**2nd Biannual International Conference:**

**Cross-curricular Language Learning: Putting CLIL into Practice**

 **21-22 June 2019 Programme**

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

(5 minute walk from train station)

**Sector Key:**

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| **Primary** | **Secondary** | **Primary & Secondary** | **HE** | **Secondary & HE** | **Multiple** |

*For keynote biographies, see back pages*

**Friday 21 June, page 1**

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| Rooms | **Registration** |
|  **Exhibition Opens** |
| 9:15 - 9:45Charles St lecture theatre | **Opening of conference: Welcome by Kim Bower, SIOE, ALL, and Randstad** |
| 9:45 - 10:30lecture theatre | **Keynote 1: CLIL: origins, distinctiveness and applications***Associate Professor Russell Cross, Language and Literacy Education Melbourne Graduate School of Education, The University of Melbourne and Dr Kim Bower, Sheffield Institute of Education, Sheffield Hallam University* |
| 10.30-11.30lecture theatre | **Major talk 1: CLIL at Queen Katharine Academy, Peterborough - Linguamaths with Spanish & using CLIL with EAL***Virginia Alfaro, ALL Secondary Language Teacher of the Year and Subject Co-ordinator for Languages & Jane Driver, Assistant Headteacher* *Jane.Driver@qka.education* |
| 11.30-11.45 | **COMFORT BREAK** |
| 11.45-12.45lecture theatre | **Keynote 2: 4D lesson planning** *Kevin Schuck, Bilingual Education and International Baccalaureate program coordinator and IB Head Teacher at Penta College Jacob van Liesveldt in Hellevoetsluis, the Netherlands* |
| 12.45-13.45 | **LUNCH with poster viewings and transition to Floors 5 and 6** |
| 13.45- 14.15 | **Presentations: 30 mins** | **Sector relevance**  |
| **Level 5 room: 12.5.08** | **CLIL in England: the emergence of foreign languages** *Jesús Hernàndez (MA) Dr Concha Julian, Spanish Embassy Education Office**concha.julian@educacion.gob.es**;* *jmanuel.hernandez@educacion.gob.es* | **Multiple** |
| **Level 5 room: 12.5.14** | **How to integrate language and science? Insights from Columbia***Dr Edgar Garzòn-Diaz, University of Los Andes**ea.garzon@uniandes.edu.co* | **Multiple** |
| **Level 6 room: 12.6.13** | **Lessons from bilingual schools down under***Mr Linton Roe**lintonroe@icloud.com* | **Primary/Secondary** |
| **Level 6 room: 12.6.06** | **CLIL modules vs. streams - motivational effects on secondary students***Stephanie Ohlberger and Prof. Dr Claas Wegner, Bielefeld Universit*y*stephanie.ohlberger@uni-bielefeld.de* | **Secondary/HE** |
| **Friday 21 June, page 2** |
| 14.15- 14.45 | **Presentations: 30 mins** |
| **Level 6 room: 12.6.06** | **How working on Cognitive Discourse Functions can support the acquisition of historical competences in the CLIL classroom: a design-based research study***Silvia Bauer-Marschallinger, University of Vienna**silvia.bauer-marschallinger@univie.ac.at*  | **Secondary/HE** |
| **Level 5 room: 12.5.08** | **The challenges of planning for the integration of language and content in teacher education***Ms Carmen Arbones and Ms Isabel Civera, Barcelona University Faculty of Education**carbones@ub.edu; icivera@ub.edu* | **Primary/ITE/HE** |
| **Level 5 room: 12.5.14** | **Cross-curricular language learning age 11-14. Our Stories: Combatting Hate Speech against immigrants, migrants and Muslims***Ms Marian Carty, Goldsmiths, University of London* *m.carty@gold.ac.uk* | **Primary/Secondary/ITE** |
| **Level 6 room: 12.6.13** | **CLIL in England: impact on primary learners' motivation***Michela Measso, Sheffield Hallam University* *michela.measso@student.shu.ac.uk* | **Primary/Secondary** |
| 14.45-15.15 | **BREAK** |
| 15.15-16.15Charles St lecture theatre | **Keynote 3: The application of CLIL pedagogies to EAL***Dr Yvonne Foley, Head of the Institute of Education, Teaching and Leadership at Moray House School of Education, the University of Edinburgh* |
| 16.15- 17.15Charles St lecture theatre | **Major talk 3: Supporting the implementation of CLIL in Australian schools through collaborative planning and resource management. Short clips and a Y7 Science unit of online work and resources to take away***Kylie Farmer, Australian Federation of Modern Language Teachers Associations (AFMLTA)**kyliefiona@gmail.com* | **Charles Street Lecture theatre****Primary/Secondary** |
| **Level 5 Room: 12.5.08** | **Transition and CLIL - addressing the challenges***Professor Gary Chambers, University of Leeds**G.N.Chambers@education.leeds.ac.uk* | **Multiple** |
| **7.00pm conference dinner** |

