Applied Linguistics Perspectives on Content and Language Integrated Learning

ALP-CLIL

June 5-8, 2013
Universidad Autónoma de Madrid
Miraflores de la Sierra, Spain

Book of Abstracts
Welcome to Miraflores de la Sierra!

We hope that you enjoy our conference outside the bustle of the city.

The conference theme addresses current Applied Linguistic approaches to content and language integrated learning. For the purposes of this conference CLIL is defined as any educational approach in which the learning of content is combined with the learning of a language not used in the students’ immediate communities. Proposals report research on any educational level (primary, secondary and tertiary) and from different parts of the world.

The plenary sessions, paper presentations and poster presentations address topics within the following four broad thematic strands:

• Sociolinguistic perspectives on CLIL (multilingual education and language policy, English as a lingua franca, learner and teacher identities, etc.).
• SLA perspectives on CLIL (focus on form/forms, grammatical/phonological/lexical/pragmatic development, receptive and productive skills, individual factors, etc.).
• Subject literacies in CLIL (genres, registers, academic language functions).
• CLIL classroom discourse (interaction, pragmatics, multimodality, etc.).
Contents

1. Organisers
2. Contacts
3. La Cristalera
4. The Village
5. Getting Around
6. Timetable
7. Abstracts
   • Plenary Talks
   • Papers
   • Posters
8. Contact Details
Organisers

**Organisers**
- Ana Llinares (Autónoma University, Madrid)
- Rachel Whittaker (Autónoma University, Madrid)
- Tom Morton (Birkbeck, University of London)
- Anne McCabe (Saint-Louis University-Madrid Campus)

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- María Esnoz (Web Mistress)

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Rosa Jiménez Catalán (University of La Rioja, Spain)
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Didier Maillat (University of Fribourg, Switzerland)
Pat Moore (University Pablo de Olavide, Seville, Spain)
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Tarja Nikula (University of Jyväskylä, Finland)
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Mary Schleppegrell (University of Michigan, USA)
Ute Smit (University of Vienna, Austria)
Liss Sylvén (University of Gothenburg, Sweden)
José Manuel Vez Jeremías (University of Santiago de Compostela, Spain)
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La Cristalera (+34) 914976599 / 914976598 / 629064867
Miraflores Taxi (+34) 615 27 80 90
Hotel La Muñequilla (+34) 91844 94 65
Hotel Miraflores (+34) 91844 90 90
We would like to thank everyone who has helped to make this event happen. In particular, we thank the Pro-Vice-Chancellor of the UAM, Margarita Alfaro, and the Vicedean of the Arts Faculty, Javier García, for their support. Thanks also to the Head of the English Department, Pilar Somacarrera, and our colleagues Lali Piñero and Rocío Jiménez for their help and interest. And, of course, thanks also to the sponsors.
La Cristalera

Main Desk & Registration
...is where you got this book.

Bookstands
We have books on display from publishers, with information on how to order. Please don't take the books away from the stands 😊

Internet
- You will be given the access code for wifi when you register.

Photocopying and printing
- Make sure you bring your own copies and handouts.
- For emergencies, the office has a photocopier (but very slow). There will be a small charge.
- Printing, also only in case of emergency, is available in the office.

Meals
- Meals are available in the dining room, just off the stairs. Breakfast, lunch and dinner are included for residents. You will be given a ticket for each meal.
- Non-residents need to have booked any meals they require via the website. Please pay at the Registration Desk when you register and collect your meal tickets.

Local Walks
- Ask at the registration desk for the printout of walks near La Cristalera.
- There will be a guided walk on Thursday evening from 20:15-22:00. Dinner for walkers will be at 22:00. Please sign up (Registration Desk/ Noticeboard). Dinner for residents not participating in the walk will be at 20:30.
Getting Around

In the Village

- There will be transport from the village up to La Cristalera in the mornings, for those who booked it through the web-site. This will be either by taxi or by the van belonging to La Cristalera. The first run will leave at 8:30. Ask at the Registration Desk where you should wait. The cost will be covered by ALP-CLIL.

- Some attendees have cars, so look out for a lift.

- It is around a 20 minute walk from the village centre to La Cristalera.

- For other trips, you can use the local taxi. Ring Ángel (pronounced “ANG-hel”) on (+34) 615 27 80 90.

- There is a local bus, with very limited times. Ask at the Registration Desk.

To Madrid

- We are providing a coach back to Madrid on Saturday, leaving at 15:30, stopping at Barajas Airport (Terminals 4 and 1) and central Madrid (Atocha Station).

- There is a public bus from Miraflores to Madrid (Plaza Castilla), leaving every 30 minutes during the week, and every hour on weekends. It leaves from the village centre. From there, you can take the metro to the airport with only one change (at Columbus). Ask at the Registration Desk for the timetable.

- The local taxi can take you to the train station at Colmenar Viejo, and from there you can get a train (leaving every 15-20 minutes) to the main line stations: Chamartín (about 35”)- or Atocha (about 50”) or central Madrid (there’s a stop in the very centre, at Sol.)

- The local taxi can take you to Madrid or Barajas Airport for around 60-65 Euros. Call Ángel on (+34) 615 27 80 90, or ask someone at Registration to book for you.
The Village

“Miraflores” means something like “Seeing flowers”, while “de la Sierra” identifies the village as being in the mountains. It was founded during the reconquest of Spain from the Moors, sometime in the 1200s.

Pharmacy

Just past the main square (spelt “Farmacia”).

Doctors (Centro de Salud)

Open 9 to 5 in the village (just downhill from the main square). Daytime phone: (+34) 918444311. For emergencies at other times: (+34) 609 14 23 30.

Eating out

Miraflores has many small bars and restaurants serving traditional Spanish food, as well as more sophisticated dishes. The bars serve tapas and raciones (larger plates to share) of simpler foods, while the restaurants will serve 3 course meals.

