structure and the way its language makes meaning in that subject-, and on scaffolding/ modelling the processes of reading and writing. The workshop will support teachers from upper-primary to secondary / vocational educational levels wishing to enhance their pupils' abilities for reading and writing in the different subjects that they learn within CLIL programmes.

4.9 From theory to practice: scaffolding learning in CLIL classrooms

Raul Oliveira Albuquerque Paraná*

Universidad de J  en / Edify Education

In a CLIL context, where content learning should work in favor of language learning and vice versa, language teachers may feel challenged when structuring scientific content while teachers of other subject areas, on the other hand, may feel challenged when dealing with language. In this session, participants will review the CLIL Matrix and be introduced to Scott and Mortimer's (2003) framework of communicative approaches, which stems from science education research. Using these, attendees will structure a lesson and discuss alternatives for its delivery. Discussion will center on the effectiveness and applicability of those theories in different educational contexts. With that, the aim is to help participants develop the practical skills necessary for sequencing and structuring a learning unit where pupils develop both content and language skills in a carefully scaffolded manner.

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Keynote 4 - Friday 8 July, 14:00-14:45, 2.02 (hybrid)

The Suitability of CLIL Education for Students with Learning Challenges

Extensive research on CLIL/immersion/bilingual programs in North America and around the world has demonstrated that these forms of dual language education can be, and often are, effective at promoting advanced levels of second language proficiency without jeopardizing students' first language or academic development. The vast majority of this research has been carried out with typically-developing students from majority language and cultural groups. This limitation in current research raises important ethical, professional and practical issues. This presentation will discuss findings from research on students with learning challenges, including language and reading disabilities and special education needs, in CLIL-TYPE programs. I will also discuss features of CLIL/immersion programs that are critical to ensure the success of students with diverse learning needs.



Prof. Genesee is professor of psychology at McGill University, Montreal. His primary research interests focus on bilingualism and bilingual first language acquisition in normal and impaired populations. He is also interested in second language acquisition in school and the modalities for effective acquisition in school contexts.

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Parallel Sessions Round 5 (hybrid)

Friday 8 July, 15:00-16:30

Presentations 5.1 - Room 2.10A

5.1a The Making of a Bilingual Teacher: A comparative study of immersion teacher education at Canadian universities

Susan Ballinger*(1); Laurent Cammarata* (2); Marianne Barker (1)	1: McGill University; 2: University of Alberta
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Research presentation

Speakers on location and online

Research demonstrates that content, language, and literacy integration (CLLI) is challenging for immersion/CLIL teachers (Cammarata & Tedick, 2012). Nevertheless, few teacher education programs are tailored to prepare teachers for these contexts, and it is unclear whether and how existing programs help teachers acquire CLLI competencies (Morton, 2018; Cammarata & Ó Ceallaigh, 2018). Using syllabi analysis, course instructor focus groups, and student interviews, we compared immersion teacher education (ITE) programs at Canadian universities (N = 37) to determine whether they reflect current research on best practices for CLLI, and if so, what practices effectively impact students' CLLI knowledge base. Findings demonstrated a marked lack of coherency across ITE programs, both in terms of the amount of ITE offered and the degree to which programs focused on CLLI competencies. We argue that these findings underline the need to establish general guidelines, targeted outcomes, and methods to inform content-based teacher education programs.

5.1b A solid foundation to CLIL teaching in Germany - the CLIL certificate of Koblenz CLIL Academy

Sarah Wunderlich*; Felicitas Fein*; Constanze Juchem-Grundmann*	Universität Koblenz-Landau, Department of English Studies
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Good practice presentation

Speakers online

Expectations towards CLIL programs in Germany seem to be juxtaposed to the quality and availability of dedicated teacher education for the matter. A combined training in both content and language didactics is no prerequisite for teachers to be allowed to conduct CLIL teaching. Accordingly, the benefits cannot live up to the expectations. This presentation will feature the certificate program the Koblenz CLIL Academy has thus created. Based on research, i.e. the German Framework for CLIL Teacher Education (Fein 2021), this program offers three modules of training. Theoretical foundation as well as intense practical application ensure a solid foundation for both language and content didactic competences. It aims at enabling (future) teachers to not only teach their content subject in a foreign language but also use aspects of the content subject to teach the language - making it true CLIL teaching with the full use of the benefits connected to CLIL.