**2nd International Conference: Cross-curricular Language Learning: Putting CLIL into Practice 21-22 June 2019 Programme**

**Saturday 22 June, page 1**

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| **Exhibition Opens** |
| 9:00-9.45Charles St lecture theatre | **Session 4 Keynote:** **Negotiating content and language for quality learning: what this means in secondary EAL and Science programs***Ken Cruickshank, Professor in Education (EAL and Community Languages), the University of Sydney, Australia* |
| **Transition time to Floors 5 and 6** |
| 10.00-10.30 | **Presentations** | **Sector relevance** |
| **Level 5 Room: 12.5.08** | **Evaluating a self-produced language-based CLIL textbook and practitioner’s practices at tertiary level** *Dr. Wen-hsien Yang, National Kaohsiung University of Hospitality and Tourism, Taiwan**yangwenhsien@mail.nkuht.edu.tw* | **HE** |
| **Level 5 Room: 12.5.1 4** | **The impact of a CLIL Program on college students' academic study ESP/EAP***Dr Bin Zou, Xiucai Lu, Xi'an Jiaotong-Liverpool University, Suzhou, China**bin.zou@xjtlu.edu.cn* | **HE** |
| **Level 6 Room: 12.6.13** | **Adopting CLIL as a motivation factor to use L2 in the context of L1 medium instruction***Tharuni Kirushanthan, University of Jaffna, Sri Lanka**tharunis6@gmail.com* | **Secondary** |
| **Level 6 Room: 12.6.06** | **Development of communicative skills through CLIL***Ms Grammenou Panagiota, Independent Researcher**grammen@hotmail.com* | **Primary and Secondary** |
| 10.30-11.00 | **Presentations** |  |
| **Level 5 Room: 12.5.08** | **The challenge of intercultural engagement in language classrooms- strategies from Australia and Finland***Dr Maria Lobystyna, Macquarie University, Australia, Dr Josphine Moate, University of Jyväskylä, Finland, Dr Robin Moloney, Macquerie University, Finland**maria.lobytsyna1@det.nsw.edu.au* | **Secondary/HE** |
| **Level 6 Room: 12.6.13** | **CLIL: differentiation and assessment. A practical view***Ms Sara Montero, Miles Coverdale Primary School and Ms Noelia Rivas, Sudbury Primary School* *svazquez@milescoverdale.lbhf.sch.uk* | **Primary/Secondary** |
| **Level 5 Room: 12.5.14** | **The Language Magician** *Jesús Hernàndez (MA) Dr Concha Julian, Spanish Embassy Education Office**jmanuel.hernandez@educacion.gob.es* | **Primary** |
| **Level 6 Room: 12.6.06** | **CLIL: A Critical Review of the Literature to Support Development of a New Framework***Mr Pádraig Fahey, Mary Immaculate College, Limerick, Ireland**padraig.fahey@mic.ul.ie* | **Primary/ Secondary** |