Tapas: The village is full of small tapas bars, and the restaurants usually have a tapas menu as well. Some of the more typical tapas/raciones for Spain as a whole include:

- **Croquetas**: croquettes made from chicken, ham or fish in a bechamel sauce, crumbed and deep-fried.
- **Jamon Serrano**: a cured ham, like Parma ham, but far better.
- **Tortilla**: Spanish omelette made with potatoes and onion. Delicious. Sometimes eaten with mayonnaise.
- **Chuletas de cordero**: a plate of grilled lamb chops.
- **Patatas Bravas**: deep fried potatoes with a spicy sauce.
- **Queso Manchego**: traditional Spanish cheese
- **Paella**: a rice dish from Valencia, but eaten all over Spain.
- **Morcilla**: a sausage made from blood. More delicious than it sounds.
- **Chorizo**: a sausage made from pork. Worth trying.
Program
WEDNESDAY 05/06/2013

19:00-20:30  REGISTRATION
20:30       WELCOME TAPAS

THURSDAY 06/06/2013

8:30        REGISTRATION

9:15-9:30   OPENING
PLENARY: Jasone Cenoz
Integration vs. isolation: Towards a multilingual approach in CLIL

11:00-11.30 COFFEE

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30-12:00</td>
<td>Kristiina Skinnari</td>
<td>Roxana Herescu</td>
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<td></td>
<td>Teachers’ beliefs on integration of content and language in CLIL</td>
<td>The role of higher-order thinking skills (HOTS) and cognitive academic language proficiency (CALP) in content and language integrated learning (CLIL) and English as a foreign language (EFL): a case study of learners of English at two upper-secondary schools in Romania</td>
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<td>12:00-12:30</td>
<td>Maria Ellison</td>
<td>Liss Sylven</td>
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<td></td>
<td>CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education.</td>
<td>Receptive and productive vocabulary proficiency in English among CLIL and non-CLIL students in Sweden</td>
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</tbody>
</table>
### 12:30-13:00

- **Angel Mei-yi Lin, Peichang He & Yiqi Liu**  
  *Designing a framework for teacher education in “Content and Language Integrated Learning” (CLIL): Interaction between teacher identity and teacher knowledge base*

- **María Basterrechea**  
  *Focus-on-form in a dictogloss task: a comparison between CLIL and EFL learners*

- **Andreas Bonnet & Stephan Breidbach**  
  *The reflexive side of CLIL. Theoretical frameworks and ongoing research related to identity construction in the CLIL classroom*

- **María Martínez Adrián & Juncal Gutiérrez Mangado**  
  *CLIL benefits do not extend to the L3 English verbal inflectional system*

### 13:00-13:30

### 13:30-15:00 LUNCH

### 15:00-15:30

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
</tr>
</thead>
</table>
| 15:00-15:30 | Bethanne Yoxsimer  
  *“We don’t want to be rude, but we think people should speak English.” Swedish upper secondary school students talk about CLIL* | Elizabet Pladevall  
  *Does limited exposure to CLIL make a difference in primary school?* |

### 15:30-16:00

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
</tr>
</thead>
</table>
| 15:30-16:00 | **Maria Lim Falk**  
  *CLIL education versus the Language Act in Sweden* | **Anna Vallbona**  
  *Young Learners’ L2 Competence in CLIL and EFL Settings. Is CLIL effective?* |
| 16:00-16:30 | Corinne Maxwell-Reid  
*Promoting good practice, or just more educational imperialism? Negotiating EMI and CLIL in Hong Kong’s secondary schools* | Anna Bret  
*L2 English Young Learners’ Oral Production Skills in CLIL and EFL Settings: A Longitudinal Study* |
|---|---|---|
| 16:30-17:00 | Poster Presentations (Room 3)  
*Michele Guerrini  
Insights into CLIL materials and the CLIL practitioner's role as author*  
*Marta Genis & María Teresa Martín de Lama  
Curriculum Integration in CLIL: Connecting Teachers*  
*Katarina Zavisin  
Professional texts in vehicular language education in CLIL context dual-language education at secondary school level*  
*Michael Vrooman  
«Ser» y «estar»: Developmental Stages of Acquisition among Secondary School Spanish Immersion Learners in the U.S.*  
*Almudena Fernández  
The relationship between motivation and EFL vocabulary knowledge of CLIL and non-CLIL students*  
*Silvia Rettaroli, Cristina Toti & Mariana Gavilán  
The use of communication systems in CLIL lessons: an Argentine experience*  
*Angeles Martín del Pozo  
Metadiscourse and metalanguage in CLIL teacher’s discourse* |
<p>| 17:00-17:30 | COFFEE |</p>
<table>
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<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
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</table>
| 17:30-18:00 | David Lasagabaster  
*When and why do teachers shuttle between the L1 and the L2 in CLIL contexts?* | Dario Luis Banegas  
*Learners’ Perceptions of Skills Development in Language-driven CLIL* |
| 18:00-18:30 | Julijana Vuco  
Specificities of CLIL in Italian-Serbian dual-language instruction in secondary schools: indicators for entrance examinations | Yuen Yi Lo  
L2-content cross-curricular collaboration: A first glimpse at the effectiveness in teachers’ pedagogy and students’ L2 learning |  |
| 18:30-20:00 | PLENARY: Christiane Dalton-Puffer  
Cognitive discourse functions in CLIL classroom talk |  |  |