5.1c Using a Rubric as a Mediation Tool to Assess Preservice Immersion Teacher Development: A Case Study

Diane J. Tedick*	University of Minnesota
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Research presentation

Speaker online

This study was conducted in a U.S. preservice teacher preparation program. Researchers created and piloted an extensive "Immersion-Specific Formative Assessment of Teaching Rubric" designed to aid teacher candidates (TCs) in developing skills and practices related to content and language integration. Using sociocultural theory, this qualitative, descriptive case study (Baxter & Jack, 2008) explores one TC and student teaching supervisor's experiences with the rubric to investigate how the rubric mediates TC development of immersion-specific knowledge and skills and a supervisors' ability to coach and mentor TCs. Data sources included: TC and supervisor audio "diaries" related to rubric use and video-recordings of post-observation conferences between the TC and supervisor. Findings showed that the (1) language of the rubric acted as a symbolic artifact to mediate TC learning, and that the rubric (2) created affordances and (3) mediated collaborative dialogue during post-observation meetings. Implications for future research and practice will be shared.

5.2a A Study on the Integration of Intercultural Simulation Games in College English Courses

Yanbei Chen*	Shanghai International Studies University
<i>Research presentation</i>	<i>Speaker online</i>

Nowadays, the cultivation of Intercultural Competence has become one of the critical objectives of college English courses in China. Based on the idea of Content and Language Integrated Learning (CLIL), this study integrated intercultural simulation games with college English Listening and Speaking Course to conduct teaching experiments in three authentic sophomore classes in Shanghai. The class observation, intercultural sensitivity scale, semi-structured interviews, and questionnaire were used to collect the data. The result showed that as an effective method and content of English courses, the intercultural simulation games improved students' flexibility in oral English and increased students' Intercultural Competence. However, the effectiveness of simulation games is affected by students' English proficiency and intercultural communication experience. Based on the results of this class practice, the author further put forward the improvement plan and an instructional design that integrates intercultural simulation games and the college English Writing Course.

5.2b Developing empathy and intercultural communication in English language classrooms? An Investigation into English Language teachers' perspectives on incorporating empathy and intercultural awareness in the English as a Foreign Language classrooms in Spain

Maria Amor Caña Estrada*	Nottingham Trent University, UK
<i>Good practice presentation</i>	<i>Speaker online</i>

This paper aims to present a project on using CLIL to teach Intercultural Communication and Empathy to Spanish English as a Foreign Language (EFL) Young Learners of 11-12 years old. Empathy and Intercultural Communication are tightly related (Portera 2008) and are pioneered in the European funded project DIALLS (Dialogue and Argumentation for Cultural Literacy Learning) (Maine 2021). While the foundations of the project combined dialogic practices and cultural literacy materials, it did not extend to EFL classrooms. Attempting to bridge this gap, lesson plans and materials were developed. In order to evaluate them, twenty semi-structured interviews were conducted with 10 Spanish EFL teachers. The findings include: the Spanish EFL teachers tend to (a) consider empathy as a positive value to strengthen cooperativeness and group cohesion, (b) have positive attitudinal changes on Empathy and ICC after the discussion on lesson plans and materials, and (c) have positive views on the developed materials.

5.2c Democratic competence for all through CLIL in mandatory schooling

Ana Leão*	CETAPS
<i>Research presentation</i>	<i>Seaker online</i>

This research presentation describes two case studies in mandatory schooling in Portugal, which aim at providing less academic eighth graders opportunities to develop democratic competence through Content and Language Integrated Learning. The interdisciplinary perspective implies two different CLIL modules: citizenship contents in the English classroom and the mandatory Citizenship subject taught in English. Results indicate that both classes develop a wide range of intercultural and democratic competences during the learning process, which is confirmed, after the modules, in a self-report questionnaire. This study provides evidence that learning Intercultural Citizenship through CLIL in mandatory schooling in Portugal creates more opportunities, especially for disadvantaged and disengaged students to develop competences to answer to the challenges which arise today in pluralist societies. This study also claims that CLIL theory should embrace Education for Intercultural Citizenship to become Intercultural Citizenship and Language Integrated Learning.

