**4th Biennial International Conference**

**CLIL: Sustainability, Pedagogy, Social Justice**

**16-17 June 2023** **Provisional programme – subject to change**

Sheffield, UK, Sheffield Institute of Education, Charles Street Building, Sheffield Hallam University

**Friday 16 June**

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| **Registration** | | | |
| **Conference opens** | | | |
| **Time** |  | | |
| 9:30-10:00 | **Opening of conference Welcome by Prof David Owen (SIOE) and Kim Bower** | | |
| 10.00-10.40 | **Keynote 1 Opening Address, CLIL: Sustainability, Pedagogy, Social Justice**  *Kim Bower, Professor of Innovation in Languages Education, Sheffield Hallam University* | | |
| 10.40-11.30 | **Keynote 2: 'Developing Translanguaging Capacities through CLIL'**  *Li Wei,* *Professor of Applied Linguistics at the UCL Institute of Education, University College London* | | |
| 11.30-12.15 | **Major talk 1: CLIL at Queen Katharine Academy, Peterborough Combining Pedagogies CLIL, EAL, subject disciplines**  *Helena Ground, EAL Co-ordinator & Jane Driver, Headteacher* | | |
| 12.15-13.30 | **LUNCH with poster viewings and transition to session rooms** | | |
| 13.30-15.00 | **Practitioner** | **Symposia** | |
| **Workshop 1**  Practical ideas for the CLIL classroom from the UK  *Crista Hazell*  *Nadine Chadier, Bogdan Ivascu, Carmen Santos* | **Pedagogy 1**  Working with CLIL teachers in Spain to integrate the assessment of content and language  *Prof Ana Llinares*  *Mark Levy*  The effects of multilingual practices on affective factors in CLIL: A comparative study of CLIL and non-CLIL students in Japan  *Dr Ikuya Aizawa, Dr Yui Suzukida*  Multilingual production of arguments in science: A comparison between reading-to-write and listening-to-write source-based tasks  *Roberto Arias-Hermoso*  *Ainara Imaz Agirre*  *Eneritz Garro Larrañaga*  Environmental Studies in a CLIL program: A comparative study of students’ academic growth  *Professor Dr Marina Mattheoudakis*  *Athina Patseadou*  Does intensity of CLIL programs play a role on students’ communicative appropriateness in English?  *Irene Guzmán-Alcón*  Exploring the complementarity of subject teacher and language teacher expertise to map the integrated heart of CLIL  *Josephine Moate* | **Social Justice**  The evaluation of a CLIL course for 16+ refugees and asylum seekers in Northern Ireland  *Dr Declan Flanagan*  CLIL: A tool for sustainability and social justice in primary schools?  *Dr Emmanuelle Labeau*  *Ms Raquel Tola-Rego*  Teachers’ perspectives on a genre-based pedagogy approach to supporting EAL pupils in primary (KS2) classrooms  *Dr Ester Ehiyazaryan-White*  Implementing a critical EAP curriculum in a college English course for science students in Taiwan  *Dr Jason Manbo Ho*  From Identity to Social Justice: A CLIL Approach to Teaching Gender Studies in Japan  *Quenby Hoffman Aoki*  Whole School Improvement with CLIL for all at its heart  *Judith Woodfield* |
| **Workshop 2**  Teachers as Designers for Intercultural and Transdisciplinary Competence: North Wales, London and the United States  *Dr Jennifer Eddy* |
| 15.00-15:30 | **Presentation 1**  New Insights from the Critical Connections Multilingual Digital Storytelling Project  *Professor Vicky Macleroy*  *Dr Jim Anderson, Dr Yu-Chiao Chung*  *Dr Judith Rifeser* | **Presentation 2**  The Institut Français’ support to schools and teachers willing to create a French bilingual stream  *Mr Romain Devaux* | **Presentation 3**  "Los Microbios que viven en tu escuela"/"The microbes that live in your school"- Integration of Foreign Languages and Microbiology using Outreach activities  *Carmen Meira Garcia*  *Dr Isabel Murillo Cabeza* |
| 15:30-16:00 | **Break** | | |
| 16:00-16:40 | **Keynote 3: Teacher Professional Learning needs for the “Content” in CLIL**  *Ken Cruickshank, Professor in Education (EAL and Community Languages), the University of Sydney, Australia*  This talk will consider the PL needs of teachers in EAL and community languages. These depend on the specific contexts in which they are working – firstly, how the need in EAL is for teachers to have in-depth understanding of the subject areas, not just the syllabus but the disciplinary ways of learning.  In Community Languages schools the ‘content’ is often seen as cultural understanding, but this is most valuable when framed through Music, Art and Design, Dance and Technology curriculum. This presentation will give practical examples of how teachers gain the knowledge and skills to engage students through CLIL in these two contexts. | | |
| 16:40-17:15 | **Symposium overview Russell (Moving CLIL forward: Social Justice)**  *Russell Cross, Professor in Languages and Literacies Education, University of Melbourne, Australia* | | |
| 19:00 | **Conference dinner (by ticket purchased prior to the conference only)** | | |