20:15-22:00 Guided Hiking tour
<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
<th>Room 3: SFL perspectives</th>
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</thead>
<tbody>
<tr>
<td>09:00-09:30</td>
<td>Ángeles Quevedo &amp; Elena Orduna</td>
<td>Yolanda Ruiz de Zarobe &amp; Victoria Zenotz</td>
<td>John Polias</td>
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<td></td>
<td>Necesidades lingüísticas de estudiantes internacionales para el aprendizaje de contenidos en lengua extranjera: un modelo cuestionario</td>
<td>Metacognitive awareness in a strategy learning CLIL programme</td>
<td>Improving the way the temporal explanation genre is taught in science classrooms</td>
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<tr>
<td>09:30-10:00</td>
<td>Emma Dafouz &amp; Ute Smit</td>
<td>Elsa Tragant, Anna Marsol, Raquel Serrano &amp; Ángels Llanes</td>
<td>Gail Forey &amp; Nicholas Sampson</td>
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<td>Internationalisation in higher education and its diverse realisations in English-medium programmes: towards a dynamic conceptual framework of the ‘ICLHE Mosaic’</td>
<td>Vocabulary knowledge in CLIL and EFL contexts</td>
<td>Doing, Talking, Teaching Science through English: The Value of Professional Development</td>
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<tr>
<td>10:00-10:30</td>
<td>Thomas Somers</td>
<td>Helena Roquet &amp; Carmen Pérez Vidal</td>
<td>Brian Dare</td>
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<td>Dealing with new multilingualism in CLIL: Immigrant minority students in majority multilingual education</td>
<td>A study of the acquisition of English as a Foreign Language: integrating content and language in mainstream education in Barcelona</td>
<td>Building a shared meta-language across the learning areas</td>
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<td>10:30-11:00</td>
<td>COFFEE</td>
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<td>11:00-12:15</td>
<td>PLENARY: Caroline Coffin</td>
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<td>Language as/in Content: school history as a case study</td>
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<td>Sessions</td>
<td>Room 1: Sociolinguistic perspectives</td>
<td>Room 2: SLA perspectives</td>
<td>Room 3: SFL &amp; Discourse perspectives</td>
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| 12:30-13:00 | Aintzane Doiz, David Lasagabaster & Juan Manuel Sierra  
The impact of individual and Contextual variables on motivation | Judith Fusté  
The effects of CLIL in 6th graders’ vocabulary size in six schools in Catalonia | Ana Llinares & Tarja Nikula  
SFL and pragmatic approaches to evaluative Practices in CLIL classroom discourse |
| 13:00-13:30 | Rachel Basse  
Assessment for learning and motivation in primary bilingual classrooms in Spain | Rafael Alejo & Ana Maria Piquer  
Measuring the productive vocabulary growth of CLIL secondary School learners: Is Lex30 a valid instrument? | Anne McCabe & Rachel Whittaker  
Learning to write history: Analysis of APPRAISAL in a longitudinal study of secondary CLIL |
| 13:30-15:00 | LUNCH | | |
| 15:00-15:30 | Erwin Gierlinger  
A tale of two teachers – novice CLIL teachers search for a CLIL identity. | Anna Marsol & Elsa Tragant  
“Learning English or learning through English?” Foreign language learners’ oral production and learning experience in a CLIL and an EFL context | Diane Potts, Gail Forey, Nicholas Sampson & Alvien Xia  
The multisemiotic realization of scientific knowledge in high school EMI classrooms |
| 15:30-16:00 | Simon Webster  
Teacher identity and practical knowledge growth in novice CLIL teachers | Alan McMillion & Philip Shaw  
What does nativeness buy in terms of receptive skills? | Irene Pascual  
Types of feedback in AfL Primary Classrooms |
16:00-16:30 | Eveliina Bovellan  
*Teachers’ views on teaching materials for Content and Language Integrated Learning* | Jenny Denman, Rick de Graff & Eric van Schooten  
*CLIL in junior vocational education and the Model of Planned Behavior* | Amanda Pastrana & Ana Llinares  
*CLIL students’ pragmatic development across classroom activities and educational levels*

16:30-17:00 | **COFFEE**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
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<th>Room 3: Discourse perspectives</th>
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</table>
| 17:00-17:30 | Carmen Sancho Guinda  
*The Commentary of Visual Data as Methodological Junction* | Maria del Carmen Méndez & Víctor Pavón  
*The interaction between the mother tongue and the foreign language in the CLIL classroom: an investigation on its effects on learners’ cognitive development* | Sabina Nowak  
*Content journals as a way of enhancing academic literacy in Tertiary Education*
| 17:30-18:00 | Davinia Sanchez  
*Interactional Devices in CLIL Teacher Discourse at Tertiary Levels: a Study of Questions across Disciplines* | Gallardo del Puerto & Esther Gómez Lacabex  
*English oral skills in CLIL and non-CLIL learners: An attempt to control for exposure* |  |
| 18:00-19:30 | PLENARY: Roy Lyster  
*Research Perspectives on Integrating Language and Content Through Counterbalanced Instruction* |  |  |

20:30 | **CONFERENCE DINNER**
### SATURDAY 08/06/2013

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Room 1: Sociolinguistic perspectives</th>
<th>Room 2: SLA perspectives</th>
<th>Room 3: Discourse perspectives</th>
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<tr>
<td>9:30-10:00</td>
<td></td>
<td>Eva Olsson</td>
<td>Teppo Jakonen &amp; Tom Morton</td>
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<td>CLIL, extramural English and writing proficiency in academic registers: preliminary results from an ongoing Swedish study</td>
<td>Resolving knowledge gaps in small group interaction in a CLIL classroom</td>
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<td>10:00-10:30</td>
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<td>Pat Moore</td>
<td>Natalia Evnitskaya</td>
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<td>Creative repair strategies in CLIL learner writing</td>
<td>Being silent in the CLIL classroom: Reconceptualising participation</td>
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<td>10:30-11:00</td>
<td>Ylva Sandberg</td>
<td>Fran Lorenzo</td>
<td>Angela Berger</td>
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<td>Strategies for Implementing CLIL at a Swedish Upper Secondary School – Three Teacher Identities</td>
<td>The emergence of complex syntax in content L2 writing. Evidence from the CLIL History Class</td>
<td>Mathematics learning through English – a CLIL approach. Modelling the mathematical word problem solving of CLIL students</td>
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<td>11:00-11:30</td>
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**COFFEE**

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<tr>
<td>11:30-12:00</td>
<td>Nagore Ipiña &amp; Pilar Sagasta</td>
<td>Nashwa Nasaat Sobhy</td>
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<td>Attitudes towards English in a multilingual context: a diagnosis of infant-teacher education students immersed in a CLIL experience</td>
<td>Does CLIL improve students’ pragmatic competence?</td>
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**11:00-11:30 COFFEE**
<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>12:00-12:30</td>
<td>Tore Otterup</td>
<td><strong>CLIL in a multilingual context</strong></td>
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<td>Edleide Santos Menezes &amp;</td>
<td><strong>English learners' willingness to communicate and achievement in CLIL and formal instruction contexts</strong></td>
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<td>Maria Juan-Garau</td>
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<td>12:30-13:30</td>
<td>Round table</td>
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<td>Closing</td>
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<td>14:00-15:30</td>
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Abstracts
Integration vs. Isolation: Towards a Multilingual Approach in CLIL