5.3a The paradigm shift of digital transformation: The Hong Kong’s CLIL English flipped classroom case study

Frankie Har*	The Hong Kong Polytechnic University
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<i>Good practice presentation</i>	<i>Speaker online</i>
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To enhance student engagement and support both peer and teacher interactive educational practices, a pilot study was conducted in a Hong Kong tertiary institution on the use of the Perusall annotation platform. Using this platform, ESP students engage collectively with authentic business texts. The usefulness and effectiveness of Perusall were assessed based on (1) students’ perceptions of Perusall as an appropriate tool to support the processing of authentic texts and (2) the impact of student engagement in Perusall on assessment results. Perceptions were evaluated by means of online questionnaires concerning their use of Perusall as well as the learning analytics gathered by the Perusall platform itself. The results of the pilot study show that Perusall can foster deep engagement in course content but such learning depends on the transparency of annotation assignments, the perceived ease of working in Perusall and teachers’ use of students’ annotations to discuss course content during lessons.

5.3b Technology-enhanced professional development for CLIL teachers: A review of the literature

T.J. Ó Ceallaigh* Nóra Ní Bheaglaoich	Mary Immaculate College, University of Limerick, Ireland
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<i>Research presentation</i>	<i>Speakers on location</i>
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Teaching content matter to students in a language in which they have limited proficiency clearly requires teaching strategies unlike those used in mother tongue instruction. The crux of effective CLIL teaching is content and language integration, yet the instructional integration of language and content continues to prove challenging for teachers. Although there is a growing body of research on CLIL pedagogy, there is a dearth of research on professional development (PD) experiences that positively impact CLIL teacher practices. This paper reviews the literature in terms of effective PD for CLIL teachers with a particular emphasis on the Irish context. The review also explores the potential of technology-enhanced PD as a means of supporting CLIL teachers unpack the intricate and interrelated domains of CLIL teacher knowledge and as a consequence develop their professional practice.

5.3c Flipped Classroom techniques as a tool to cater to diversity in CLIL programs: A perspective from in-service teachers.

Pedro Díaz-Santos*	Delegación Territorial de Educación y Deporte en Jaén
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<i>Research presentation</i>	<i>Speaker online</i>
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This paper carries out a mixed methods study into catering for diversity in CLIL programs within monolingual settings. The study focuses on attention to diversity in CLIL programs from both a quantitative and qualitative perspective. From the quantitative standpoint, the study examines how schools in Andalusia are dealing with diversity in CLIL programs. From the qualitative perspective, the study will gather information about teachers’ outlook on the techniques introduced to cater for diversity in CLIL programs. After justifying the niche which this study comes to fill and reporting on its objectives, research design, sample and statistical methodology, the paper will report on its chief outcomes. The main aim is to assess if Flipped Classroom characteristics can be considered as suitable measures to cater for diversity in bilingual programs in Andalusia. Finally, the pedagogical implications accruing from the study will be foregrounded, bearing in mind stakeholders, educational authorities, and gatekeepers.

5.4a Implementing CLIL and Discourse Strategies in TOEFL Preparation Courses

Qinghua Chen*	Simon Fraser University
<i>Research presentation</i>	<i>Speaker online</i>

TOEFL is required by many universities for admission which fostered training businesses in many Asian countries. Although the academic content (i.e., a biology lecture) is abundant in TOEFL, most of the research have focused on its linguistic aspects, mainly because academic knowledge is believed to be unnecessary for achieving a good performance. Although some recent studies have found otherwise, this gap in TOEFL preparation course still exists. Using an autoethnographic approach, this study examines the first author’s teaching experience in TOEFL preparations by consolidating the teacher’s teaching notes, students’ narrative of course experience, and hundreds of hours of classroom recordings into composite narrative stories to discuss how discourse strategies, translanguaging, and CLIL theories can inform and transform the TOEFL preparation courses to meet both the practical goal of helping the students to pass the test and the long-term goal of expanding students’ linguistic repertoire in academic genre.