**Saturday 16th June**

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| **Time** | **Practitioner** | | **Symposia** | |
| 8:30-9:00 | **Coffee & networking** | | | |
| 9:00-9:40 | **Keynote 4 What does a pluriliteracies approach to CLIL look like in the language-as-discipline and subject discipline classroom?**  *Do Coyle, Professor in Languages Education and Classroom Pedagogies, University of Edinburgh*  This session takes a look at how practitioners are experimenting a pluriliteracies approach in both language classrooms and subject discipline classrooms. Focussing on using practice-oriented tools to design learning events, examples from classrooms are given to challenge policy and top-down thinking in terms of the roles of languages for learning in monolingual, multilingual, multicultural contexts. It puts out a call to practitioners to take the lead in designing challenging, motivating and relevant experiences for their learners - any age, any stage. | | | |
| 9:45-11:15 | **Workshop 3**  The CLIL Wheel as a teacher training tool  *Aleksandra Zaparucha* | | **Pedagogy 2**  ‘It definitely is a balance’: Teachers’ practical knowledge of integrating content, target language and learners’ languages in UK and Dutch primary CLIL classrooms  *Dr Dee Rutgers*  A Proposal for Integrating CLIL in Health Contexts  *Dr Neslihan Onder-Ozdemir*  Teacher as a pedagogic agent in implementing multilingual practices in the content and language integrated classroom: Optimising cognitive challenges for learners with limited second language proficiency and learning experience  *Dr Shu Ohki*  Activity Theory-Based analyses of CLIL Program Implementations in EFL Primary and Lower secondary School Curriculum  *Dr Yu-Ting Kao*  Implementing English-taught curricular as an accelerator to internationalisation at tertiary level: A panacea for school managers or a self-devaluation for learners?  *Professor Yang Wenhsien*  An Exploratory Practice Proposal for Multilingual Classrooms  *Dr Melike Bulut Albaba* | **Sustainability**  Exploring the cultural turns of CLIL  *Josephine Moate*  Facilitating innovation in CLIL delivery and materials development through free online resources  *Dr Caoimhín Ó Dónaill*  *Professor Ana Gimeno*  Where is the language teacher? Revisiting the principles of content and language integration in higher education English-medium instruction (EMI) programs – The case a Polish university  *Dr Magdalena Walenta*  Cross-curricular collaboration in a CLIL bilingual programme: current practices and challenges  *Phuong Anh Pham (Ellie)*  *Dr Aylin Unaldi*  Not just about language? Towards a shared understanding of competences for ‘world teachers’  *Dr Tessa Mearns, Dr Lysanne Post*  *Janneke Geursen, Floris Velema*  *Dr Tamara Platteel*  An Investigation of Australian students’ motivation to study languages at elective levels  *Louisa Field* |
| **Workshop 4**  Set Up a Reading Routine and Implement Interactive Read Aloud in the target language in Chinese Immersive Classrooms  *Jing Wang* | |
| 11:15-11:30 | **Break** | | | |
| 11:30-12:10 | **Major talk 2: From cross curricular to learning through Spanish – practice in a primary in the London Borough of Hackney**  *Bernadette Clinton and Raquel Tola Rego* | | | |
| 12:10-13:40 | **Workshop 5**  Objects Talk: inclusive museum debate pedagogy  *Aleksey Karamanov*  *Marleen Spierings* | **12.10**  **12.40**  **Presentation 5:**  Sustainable goals are MY goals! Beyond CLIL: A deeper learning episode to promote pluriliteracies and competences for democratic culture  *Silvia Minardi, PhD* | **Pedagogy 3**  Exploring discipline literacy in an English-taught International Business Law master’s course at a German University  *John O’Donoghue*  Motivating and demotivating factors for Chinese as foreign language learners in a British CLIL programme  *Jia Li, Dr Ying Zheng, Dr Yanbin Lu*  Exploration into CLIL in Chinese as a Second Language and as a School Subject in England: Development of a soft-CLIL module within secondary MFL (Mandarin) curriculum and its dynamism with learning self-efficacy and language learning emotions  *Mengru Xie (First Author)*  *Yishan Lu (First Author)*  *Victor Wu, Jessie Moore*  *Caiyun Gong, Robin Stein*  Turning the tide on disaffection with French? Analyzing secondary school pupils’ motivation to learn French: a comparison of CLIL and ‘traditional’ pedagogies in the KS3 classroom.  *Sarah O’Neill*  Coaching in-serve subject teachers to become CLIL practitioners in Taiwan secondary classrooms: Retrospective voices from the trainers  *Professor Yang, Wenhsien* | **National Policy**  A National Plan for Languages Education in Australia: Outcomes and implications of a profession-led collaboration  *Professor Anne-Marie Morgan*  Bilingual education in Texas: a journey of resilience, hope and success  *Hugo Hernández*  Dutch bilingual schools’ network –how quality assurance and bilingual standards work in the Netherlands – information for teachers and leaders  *Ineke Swaan, Lineke Ouwendijk* |
| **Workshop 6**  The Digital Kinderuniversity – Discover the world of sciences and learn German  *Manuela Vogelgesang* |
| **13.10**  **Presentation 6:**  Applying the CLIL lesson plan tool  *Amanda van Dijk-van Noordende* |
| **13:40-14:30** | **Lunch** | | | |
| 14:30-15:30 | **Symposium Overview 2 and 3**  **Moving CLIL forward: Literacies**  *Tarja Nikula,**Professor, Centre for Applied Language Studies, University of Jyväskylä, Finland*  **Moving CLIL forward: Pedagogy: Assessment**  *Ana Llinares, Professor of Applied Linguistics, Universidad Autónoma de Madrid, Spain* | | | |
| 15:30-16:10 | **Keynote 5 Languages, Belonging and Identities: Pedagogies of Hope**  *Dr Yvonne Foley, Chair of NALDIC, Moray House School of Education, University of Edinburgh* | | | |
| 16:10-16:30 | **Plenary/ next steps/ close of conference** | | | |
|  | **Posters on display throughout the conference**  Exploratory Practice: A sustainable approach for multilingual classrooms  *Dr Melike Bulut Albaba*  An Investigation of Australian students’ motivation to study languages at elective levels  *Louisa Field*  From curriculum to classroom: supporting Early Primary teachers in the national Spain Bilingual Programme  *Mark Levy, Maureen McAlinden*  Facilitating innovation in CLIL delivery and materials development through free online resources  *Dr Caoimhin O Donaill, Professor Ana María Gimeno Sanz*  CLIL in Languages Other than English in Ireland  *Laura Quigley, Gemma Kelly, Dr Céline Healy*  Where is the language teacher? Revisiting the principles of content and language integration in higher education English-medium instruction (EMI) programs – The case of a Polish university  *Dr Magdalena Walenta* | | | |