University of the Basque Country

CLIL has undergone important developments during the last 20 years and has become a well-recognized and useful construct for promoting second/foreign language teaching. CLIL aims at integrating language and content and it is often referred to as a new and unique educational approach. This keynote address looks at integration and isolation issues in CLIL: the integration of language and content, the isolation of languages in the curriculum, the isolation of CLIL from other multilingual education programs. Going beyond content and language integration can inform and improve CLIL research as well as teaching and learning strategies in the CLIL classroom.
By its very name, CLIL implies that language and content are in essence separate entities but ones that can be brought together for language learning purposes. As a field of practice CLIL is informed by a range of theories – both theories of language and theories of the relationship between language and the learning of curriculum knowledge. In this talk I put forward a view of ‘language as content’ (or indeed ‘content as language’). This view is informed by a systemic functional linguistic (SFL) approach which sees learning language and learning curriculum knowledge as two sides of the same coin – two aspects of a single semiotic process. In other words we learn (about and through) language as we learn to (re)interpret and (re)configure the world within the various subjects and disciplines that comprise educational knowledge. Using school history as a case study I show the centrality of language in the construction of historical meaning and in its teaching and learning both in monolingual and multilingual environments. I propose that insights into the linguistic nature of disciplinary meaning making generated by SFL are essential for CLIL practitioners.

“Every teacher is a language teacher” rings nowhere truer than in the case of CLIL, and CLIL researchers have wholeheartedly embraced this stance, charting conditions and patterns of language use in CLIL classrooms as well as measuring outcomes and relating them to language learning theories. Where we tend to struggle a little, however, is in doing justice to the ‘Integrated’ part of the label CLIL, as we normally lack expertise regarding the ‘Content’ and its underlying cognitive goals. The great challenge is how one might conceptualize the language-cognition nexus that teachers and learners draw upon when co-constructing educational knowledge. Educational linguistics has produced a number of approaches (e.g. Mohan 1986, Lemke 1990, Cummins 1991, Schleppegrell 2004), complemented on the side of education with constructs of thinking skills and subject competences.
Neither of the two communities have, however, paid much attention to how this ‘doing cognition’ plays out in the arena of classroom interaction, arguably the crucial site of knowledge construction in formal education. In this talk I will introduce a conceptualisation which I call cognitive discourse functions (CDFs) that seeks to bridge the separate discourses of linguists and subject education specialists. I will discuss ways in which CDFs can be grounded in linguistic theory. The construct of CDFs is offered as a heuristic enabling us to specify how subject specific cognition gets ‘languaged’ in CLIL lessons. Its uses range from identifying form-function mappings in teachers’ and learners’ L2, to determining the extent to which curricular notions actually seem to get enacted in naturalistic classroom talk. I argue that CDFs might be a way to convince content teachers that being ‘a language teacher’ in this sense is not only doable for them but actually serves their very own goals.

Roy Lyster
Friday, 18:00

Research Perspectives on Integrating Language and Content Through Counterbalanced Instruction

McGill University

This talk will highlight the need for CLIL and immersion pedagogy to focus on both language and content, while addressing the extent to which the language focus should be incidental or intentional. From a theoretical perspective, the issue to be addressed is whether the integration of language and content entails a seamless and unified integration or rather a dynamic interplay between communication and opportunities to reflect on that communication in ways that affect the underlying system. From a practical perspective, classroom-based research will be highlighted to illustrate the feasibility and variable effectiveness of integrating language and content through counterbalanced instruction. That is, teachers can adopt (a) a proactive approach by integrating noticing, awareness, and production tasks that are language-focused into their subject-matter instruction, and (b) a reactive approach by using interactional feedback during content-driven lessons to draw learners’ attention to language.
Measuring the Productive Vocabulary Growth of CLIL Secondary School Learners: Is LEX30 a Valid Instrument?

University of Extremadura

Measuring L2 learners’ productive vocabulary has been an important research focus in the field of Second Language Acquisition (SLA) in general (cf. Laufer and Nation 1999, Schmitt 2010, or Meara, 2009) and in CLIL studies in particular (Jiménez and Moreno-Espinosa 2005, Moreno-Espinosa 2009). This paper reports on some of the results of a research project dealing with the affective and linguistic outcomes of a CLIL programme carried out in Extremadura. Among other issues, this project has explored passive and receptive vocabulary of secondary school learners. The productive vocabulary of 48 subjects from two different CLIL groups in two different schools was measured using Lex30. This test was selected for two main reasons: its adequacy for the context (it can be administered in the classroom) and the fact that the results can be compared to similar studies (Fitzpatrick and Clenton 2010 and Moreno-Espinosa 2009). Our study also intends to address a neglected area in L2 vocabulary acquisition as recognized by Schmitt (2010: 165). Studies on vocabulary proficiency have been mostly synchronic and the few longitudinal studies available provide data of delayed post-tests carried out only a few weeks later (e.g. Fitzpatrick and Meara 2004). Here, we analyze students’ vocabulary growth within a two-year time span. The results show although Lex30 seems to be a valid test to measure these learners vocabulary breadth, as shown in other studies, it may not be sensitive enough in high proficiency levels and, therefore, it should be complemented by other measuring tools that address vocabulary depth.
Learners’ Perceptions of Skills Development in Language-Driven CLIL

University of Warwick

CLIL learners’ receptive and productive skills are a central part of the agenda particularly when the focus seems to be on language learning (Dalton-Puffer 2011). In this paper I will present and discuss the results of a collaborative action research project carried out at a state secondary school in southern Argentina. A group of EFL teachers developed a syllabus which combined a regular coursebook-driven syllabus guided by the official ELT curriculum with a context-responsive set of CLIL lessons. These CLIL lessons were negotiated with the learners so that contents, sources of input, and activities responded to learner as well as teacher motivation. At the end of each cycle of CLIL lessons learners completed a survey in which they had to rate the activities and their impact on their skills development among other aspects. They also had to suggest possible sources of input and further activities for future cycles in relation to what skills they preferred to focus on.

Against their teachers’ perceptions, learners linked their motivation and language development to listening and speaking skills. In general, they valued the authentic and cognitively complex nature of the sources of input and activities even when they were aware of the fact that the language was above their own proficiency levels. Learners also perceived that their listening and speaking skills development helped them improve their motivated behaviours and confidence in English. Conversely, they did not find that their writing and reading skills had improved as a result of the language-driven CLIL lessons their teachers developed.