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| **Saturday 22 June, page 2** |
| 11.00- 11.15 | **BREAK** |  |
| 11.15-11.45 | **Presentations**  | **Sector** |
| **Level 5 Room: 12.5.08** | **Raising plurilingual and pluricultural competencies in CLIL pedagogy***Dr Shigeru Saajima, Toyo Eiwa University, Japan**sasajima.s@toyoeiwa.ac.jp* | **Multiple** |
| **Level 6 Room: 12.6.06** | **CLIL and the teaching of culture-specific topics***Prof Anna Romagnuolo and Dr Fabio Ciambella, Università della Tuscia, Viterbo, Italy**romagnuolo@unitus.it**;* *f.ciambella@unitus.it* | **Multiple** |
| **Level 6 Room: 12.6.13** | **Theory into Practice: How does cross-curricular learning affect the way we speak in the classroom and what can mainstream MFL learn from this?***Mrs Barbara King, Institute of Education, University of Reading**b.king@reading.ac.uk* | **Multiple** |
| 11.45-12.15 | **Presentations** |  |
| **Level 5 Room: 12.5.08** | **Multilingual digital storytelling and cross-curricular learning: an integrated and inclusive project-based approach***Dr Vicky Macleroy and Dr Jim Anderson, Goldsmiths, University of London**v.macleroy@gold.ac.uk* | **Primary and Secondary ITE/HE** |
| **Level 6 Room: 12.6.06** | **Vygotsky's concept of 'risk': investigating the essence of learning through CLIL***Shuichiro Ohki, A\Prof Russell Cross, Dr Yvette Slaughter, The University of Melbourne**ohkis@student.unimelb.edu.au* | **Multiple** |
| **Level 6 Room:****12.6.13** | **Cross-curricular innovation project on equity and social justice within CLIL teaching approach***Teresa Fleta and Mariá D. Perez Murillo, Complutense University of Madrid**tfleta@perlaunion.es**; perezmur@edu.ucm.es* | **Primary/Secondary ITE** |
| 12.15-13.00 | **LUNCH** |  |
| 13.00-14.00Charles St lecture theatre | **Keynote 5: Beyond CLIL- making sense of what pluriliteracies can offer for curriculum coherence and deeper learning for all.** *Professor Do Coyle, Professor in Languages Education and Classroom Pedagogies, University of Edinburgh and Director of Research and Knowledge Exchange at Moray House* |
| 14.00 -14.05 | **Transition** |

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| **Saturday 22 June, page 3** |
| 14.05-15.45 | **Major talks and Symposium - running concurrently** |
| 14.05-14.50Charles St lecture theatre | **Major talk 4****CLIL Settings and beyond in the 21st Century: Independent Learning strategies and self-regulation***Dr Simone Smala, University of Queensland and Dr Yolanda Ruiz de Zarobe, Universidad del Pais Vasco/Euskal Herriko Univertsitatea**s.smala@uq.edu.au****Relevance***: Multiple**Workshop****Adjusting language and content demands in a CLIL classroom** *Aleksandra Zaparucha MSC, MA, Freelance**ola.zaparucha@gmail.com*Workshop based on Cummin's Quadrants, and a science experiment using a lava lamp***Relevance***: primary and secondary | **AILA CLIL ReN Symposium: What can teacher education learn from CLIL?** Level 5 Room: 12.5.08*Russell Cross (Discussant)* **14.10****Being a CLIL high school teacher in Spain: challenges and needs***Inmaculada Senra-Silva.* *isenra@flog.uned.es***14.35** **CLIL beyond EFL: Searching for 'content' in 3rd-language classrooms in the Netherlands***Tessa Mearns,* *t.l.mearns@iclon.leidenuniv.nl***15.00****Technology enhanced content and language learning in bilingual contexts and multilingual settings***M. Dolores Ramirez-Verdugo,* *dolores.ramirez@uam.es* |
| **Level 5 Room: 12.5.13** |
| 15.00-15.45Charles St lecture theatre | **Major talk 5****Supporting the use and development of talk across the CLIL curriculum** *Dr Josphine Moate, University of Jyväskylä, Finland**josephine.moate@jyu.fi****Relevance***: Multiple**Workshop****Down-CLIL all the way! Objects, videos, songs and games:** *Nadine Chadier, Head of French and Bilingualism, St Jérôme Bilingual Primary School**Nadine.chadier@stjeromebilingual.org****Relevance***: primary and secondary  |
| **Level 5 Room: 12.5.13** |
| 15.45-16.30  | **Plenary /panel /close of conference/ next steps** |