5.4b Notetaking in academic lectures: Learning from action research

James Richard Broadbridge* (1); Yoko Kusumoto* (2)	1: Bunkyo Gakuin University; 2: Tokyo University of Technology
<i>Good practice presentation</i>	<i>Speakers online</i>

A learner’s ability to comprehend and take notes during academic lectures can be the difference between their success or failure at university. Given that taking notes is a complex process in which learners must listen, filter, and record vitally important pieces of information under real-time constraints, it is clear that for language learners studying in their L2, this represents a great challenge. This presentation reports on action research in the Japanese EFL context that looks to prepare learners for participation in CLIL/EMI courses. The study has found that while interventions can improve learners’ ability to take notes, improving a learners’ ability to comprehend the lecture has been more elusive. It draws on numerous iterations of the study to highlight problems that students have in taking notes during academic lectures and offers guidance for lecturers across the Soft-CLIL / Hard-CLIL spectrum who wish to make their lectures and materials more accessible.

5.4c Sparking civics active learning by creating a student-led news video. A CLIL action-research project

Francesca Ripamonti*	University Of Milan, Italy
<i>Good practice presentation</i>	<i>Speakers online</i>

This study investigates the effects of a CLIL action-research model set up during the lockdown with a group of 10th-graders. Our aims are to improve the quality of distance education while sparking civics and English proficiency by creating a class news video on the Myanmar coup. Other outcomes include critical reflections on democracy and the struggle for its preservation, cultural awareness, and digital competence. To achieve these results, we followed a CLIL action research approach with an initial reflection on teaching civics remotely, planning a student-led news video using CLIL methodology, and monitoring progress. Quantitative analyses have shown how class news show is a stellar way to unite a learning community asynchronously. By showcasing diverse voices and information and diversifying roles (editors, anchors, reporters, sound-trackers), each student has equally contributed to a final show they can be proud of, contemporarily enhancing their role as active citizens and improving their language mastery.

5.5a Can content and language goals be integrated in Spanish Language Majors at US universities?: Exploring a proposal to integrate vocabulary goals in culture and literature courses

Nausica Marcos Miguel*	Denison University
Melissa Huerta*	
<i>Research presentation</i>	<i>Speakers on location</i>
<p>The two-tier program in language majors in the US, language courses first and content courses once the major has started, has been criticized for not incorporating an integrated curriculum (Lomicka & Lord, 2018). This study explores a proposal to integrate content and language by setting receptive vocabulary goals of the most frequent Spanish words (MFSW) in the last language course of the sequence (1- 3,000 MFSW), in an introductory literature course (3,001-4,000 MFSW), and in an introductory culture course (4,001-5,000 MFSW). These vocabulary goals can facilitate text comprehension (Webb, 2021). During the semester, students used flashcards and took weekly tests on an online website. At the end of the semester, students completed a Vocabulary Receptive Test and a survey of their perceptions. In general, students (n=100) improved their receptive vocabulary knowledge, and showed similar perceptions of the activity independent of course, which suggests that the integration ran smoothly.</p>	

5.5b Implementing CLIL-informed language education policy in schools: policy perspectives from the UK and Ireland

Sarah Oonagh O'Neill*	Queen's University Belfast
<i>Research presentation</i>	<i>Speaker on location</i>
<p>This study uses qualitative research methodology to explore the implementation of CLIL-informed language education policies in the school systems of three jurisdictions: Scotland, Northern Ireland and the Republic of Ireland. The research focusses on the teaching and learning of Languages Other Than English (LOTE) in schools where English is otherwise the medium of instruction.</p> <p>Reflexive thematic analysis (Braun and Clarke 2006; 2020) was applied to data collected from semi-structured qualitative interviews with key organisations from each jurisdiction, representing the executive level and/or an arm’s-length body charged with policy implementation.</p> <p>This presentation will discuss and evaluate the successes and challenges of implementing a CLIL-informed approach to language education, analysing how teachers are empowered and enabled as co-initiators, co-interpreters and co-implementers of policy. The findings illustrate practical and actionable solutions to the challenges of putting CLIL-informed policy into practice.</p>	

5.5c Language and Content Learning Through Pretend Play in Early French Immersion