References


Assessment for Learning and Motivation in Primary Bilingual Classrooms in Spain

Autónoma University, Madrid

This paper presents research carried out on the methodological practice of Assessment for Learning (AfL) and student motivation in primary bilingual
classrooms in Madrid, Spain. AfL is an alternative approach to traditional summative assessment in which teachers establish clear learning objectives, use effective questioning methods, provide feedback, and encourage pupils to use peer and self-correction (Sutton, 1995) in order to fill learning gaps (Black and Wiliam, 1998). This is the first study to examine how Assessment for Learning influences second language (L2) motivation using empirical classroom data.

Data was obtained by recording six full didactic units in Year 5 (10-11 years old) citizenship, science, drama and art classes, with a total of 14 classes (71,504 words). The four teachers recorded in the study work in bilingual English/ Spanish schools in Madrid; two were AfL specialists and the other two teachers had no previous AfL experience. The instrument used to measure motivation was the MOLT Classroom Observation Framework (Guilloteaux and Dornyei, 2008), a taxonomy of motivational strategies for second language learning. After the recordings were completed, they were transcribed and coded in real time according to the MOLT observation scheme using the UAM CorpusTool (O’Donnell, 2011).

Preliminary results indicate a greater presence of motivational techniques in AfL classrooms. This project aspires to determine whether AfL is an effective methodology in motivating students to learn a second language, and if implementation on a broad scale in bilingual classrooms would be beneficial.

**María Basterrechea**  
Thursday 12:30, Room 2

**Focus-on-Form in a Dictogloss Task: A Comparison Between CLIL and EFL Learners**

**University of the Basque Country**

Research on learning outcomes with morphosyntactic features by CLIL learners conducted so far has yielded disparate results (e.g., Dalton-Puffer, 2007; Lázaro Ibarrola, 2012, with positive results, and García Mayo & Villarreal Olaizola, 2011, with negative results), which call into question the effectiveness of CLIL in the learning of these types of features. In addition, according to Dalton-Puffer (2011), little observation or experimental research on form-focused activities has been carried out in CLIL classrooms to date.

The present study investigates the effect of collaborative work in noticing and producing an English morphosyntactic feature (the English third person singular present tense marker -s) as forty (40) EFL and CLIL adolescent learners were engaged in a dictogloss (Wajnryb, 1990) task, following the standard procedure: learners listened to a text with samples of the target feature embedded in thirteen (13) obligatory contexts; subsequently they reconstructed the passage in dyads. Their oral interaction was recorded and analysed.
Results provided evidence that CLIL learners produced more instances of the target feature under study than EFL learners in the dictogloss. In addition, the analysis of their oral interaction revealed that CLIL learners focused more on form than EFL learners overall, and, in turn, they focused more on the target form under study.

References


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**Angela Berger**  
**Saturday 10:30, Room 3**


**University of Vienna**

While CLIL has been shown to have a positive influence on the outcomes of mathematics learning (Clarkson, 1992; Dawe, 1983), there is little research on the complex interplay between mathematics learning and the learning of a second language in CLIL contexts. This study focuses especially on how the interaction of subject content and second language plays out on the level of individual learners’ mathematical activity. The major research questions include: How does English as a foreign language influence mathematical thinking and learning in the process of solving word problems and how do the construction of meaning and the problem solving processes unfold? In order to shed light on students’ mathematical thinking and problem solving in a foreign language, a new analytical tool was developed, which models the integrated nature of mathematic-specific and language-oriented cognitive processes. Think aloud protocols of 12 students (six bilingual learners, six learners of a control group) between 11 and 12 years of age doing mathematical problem solving activities were analysed. The results show that working in a foreign
language leads to longer, more intensive engagement with mathematical content. For example, CLIL learners tend to use the text more profoundly for stepwise deduction of a mathematical model. The talk presents an overview of the methodology and main results of the study, with a special emphasis on the Integrated Language Mathematics Model (ILMM) that has been designed.

References


Andreas Bonnet & Stephan Breidbach

Thursday 13:00, Room 1

The Reflexive Side of CLIL: Theoretical Frameworks and Ongoing Research Related to Identity Construction in the CLIL Classroom

University of Hamburg
Humboldt University of Berlin

As CLIL is moving into the educational mainstream across Europe, the empirical substantiation of its multi-faceted goals is more important than ever before. From different relevant sources (e.g. EU Action Plan 2004-2006), four target areas of CLIL can be identified: CLIL is supposed to foster language competence, subject matter competence, metacognitive abilities and higher order thinking skills, as well as the development of reflexive multilingual and -cultural identities. In terms of language and cultural policy, the last area – the reflexive side of CLIL as one might say – is paramount for the advancement of European integration. Unfortunately though, this area is still almost a blind spot in CLIL research, the bulk of which is still devoted to research into the area of language competence.

The paper will discuss how this shortage can be overcome. First, we will give a short account of the patchy research situation in this important area. Second, we will map existing concepts from applied linguistics, cultural theory, education, philosophy, and sociology, such as third space (e.g. Bhabha, Kramsch), subjection (Butler), developmental task (e.g. Havighurst), multilingual and -cultural identity (e.g. Norton, Pavlenko, Piller, Toohey), and Bildung (e.g. Koller), that can be used to model the reflexive side of CLIL. Third, we will sketch related empirical methodologies, such as
the documentary method (Bohnsack). Fourth, we will briefly introduce ongoing projects under our supervision that try to shed light on CLIL’s reflexive side, looking at students (e.g. an interview study with CLIL drop-outs), teachers (e.g. an interview study with third generation CLIL history teachers), and classroom interaction (e.g. an interaction study into identity construction in CLIL politics classrooms).

**Eveliina Bovellan**  
**Friday 16:00, Room 1**

**Teachers’ Views on Teaching Materials for Content and Language Integrated Learning**

**University of Jyväskylä**

Content and language integrated learning (CLIL) is based on the notion that foreign languages are best learnt by focusing on the content transmitted through language. Given the abundance of CLIL research in the 21st century, teaching materials in CLIL have received very little consideration. However, several studies on CLIL refer to the lack of teaching materials, and CLIL teachers often produce the materials needed for lessons independently.