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| **Poster presentations: on display throughout the conference** |
| 1. The Language Magician  | Jesús Hernàndez (MA) Dr Concha Julian, Spanish Embassy Education Office |
| 2. Formative Assessment in the Kazakhstani Senior High School CLIL Classroom: A Mixed Methods Case Study | Mr. Yeraly Baizhanov, University of York/Department of Education |
| 3. CLIL in England: impact on primary learners' motivation  | Michela Measso, Sheffield Hallam University |

**Keynote Presenter Profiles**

**Dr Kim Bower, Sheffield Institute of Education, Sheffield Hallam University**

Kim is a National Teaching Fellow, Principal Fellow of the Higher Education Academy and principal lecturer at the Sheffield Institute of Education.  She is an experienced lecturer and researcher in the field of languages and teacher education and an expert in CLIL. Kim led two national pilots and innovations in MFL teacher education: French Extension Courses, which became known as subject knowledge enhancement (SKE) courses and the secondary Anglo-French bilateral exchange pilot for the Teaching and Development Agency (TDA). This CLIL pilot established a 4-week exchange of trainees between IUFM Nancy and the University of Hull. Kim sat on the international bilateral steering committee for two years. In her current role she has established a community of academics and practitioners of CLIL in Anglophone countries.

**Do Coyle, Professor in Languages Education and Classroom Pedagogies, University of Edinburgh and Director of Research and Knowledge Exchange at Moray House**

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).

**Associate Professor Russell Cross, Language and Literacy Education, Melbourne Graduate School of Education, the University of Melbourne**

Russell Cross is Associate Professor in Language and Literacy Education within the Melbourne Graduate School of Education, where he leads their teaching and research initiatives in languages education including content and language integrated learning. With a focus on the sociocultural and political nature of teachers’ work and knowledge, Russell’s work has appeared in Modern Language Journal, Teachers and Teaching, Language & Education, Language Problems & Language Planning among others. With Trevor Gale from the University of Glasgow and Carmen Mills from the University of Queensland, Russell was recent Chief Investigator on the Australian Research Council’s national Discovery Project, Social justice dispositions informing teachers' pedagogy in advantaged and disadvantaged secondary schools.

**Ken Cruickshank, Professor in Education (EAL and Community Languages), the University of Sydney, Australia**

Ken Cruickshank began as a languages teacher, shifted to EAL teaching and is now back researching in community languages and ESL. His most recent projects are researching and developing teacher pathways and curriculum in community languages schools and research/ professional learning in the area of Science and EAL to students of migrant and refugee backgrounds.

**Dr Yvonne Foley, Head of the Institute of Education, Teaching and Leadership at Moray House School of Education, the University of Edinburgh**

Dr Yvonne Foley has worked as a teacher for many years in the field of English as a second/additional language in schools and universities in Taiwan and across the UK. She is currently Head of the Institute of Education, Teaching and Leadership at Moray House School of Education, The University of Edinburgh. Her teaching and funded research projects focus on the role of teacher education in promoting social, cultural and linguistic inclusion, and she has a particular interest in the ways in which critical approaches to literacy can be implemented in classroom practices to meet the language and literacy needs of pupils learning English as an additional language (EAL), Yvonne is a co-director of the Centre for Education for Racial Equality in Scotland (CERES) and currently serves as an Executive Committee Member of the National Association for Language Development in the Curriculum (NALDIC), the national subject association for EAL in the UK.

**Kevin Schuck, Bilingual Education and International Baccalaureate program coordinator and IB Head Teacher at Penta College Jacob van Liesveldt, Hellevoetsluis, the Netherlands**

Kevin is also a member of the original Graz group Pluriliteracies project. His work in education now focuses on deeper Learning and the Pluriliteracies model and its development.

He started working as a teacher at Penta College Jacob van Liesveldt in January 2002. Kevin has been working with the International Baccalaureate organization as a workshop leader in both Language A, Language B, and the Approaches to Teaching and Learning programs and as a member of the curriculum review process since 2005. He also works with Nuffic in the Netherlands as a CLIL and IB specialist and teacher trainer. With out-of-the-fishbowl approaches, his workshops and teacher trainings as an independent education consultant are in high demand in the Netherlands and Europe. He is originally from the US where he taught both primary and secondary education, including special needs and Montessori. Kevin has been involved in different areas and levels of education since 1978, including teaching primary, middle and secondary education.