Renee Bourgoin* (1)	1: St Thomas University
Josee Le Bouthillier* (2)	2: University of New Brunswick
<i>Research presentation</i>	<i>Speakers online</i>
<p>In Canada, French immersion (FI) starts in kindergarten/grade 1. Given the need to balance authentic communication, content instruction, and language learning, this study explored pretend/symbolic play as an instructional strategy to support oral acquisition of young L2 learners. Connections between symbolic play (Lillard, 1993), and language development have been documented (ex. Gibson et al., 2020; Quinn et al. 2018; Wasick & Jacobi-Wessels, 2017). Using a Design-Based methodology (Wang & Hannafin, 2005), we studied the affordances of pretend play in two Grade 1 FI classrooms (N=37). Working in collaboration with teachers, pretend play spaces were created integrating both language and content-based outcomes. Data, analyzed through qualitative coding techniques, included classroom observations (N=5), classroom video recordings, and teacher interviews. Findings suggested that pretend play can favour optimal L2 learning experiences for young learners by offering an authentic language context conducive to extended language output, peer interactions, learner autonomy, and spontaneous/creative language use.</p>	

5.6a The transformative value of the intercultural CLIL language classroom: Towards a framework for the integration of culture and content in the Modern Languages classroom

Ruth Koro*	The University of Nottingham
<i>Research presentation</i>	<i>Speaker online</i>
<p>The potential for language educators to play a role in developing their learners’ intercultural understanding is widely acknowledged, but there is often a dichotomy between teachers’ beliefs and their actual classroom practice, limiting language learning to its instrumental, transactional goals.</p> <p>The presentation will draw on an intervention research project carried out with lower secondary learners of French in schools in England, which followed a revised, intercultural CLIL model to teach History through the medium of French. I will draw on key findings, focusing on the contribution that authentic and culturally relevant materials had on pupils’ intercultural attitudinal attributes, such as their sense of empathy. I will also propose a framework to help language teachers enact their beliefs on the wider goals of language education, by looking beyond the perceived constraints of their curriculum to provide content that integrates language and culture and contributes to learners’ intercultural understanding and holistic growth.</p>	

5.6b Contextualizing CLIL in elementary schools in Taiwan: A language-driven perspective

Yu-ju Hung*	Air Force Academy, Taiwan
<i>Research presentation</i>	<i>Speaker on location</i>
<p>The Taiwan government has enforced educational policies that encourage implementation of Content and Language Integrated Learning (CLIL) in subject courses in elementary schools. Given concerns regarding lack of content teachers with adequate English proficiency, fixed curricula of subject courses, and young EFL learners’ beginning English levels, a language-driven CLIL approach was implemented, in which fifth-grade English teachers incorporated subject knowledge into English courses. This study is an investigation of the experiences of 105 fifth graders and their English teachers after two-year CLIL practice. The results suggest the positive effect of this contextually responsive approach on the students’ learning as well as their motivation, suggesting that the CLIL approach should be supported by the policy makers and stakeholders in the schools. The findings provide implications for future practice, policy, and research in similar settings.</p>	

5.6c Synergy Effects of Three Thematically Linked Content-Based English Courses at a Japanese University

Masumi Narita* Natsumi Okuwaki*	Tsuda University, Japan
<i>Research presentation</i>	<i>Speaker online</i>
<p>Content-based instruction has increasingly attracted the attention from foreign language educators in Japan. With particular focus on its role of fostering knowledge and critical thinking skills, this study examines what could be gained by Japanese university students through three thematically linked academic English courses: discussion, reading, and writing courses. Instead of using existing textbooks, a variety of theme-related authentic materials are carefully selected from online news or journals accessible to our students. Through this carefully designed course linkage, the students can learn the same theme from various perspectives using oral or written language for 8 weeks. The synergies observed in our student survey results are 1) facilitating multi-faceted and in-depth learning of the theme, 2) developing a greater interest in and awareness of the theme, and 3) creating active and collaborative learners in both content and language with the close interconnection between input and output in English.</p>	

5.7a Language scaffolding in Dutch bilingual education classrooms

Errol Orhan Ertugruloglu*

Leiden University

Tessa Mearns*

Wilfried Admiraal

*Research presentation**Speakers on location*

An increasing number of learners worldwide follows (part of their) secondary education in a second language. The types of secondary education that offer education in a second language assume an important role for subject teachers to offer language support. In this presentation, language support is conceptualized as language scaffolds and the relevance for practice consists of an overview of various ways in which language scaffolds can be used in actual teaching practices.