The aim of the present study is to find out how primary CLIL teachers’ understandings of language and learning are reflected and guide their views of materials production for CLIL in Finland. All teaching is based on beliefs of e.g., what the learners are to be taught and why. CLIL teachers’ views of language are expected to be reflected in the ways they speak about language.

The data was collected from thirteen Finnish primary school teachers who teach content subjects for grades 3-6 in English. The qualitative data consist of two thematic interviews, oral and written diaries and teaching materials produced by the respondents. With all the three stages together, the purpose was to look into the teachers’ views of the process of producing teaching materials in-depth.

The data provided clear evidence on the variety of teachers’ beliefs about language and learning in CLIL. Six major themes were found: 1) teachers’ and pupils’ competence in CLIL language, 2) the role of curriculum in CLIL, 3) separate and context-bound language, 4) authenticity in teaching materials, 5) visualization and 6) the role of ICT.

The results will provide up-to-date information on a topic not studied much and insights to help further develop CLIL as an educational approach. They may also have potential implementation for teacher education.
L2 English Young Learners’ Oral Production Skills in CLIL and EFL Settings: A Longitudinal Study

Autònoma University, Barcelona

This study, which is part of a larger longitudinal research project, attempts to partly overcome some of the limitations mentioned in previous CLIL research in Spain (Bruton, 2011) by conducting a two-year longitudinal study which controls for amount of English exposure between CLIL and Non-CLIL groups and extra-curricular English exposure. The data presented here aims at tracing the development of L2 English young learners’ oral production skills in CLIL (N=20) and non-CLIL (N=32) groups from two Catalan schools over a period of one year using CAF measures. The learners’ progress is analysed in two oral tasks, an interview and a picture-elicited narrative, from Time 0 to Time 1.

Preliminary results of the effects of CLIL and EFL instruction on oral production measures at Time 1 back up previous research studies which highlight the lack of significant results in favour of CLIL learners after a short period of CLIL instruction. However, deeper statistical analyses of the data in which enrolment to extra-curricular English lessons and learners’ degree of achievement are taken into consideration, show that CLIL learners outperform non-CLIL learners in fluency, lexical complexity and accuracy measures.

Besides the comparisons between CLIL and non-CLIL groups, the results will be also discussed in terms of the Trade-off Hypothesis (Skehan, 1998) which suggests that accuracy improves at the expense of syntactic complexity. In addition, data will be also provided to explore previous generalisations on the effects of task types on CAF measures in order to explain the results further.

References


Internationalisation in Higher Education and its Diverse Realisations in English-Medium Programmes: Towards a Dynamic Conceptual Framework of the ‘ICLHE Mosaic’

Complutense University, Madrid
University of Vienna

The widespread use of English as language of instruction (EMI) in many university settings around the world has generally been welcome and regarded as a necessary improvement for all stakeholders involved: students, lecturers and institutions. What makes this apparently uniform trend even more remarkable is that it spans across very different countries and academic disciplines. At the same time, EMI/ICL (Integrating Content and Language) comes in such a variety of local realisations that, when looked at in some detail, the homogenous picture of global policy turns out to be a mosaic of thoroughly “glocalised” pieces. The many analyses of English medium tertiary programmes give good indications of the multitude of educational practices, range of contextual necessities and participant evaluations, as well as the diversity of policy aims and implementations that stakeholders and researchers are confronted with.

While it is clearly relevant to take recognition of such local specificities when undertaking ICL/EMI research, what is arguably of equal, if not more, importance is to develop a comprehensive framework of analysis that will provide a solid frame of reference when either analysing particular cases or when contrasting and conducting research across different programmes. In this paper, we will elaborate on the socio-political, linguistic and educational dimensions that need to be taken account of. By drawing on various theoretical considerations such as internationalisation, teacher cognition, university language policies or the role of English (e.g. Borg 2011; Dafouz & Núñez 2009; Shohamy 2006; Smit 2010; Smit & Dafouz forthc; Spolsky 2009) we will introduce and argue for a dynamic conceptual framework for the "ICLHE mosaic."

Building a Shared Meta-Language Across the Learning Areas

Lexis Education

In many educational contexts, the teaching of languages and the teaching of the
other learning areas are seen as taking up very different pedagogical spaces. This paper will open up a discussion on the possible benefits of having a more unified view of teaching about language across all learning areas, where teachers share a common meta-language and share the responsibility for teaching about language under a coherent and systematic framework.

This paper will focus on the work of Rosa Valente, a teacher of Italian at a small primary school in Adelaide, South Australia. Over the last five years, Rosa has developed a very strong Italian program at the school and has achieved outstanding results with her students by implementing an explicit pedagogy underpinned by a systemic functional linguistics (sfl) meta-language. This work builds on the Spencer Foundation research project undertaken some years ago in which the teachers grappled with the issue of introducing an sfl metalanguage across Italian and subject English, a task complicated by the absence of a theoretical description of sfl for Italian.

The presentation will outline the creative solutions to that dilemma as well as the successful outcomes of Rosa’s work in the classroom. It will also demonstrate how having a common meta-language across all subject areas can benefit schools looking to address literacy more systematically across the curriculum.

Jenny Denman, Rick de Graff & Erik van Schooten

Friday 16:00, Room 2

CLIL in Junior Vocational Education and the Model of Planned Behavior

Rotterdam University of Applied Sciences
University of Utrecht
Rotterdam University of Professional Education and University of Amsterdam

This presentation reports on a research project exploring the effects of junior vocational bilingual programs (CLIL) on L2 and L1 proficiency and on results in other school subjects. Bilingual education and CLIL programs for this (lower-secondary) population are a relatively recent development in the Netherlands, as compared to bilingual/CLIL streams for higher-achieving secondary pupils. The junior vocational population, however, is non-elite and lower-performing. This research project explores the effects of CLIL on both language proficiency and attitudes towards learning English. Attitude measurement is particularly relevant in a study of a lower-achieving adolescent population.