**Presenter profiles**

**Kim Bower**

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Description automatically generatedProfessor Kim Bower holds a chair in Innovation in Languages Education at the Sheffield Institute of Education and is recognised as a curriculum innovator in modern languages teacher education. She led two national successful programmes for the government: the development of intensive modern language courses - subject knowledge enhancement (SKE) courses and the Anglo-French Bilateral Exchange Programme bi-national pilot with the IFUM Lorraine. Kim's research in learner motivation, teacher pedagogies and interdisciplinary language learning has led to the development of an international network in Anglophone countries and a biannual conference in bilingual education.  Recent research projects include the ADiBE project. Kim holds a prestigious National Teaching Fellowship and is a Principal Fellow of the Higher Education Academy.

**Do Coyle**

Do is an international expert in the field of CLIL. As an early pioneer of the CLIL movement in Europe, working with bilingual teachers and a team including Dr Philip Hood at the University of Nottingham (1990 – 2008), she developed the CLIL 4Cs Framework and the Language Triptych which has now been adopted and adapted globally for guiding and planning pedagogic approaches for Content and Language Integrated Learning in classrooms. At the University of Aberdeen (2008-2017), where she held a 6th Century Chair in Learning Innovation and was Dean of the School of Education and Music (2012-2016), her work as a founder member of the Graz Group involved a transnational research team, funded by the ECML. The Graz Group is developing a Pluriliteracies approach to Teaching for Deeper Learning (PTDL).

**Russell Cross**

Russell is Associate Dean (Research) at the Melbourne Graduate School of Education, and previously co-led MGSE’s Academic Group for Languages and Literacies Education. His own research focuses on the sociocultural and political nature of teachers’ work from a Vygotskian perspective, particularly as it relates to teachers’ professional learning and expertise in content and language integrated learning (CLIL). With Kim Bower, Do Coyle, and Gary Chambers, he recently released *Content and Language Integrated Teaching: CLIL in Practice* (Cambridge University Press, 2020), and his work has in *Modern Language Journal*, *J Teacher Education*, and *Language Teaching Research*, among others.