This presentation consists over an overview of the preliminary results of a study investigating the types of language scaffolds that social studies and geography teachers teaching in Dutch secondary bilingual education settings used in their teaching and the reasons they have to employ these language scaffolds. For the study, we conducted interviews, observations and stimulated recall interviews to investigate reported practices, actual practices and the reasons teachers have to use particular language scaffolds.

5.7b Exploring Vygotsky's concept of risk and its affordances on CLIL pedagogy

Shu Ohki*

The University of Melbourne

*Research presentation**Speaker online*

This paper draws on Vygotsky's notion of 'risk', conceptualised as a productive and necessary condition for learning, and argues for its significance in establishing a generative CLIL teaching and learning environment. Using activity theory and the process of expansive learning as an analytical framework, this paper examines qualitative—interview and class observation—data, collected from two secondary CLIL teachers in Victoria, Australia. The findings suggest that noticing a moment of risk in students' learning allows teachers to provide different scaffolding, enabling and encouraging learners to work through unknown/new content and language persistently and positively, hence leading to productive learning. Important pedagogical implications arising from this paper relate to practical ways for teachers to notice moments of risk in a CLIL classroom, and how responding to a moment of risk through teacher-student interactions can enable teachers to operationalise language *through* learning in practice.

5.7c Designing content-and-language-integrative history materials for mixed-ability CLIL learners: The role of differentiated instruction and scaffolding

Silvia Bauer-Marschallinger*

KPH Wien/ Krems

*Research presentation**Speaker on location*

While several theoretical propositions have been made concerning the conceptualization of integrating content and language learning, such as the notion of cognitive discourse functions (CDFs), their practical realizations have only recently started to receive more attention. Here, questions relating to learner heterogeneity have, thus far, played a minor role. Consequently, teachers still lack content-and-language-integrative materials suitable for mixed-ability CLIL classrooms.

This study therefore set out to develop transdisciplinary CLIL materials, using a design-based research approach in order to operationalize the concept of CDFs in the context of mixed-ability vocational upper-secondary CLIL history education in Austria. In collaboration with practitioners, these materials were systematically developed over several cycles, using interviews, written learner performances and classroom observations for data collection.

The results indicate that CDFs facilitate conceptual and practical integration of content and language learning. Learner satisfaction and positive learning outcomes, however, seem to be contingent on differentiated instruction and successful scaffolding.

5.8a Teachers’ perspectives of content language integrated learning (CLIL) in primary schools in Vietnam: A qualitative study

Tú Anh Hà*	FPT University
<i>Research presentation</i>	<i>Speaker on location</i>
<p>This paper explores teachers’ perspectives of CLIL in Vietnamese context by using a semi-structured interview with six teachers coming from two private primary schools in Hanoi. Findings of the paper point out both positive and negative points of CLIL in primary schools. In terms of the positive, CLIL seems to be more student-centered and engaging than teaching English without the subject content. Due to the fact that CLIL embraces culture as one of its 4Cs, it can help students to develop their intercultural competence and support them to relate what they learn to reality. Hence, CLIL is a practical educational approach. However, there is concern over tactics of choosing the content to support students’ pleasure of learning language. In addition, teachers are required to have deep and broaden interdisciplinary knowledge (both subject content and culture) to apply CLIL effectively, otherwise, CLIL lessons will be superficial, heavy and demanding for students.</p>	

5.8b A case-study of motivation in a Flemish secondary school CLIL programme

Sanne Borgt*	Ghent University
<i>Research presentation</i>	<i>Speaker on location</i>
<p>CLIL has been ascribed positive motivational effects in terms of language learning and general school motivation, making it an attractive instrument for schools. However, little is known about the gaps or overlaps in initial motivation for choosing CLIL between different stakeholders. In my master’s thesis I use a case-study to investigate the motivational goals and outcomes of students, parents, teachers, and the school board in a Flemish secondary school offering English- and French-based CLIL. The data includes questionnaires, focus groups, interviews, and language policy analysis.</p> <p>I will present a comparison of the initial motivation for starting CLIL and continuing CLIL, focusing on the gaps and overlaps between the various participating and organising levels. This comparison illustrates the importance of evaluating CLIL-projects at schools in terms of expectations and outcomes at different stakeholder and actor levels for a thorough reflection on the why and how of CLIL in a school.</p>	