This longitudinal quasi-experimental research project involves several measurements to ascertain the degree to which CLIL influences language and
subject proficiency development. For measuring attitude, a questionnaire was developed based on the Model of Planned Behavior (MPB) (Ajzen & Fishbein, 1980). The attitude construct of the MPB, widely accepted in social psychology research (van Schooten, de Glopper & Stoel, 2004) is comprised of ten parts, with causal relationships between the various parts stipulated by the model.

The presentation will describe the operationalization of the MPB and the instrument construction, results from analyses of the data collected with this instrument, the validity of the MPB in the light of the results of model testing using Structural Equation Modeling (SEM), and results of multi-level regression analyses, in which the correlations between several background pupil characteristics with parts of the MBP are explored, for instance, gender, age, ethnic background, self-esteem and ‘willingness to communicate’.

References


Aintzane Doiz, David Lasagabaster & Juan Manuel Sierra

Friday 12:30, Room 1

The Impact of Individual and Contextual Variables on Motivation

University of the Basque Country
University of the Basque Country
University of the Basque Country

CLIL (Content and Language Integrated Learning) is burgeoning all over Europe and this is particularly so in Spain. In fact, during the last ten years content language instruction through a foreign language (mainly English) has become one of the main novelties in the field of curricular innovation (Coyle et al., 2011). One of the main reasons put forward by the advocates of this approach is that students are more motivated as a result of participating in CLIL programmes. Since motivation is one of the most influential individual variables when it comes to learning an L2 (Dörnyei and Ushioda, 2009), the benefits of the CLIL approach are taken for granted. However, there is a dearth of studies which empirically confirm the differences in motivation when comparing traditional EFL (English as a Foreign Language) instruction and CLIL.
This presentation aims to shed light on this issue through a study carried out in the Basque Country. 394 compulsory secondary education students (aged 12-13 and 14-15) enrolled in EFL and CLIL courses participated in the study. The data was gathered by means of a previously piloted and validated quantitative questionnaire. The statistical analyses showed that CLIL students were more motivated; however, these results should be analysed with caution and taking into account a series of variables that influence such results. The effect of these variables, which have little to do with the CLIL approach per se, has not always been considered when explaining the positive outcomes of CLIL.

References


Maria Ellison Thursday 12:00, Room 1

CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education

University of Porto

In a reflective model of teacher education, theory and practice join in a reciprocal relationship where reflection influences the momentum for change and development of professional competence (Wallace, 1991). In initial teacher education programs, student-teachers often need to be guided on what, when and how to reflect. At the start of a practicum, reflection is something that is carefully structured and usually descriptive of approach, method and performance. With appropriate guidance this can develop into something which is autonomous and critical, and provide evidence of learning.

This paper describes a case study in which three student-teachers of foreign languages, all experienced in primary English language teaching, experimented with short sequences of CLIL lessons during their practicum in primary schools over an academic year. Qualitative data was collected using a variety of tools designed to stimulate the student-teachers’ reflections on CLIL. Reflections were categorized using macro deductive codes which provided both a structure within the tools and a guide to analysis. The codes were: context; understanding of CLIL; teacher competences; methodology; ELT vs CLIL; learners; ELT for young learners; personal and professional development. These were further sub-divided into micro inductive
codes which allowed for more in-depth analysis of reflections over time.

The study showed how experimenting with CLIL brought about deeper, more critical reflection on the student-teachers’ practice in CLIL and non-CLIL contexts as well as a healthy ‘interrogation’ of their beliefs about themselves as teachers and the teaching of young learners. This led to improvements in their teaching, an awareness of professional development, and changes in attitudes towards what should constitute best practice in primary English language teaching and foreign language teacher education. It highlights the important role that reflection can play in teacher education where experience alone is not enough for learning to take place (Roberts, 1998).

Natalia Evnitskaya Saturday 10:00, Room 3

**Being Silent in the CLIL Classroom: Reconceptualising Participation**

Autónoma University, Madrid

Mainstream research on SLA tends to view students’ participation in classroom interaction in terms of quantity and quality of verbal production. Such participation is traditionally presented as a key to successful L2 learning. Moreover, there are deeply rooted stereotypes of ‘passivity’, disengagement and academic failure commonly attributed to students who do not speak in classrooms. This leads to a binary distinction between *active verbal participation* and *passive silent non-participation*. On the other hand, current sociocultural perspectives on SLA reconceptualise language learning in terms of learners’ increasing participation in discursive and interactive practices of L2 classroom (e.g., Mondada and Pekarek Doehler, 2004). Within research on interaction in educational settings, recent studies (e.g., Koole, 2007) argue that students can also *display* participation or non-participation in classroom activities non-verbally, thus suggesting a view of classroom participation beyond verbal performance.

This paper¹ is a first attempt of exploring and describing learners’ ways of participating in classroom activities, with a particular focus on ‘silent’ students. It examines video-recorded teacher-student interactions that come from a CLIL (Science in English) classroom in bilingual Catalan-Spanish Barcelona (Spain). Multimodal Conversation Analysis is performed to identify and describe participants’ actions. The findings reveal that students display subtle ways of participating in CLIL classroom interaction and teacher-led activities by mobilizing a

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¹ The study presented here forms part of the R+D+i EDU2010-15783 project *Academic Discourse in a Foreign Language: Learning and Assessment of Science Content in the Multilingual CLIL Classroom (DALE-APECS)*, funded by the MICINN.
range of multimodal resources. The study hence brings to the foreground the importance of non-verbal and sequential aspects of classroom interaction for enlarging our conception of students’ participation in classroom activities.

References:


Gail Forey & Nicholas Sampson     Friday 9:30, Room 3

**Doing, Talking, Teaching Science Through English: The Value of Professional Development**

Hong Kong Polytechnic University
Hong Kong Polytechnic University

Language across the curriculum or Content Language Integrated Instruction (CLIL) is an increasing reality in all educational contexts. In first language contexts, such as Australia, teachers are often faced with a high proportion of the class for whom English is an additional language, where explicit teaching about language can be immensely beneficial. But first, the teacher needs to have the knowledge about the language and the language of their subject area in order to be able to scaffold the learners to go beyond immediate tangible meanings to accessing less tangible and more abstract meanings. Such less tangible meanings are a common feature of the science classroom. In this paper, we focus on the value and impact of professional development for a small group of science teachers who attend a professional development (PD) workshop, after which they were offered 1:1 support in teaching science through English. We discuss how, as the central resource for teaching and learning subject knowledge, language represents scientific knowledge, scaffolds it and develops it.