**Ken Cruickshank**

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Description automatically generatedKen Cruickshank is Professor of Education at Sydney University. He has worked and researched in the area of Languages and EAL for longer than he wants to remember. He is also Director of Sydney Institute for Community languages Education which researches and runs professional learning and resource development for languages teachers. He has been working on the intersection between quality teaching, rich tasks and languages/ EAL. His interest is how in EAL and Languages teachers can engage and challenge students in learning through subject areas in their second or additional language. He is also working on how to develop grade and subject teacher knowledge and understanding of languages and EAL teaching.

**Yvonne Foley, Senior Lecturer in Language Education, The University of Edinburgh**

A person smiling for the camera

Description automatically generated with medium confidenceYvonne has taught for over 25 years in Taiwan and across the UK.  She has worked as an EAL teacher and EAL Coordinator in the American schooling system before moving back to the UK in 2005 to take up the position as a teacher educator at the University of Edinburgh. Yvonne teaches on a range of postgraduate teacher education programmes where the focus of her teaching is influenced by a drive for social justice in language education.

Her research and teaching interests lie in the areas of Language, Literacies and Teacher Education to promote social, cultural, and linguistic inclusion. She is interested in the ways that critical approaches to literacies can be implemented in classroom practices to promote an understanding around the fact that there is more than one language, history, culture, identity, geography, and ideology across the world. She very much enjoys working with both pre and in-service teachers to explore how to develop professional identities and practices can recognise and respond to the learning needs of all pupils, particularly those from linguistically and culturally diverse backgrounds.  She is the Chair of the National Association for Language Development in the Curriculum, and currently Directs the Centre for Education for Racial Equality in Scotland.

**Ana Llinares**

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Description automatically generated with medium confidenceAna Llinares is professor in the English department at the Universidad Autónoma de Madrid, Spain. She teaches second language acquisition and content and language integrated learning (CLIL), both at undergraduate and postgraduate levels. She coordinates the UAM-CLIL research group (http://www.uam-clil.org) and has published widely on CLIL at primary and secondary school levels, mainly applying systemic functional linguistic models. She has co-authored the book *The Roles of Language in CLIL*, published by Cambridge University Press, and has co-edited the volume *Applied Linguistics Perspectives on CLIL*, published by John Benjamins. She has recently co-edited the Special Issue 'Systemic Functional Linguistics: A social-semiotic approach to content and language integrated learning in bilingual/multilingual education' in the *International Journal of Bilingual Education and Bilingualism.*

**Tarja Nikula**

Tarja Nikula is a professor at the Centre for Applied Language Studies (CALS) at the University of Jyväskylä, Finland. Her research has focused on classroom discourse and theorising CLIL. More specifically, she has been involved in conceptualising integration and the challenges it poses for the taken-for-granted notions of language, content and their learning, as well as in exploring features of subject-specific language and multilingual classroom practices. Her ongoing research is directed towards exploring knowledge building practices in content and language classrooms from a disciplinary literacy perspective and as a multisemiotic endeavour. She has published widely on her areas of interest, including the co-edited volumes *Language use and language learning in CLIL classrooms* (2010, John Benjamins), *Conceptualising integration in CLIL and multilingual education* (2016, Multilingual Matters), and a two-volume special issue on CLIL for *Language Learning Journal* (2014, 2015). She has been active in international research cooperation in CLIL and is currently involved in COST Action *CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies.* Her research leadership experience includes acting as director of CALS (2007*–*2017), as director of Academy of Finland funded research project *ConCLIL – Language and content integration: towards a conceptual framework* (2011*–*2014), as director of externally funded thematic research area *RECLAS – Research Collegium for Language in Changing Society* (2016*–*2020) and as vice-director of multidisciplinary research area *MultiLEAP – Multiliteracies for social participation and in learning across the life span* (2019*–*2023).

**Li Wei**

Li Wei is Professor of Applied Linguistics at the UCL Institute of Education, University College London. His work covers various aspects of bilingualism and multilingualism, with a particular focus on language development of bilingual children. He is Editor of the *International Journal of Bilingual Education and* *Bilingualism*, and *Applied Linguistics Review*. He was previously Head of School of Education at Newcastle University, Pro-Vice-Master at Birkbeck, University of London, and Chair of the University Council of General and Applied Linguistics. He is a Fellow of the Academy of Social Sciences.