5.8c Parents at the crossroads: bilingual education programs in monolingual contexts

Inmaculada Senra-Silva* Diego Ardura-Martínez* Rubén Chacón-Beltrán*	UNED: Universidad Nacional de Educación a Distancia, Spain
<i>Research presentation</i>	<i>Speakers online</i>
<p>This presentation introduces some results coming from BiMo research and innovation EU funded project (2020-1-ES01-KA201-081917), which conducts research on bilingual education practices in Spain, Italy, Romania and Lithuania.</p> <p>An online questionnaire was designed, translated to local languages and distributed to 489 families in order to analyze: (a) Parents’ satisfaction and expected effects of bilingualism on their child; (b) Families’ insights on bilingualism, bilingual education, the impact of bilingual education on content learning and foreign language learning; (c) Parents’ perceptions on teachers’ expertise and classroom methodology, and; (d) Families’ decision making as whether to enroll their child in bilingual education.</p> <p>A thorough statistical analysis of the information gathered was carried out with SPSS. The results of this study should help families in the edge of decision making as whether to take their child to a bilingual program when the second language is not part of their immediate context.</p>	

5.9 An emerging conceptual framework for dynamic assessment in CLIL: The Playing beyond CLIL Framework for Assessment

Stephan Breidbach*	Humboldt-Universität zu Berlin
Sarisa Srisathaporn*	

<i>Symposium</i>	<i>Speakers on location</i>
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The symposium will address the important issue of assessing and mentoring learning processes in CLIL. It will present an emerging framework for dynamic assessment in CLIL classrooms which is based on merging the principles of drama-based learning and a pluriliteracies approach to deeper learning in CLIL.

In three complementary contributions on pluriliteracies teaching in CLIL, drama-based learning, and dynamic assessment, researchers from the consortium of the recently completed Erasmus+ project „Playing beyond CLIL“(PbC) will discuss the conceptual foundations of the “PbC Framework for Assessment” and how these relate to contemporary thinking about CLIL as a specific environment for the acquisition of subject-specific literacies. A fourth contribution will report preliminary results of a research project exploring subject teachers’ perceptions of PbC classroom designs in their own practice.

The symposium will be of interest to CLIL researchers and CLIL teacher educators and will be conducted in English.

Programme outline:

- **PbC Learning Events and the PbC Framework for Assessment - Emerging potentials in pluriliteracies teaching in CLIL** - Patricia Arnais Castro (Universidad de Las Palmas de Gran Canaria) Stephan Breidbach (Humboldt-Universität zu Berlin)
- **Designing Playing beyond CLIL Learning Events - Connecting process drama and Pluriliteracies teaching** - Ed Cousins (Interacting, Madrid)
- **Everyone is talking about Formative Dynamic Assessment - Developing innovative assessment processes in multimodal CLIL classrooms** - Janet deVigne (University of Edinburgh) Michael Lynch (University of Edinburgh)
- **A teacher professional development study in the context of Playing beyond CLIL. Preliminary findings** - Sarisa Srisathaporn (Humboldt-Universität zu Berlin)

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

5.10 Exploring CLIL in Teaching Chinese as a Second Language

<p>Jenn-Yeu Chen* (1) Tsan-Yu Wang* (1); Yao-Ting Sung* (2,3) Orit Ezra* (4) Anat Cohen (4) Tamar Cohen Kehat (5)</p>	<p>1: Department of Chinese as a Second Language, National Taiwan Normal University 2: Department of Educational Psychology and Counseling, National Taiwan Normal University 3: Chinese Language and Technology Center, National Taiwan Normal University 4: Department of Education in Mathematics, Science and Technology, School of Education, Tel Aviv University 5: Multilingual Education, School of Education, Tel Aviv University</p>
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<p><i>Symposium</i></p>	<p><i>Speakers online</i></p>
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The need and importance of integrating content and language in learning Chinese as a second language have not been duly recognized, let alone well researched. In a teacher development program involving Israeli teachers of Chinese, we introduced the Six Talents from Confucianism to serve as the contextualizing frame for content. We also expanded Do Coyle’s 4Cs to include 2As (Affect and Action), to emphasize the personal experience of language learning. In this Symposium, we’ll explain how we applied the enriched framework in designing a Chinese course, the issues and challenges we faced, and our thoughts about them. Four papers will be presented:

- *4Cs+2As (Affect and Action): Expanding the conceptual framework of CLIL*
- *Grounding a CLIL Curriculum in the Cultural Context of LiuYi (the Six Talents)*
- *Technology as a Scaffold in a Chinese-CLIL Class: An Example of using the eMPOWER to design interactive textbooks for enhancing content accessibility, communicative skills, and cognitive depth*
- *CLIL teacher education of Israeli teachers of Chinese: Teachers' diversity in experienced difficulties*

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

5.11 Messages from the ADiBE project: addressing diversity in bilingual education - PART 2

Kim Bower* (1)	1: Sheffield Hallam University
Marisa Pérez-Cañado* (2)	2: University of Jaén
<i>Double symposium</i>	<i>Speakers on location and online</i>

This double symposium addresses the issue of how diversity can be addressed in bilingual education from the six nations involved in the ADiBE project. Whilst diversity in CLIL has often been associated with ability, this symposium also focusses on broader issues of diversity including socioeconomic status, educational background, and learners for whom the language of schooling is an additional language.

The presentations and discussion will attempt to shed light on the issue of how (and if) CLIL works with groups of diverse learners, what types of curricular and organizational

Part 2 considers outputs from the project, organisational practices, data collection, data analysis tools, case studies from a school and region. Speakers include: Teresa Ting, Diego Rascón Moreno and Valentina Cueva López, Pablo Ramón Ramos, Grace McClintic, Ricardo Römhild, Helen Heaney and Tatjana Bacovsky

Chair: Marisa Perez-Cañado.

Programme outline:

- **Using the ADiBE video guides for in-service professional development of CLIL teachers.** Helen Heaney, Tatjana Bacovsky, (non-presenting co-author: Lena Katzinger)
- **Expanding the ADiBE Interview Protocol: Towards a database of voices and appraisals from learners in bilingual contexts.** Teresa Ting
- **Stakeholder impressions in Spain from the Attention to Diversity in Bilingual Education project.** Diego Rascón Moreno and Valentina Cueva López
- **CLIL: making bilingual education inclusive in Andalusia.** Grace McClintic
- **Stakeholder Perceptions in the Bilingual Region of Valencia.** Pablo Ramón Ramos
- **Discussion**

For a full symposium programme, including individual abstracts, see <https://www.worldclil.com/programme/symposia>

Building bridges between research and practice in CLIL: Research collaboration between content/language teachers and researchers (AILA CLIL Research Network)

Ana Llinares* (1)	1: Universidad Autónoma de Madrid
Tom Morton* (1)	2: Universidad Complutense de Madrid
Nashwa Nashaat-Sobhy* (6)	3: Yokohama City University
Dario Banegas* (5)	4: International Christian University
Maria Dolores Pérez Murillo* (2)	5: University of Edinburgh
Noemí Ávila Valdés (2)	6: Universidad Politécnica de Madrid
Keiko Tsuchiya* (3)	
Sachiyo Fujita-Round* (4)	

Speakers online

The recent pandemic has revealed that societal issues, including education, cannot be addressed from one single perspective, but require a focus from different angles. This is also the case for CLIL programmes, where transdisciplinarity and collaboration between content and language teachers are key for their success. Collaborative work needs to be extended also to working groups including not only (content and language) teachers, but also CLIL teacher educators and CLIL researchers, to explore how language and content are best learnt, taught and assessed in integration. This symposium will focus on such collaboration with the purpose of building bridges between CLIL research and practice.

Programme outline:

- **Introduction** Ana Llinares
- **Building a collaboration nest - the innovation projects with teacher educators and researchers in Spain and Japan** María Dolores Pérez Murillo, Keiko Tsuchiya, Sachiyo Fujita-Round, Noemi Ávila Valdes
- **CLIL teacher educator and CLIL researcher collaboration: Impact on knowledge production and professional identity** Dario Luis Banegas
- **Integrated assessment in CLIL: insights from collaborative work between content teachers, language teachers and researchers** Ana Llinares, Tom Morton, Nashwa Nashaat-Sobhy
- **General Discussion**

For a full symposium programme, including individual abstracts, see
<https://www.worldclil.com/programme/symposia>

[Back to Day 2 schedule](#)