Nine science teachers from three inner city schools attended an intensive three-day workshop. One teacher from the EAL team from each school also participated. The workshop, the teachers' lessons, the immediate feedback they received from the trainer both after their lesson and three months later, and video recordings of the science teachers presenting and reflecting on aspects of the PD they had received comprise the teachers' journeys throughout this PD period, and form the data analysed and discussed in the present paper. We review the value and impact of PD courses and the value of gaining knowledge about language. The findings from the
study extend earlier work in the area of the language of science, shed light on teachers’ views on the value of knowing about language, and raise questions about the role of PD. The study provides valuable evidence and insights into how knowledge about the language of science can help teachers do, talk, draw and teach science through English in the classroom.

Judith Fusté Fargas                                           Friday 12:30, Room 2

The Effects of CLIL in 6th Graders’ Vocabulary Size in Six Schools in Catalonia

University of Barcelona

The implementation of CLIL courses is becoming commonplace throughout Europe as a measure to improve students’ command of foreign languages. In this context, following European Educational system’s efforts, some schools in Catalonia (Spain) have chosen to implement this approach because it is believed to significantly improve overall language competence in the target language. The present study measures the vocabulary size in English as a Foreign Language at the end of Primary Education in Catalonia, a bilingual community where English represents the third language included in the curriculum. The sample of the study is made up of 255 participants. The sample is comprised of 225 6th graders from six different state schools in the autonomous community and 30 5th graders from a CLIL school. As regards 6th graders, 118 of them have received formal instruction in English within a CLIL approach and 107 participants have followed a regular EFL instruction. The completion of the Vocabulary Size Test (Nation & Beglar, 2007), X_Lex (Meara & Miralpeix, 2006), a productive vocabulary test and a linguistic background questionnaire together with teachers’ questionnaires about the English programs at schools provide rich data to carry out the study. Answering to the research question on how much variance of Vocabulary Size can we explain by only looking at EFL teaching approach, results show that the CLIL approach is successful and helps to improve students’ foreign language competence in terms of Vocabulary Size both receptively and productively. CLIL students outperform their non-CLIL counterparts even when the former are a year younger in (a) recognizing a random vocabulary list of the 3000 and 5000 most frequent words in English and (b) producing more tokens with a larger syntactic variation. Thus, together with amount of exposure, CLIL seems to be a significant influential factor on VS at the end of Primary Education.
English Oral Skills in CLIL and non-CLIL Learners: An Attempt to Control for Exposure

University of Cantabria
University of the Basque Country

It has been recently advocated that the purported language benefits of CLIL instruction may not be such because certain variables have not been sufficiently controlled for in research (Bruton, 2011). It is true that study designs have not always been able to rule out the effect of out-of-school (and even amount-of-school) exposure. Most conducted research has focused on CLIL vs. non-CLIL peer comparisons where CLIL students have received more exposure than non-CLIL ones precisely due to their participation in CLIL programmes. There are a few studies, however, that have tried to control for school exposure by comparing CLIL learners to non-CLIL ones who are some school grades ahead.

The present study on English oral skills attempts to better control for the variable exposure in CLIL research by presenting the results of an investigation where (i) out-of-school exposure is nonexistent and (ii) CLIL learners (n=19) are not only compared to nonCLIL students two grades ahead (n=12) but also to exposure-matched peers (n=17). Participants (aged 15 and 17) were asked to narrate a story in English and their productions were holistically assessed for pronunciation, vocabulary, grammar, fluency and content. Besides, the amount and density of learners’ productions as well as their compensation strategies were analysed.

Results indicated that CLIL learners’ productions, though shorter in length, were richer and denser than their peer and 2-year-ahead nonCLIL counterparts’ narrations. Additionally, the peer comparison yielded significant differences in favour of CLIL learners in the holistic assessment of content, vocabulary, grammar and fluency, as well as revealing CLIL learners’ lesser reliance on both the native language and the interviewer’s help. These findings hint at the benefits of CLIL on oral production skills.

References

A Tale of Two Teachers- Novice CLIL Teachers Search for a CLIL Identity

University of Education of Upper Austria

Investigating into the role of language in the CLIL classroom as a genre-dependent functional register has become a prominent feature of CLIL research (Dalton-Puffer, 2007), (Llinares, Morton, & Whittaker, 2012); (Perez-Canado, 2011). However, its effects on teachers’ classroom identity (Edwards, 2009),(Grosjean & Li, 2013), especially with novice CLIL teachers seems to be grossly under-researched.

I will therefore present a long-term, interventionist case-study that followed two experienced secondary subject teachers on their way to implementing CLIL (English) in their respective subjects (History and Chemistry) throughout one school year on a modular basis. Parallel to their CLIL class both teachers also taught a regular subject class of the same age level (year 8) and in the same topics. All of these classes were video recorded and two sets of two pupils for pair work and group work audio recorded. This resulted in about 75 hours of video and 160 hours of audio recordings. Additionally, the teachers were audio recorded in so-called reflection meetings at the beginning, middle, and end of each single project. Both teachers were enthusiastic TL users with very differing TL language skills. As the whole project was conceived as a participatory and interventionist research study, the recordings were discussed with the researcher in the meetings. Furthermore, the researcher acted as a methodological and TL supporter “on demand”.

First and preliminary findings show:

- Differing beliefs concerning the roles of the TL in their subjects, leading to very different language appraisal and encouragement measures;
- Idiosyncratic but also similar language compensation strategies and use of TL;
- Intentional code-switching motivated by triggers such as giving instructions, dealing with behavioural problems, responding to comprehension problems, etc.;
- Differences in MT/TL teaching behaviour in areas such as the amount of teacher-talking time, the use of “personal events” (joking, telling anecdotes, personalising conceptual knowledge, etc), classroom management (e.g. addressing pupils etc.), and the density of conceptual explanations, etc.
- Intervention measures with respect to focussed language work, strategies training, etc, had to be in harmony with teachers’ methodological BAK
Typical video clips and transcripts will be presented and the major findings of this study discussed, relating them in particular to consequences for PRESET and INSET CLIL. Thus, it is hoped that this talk will be of particular interest to CLIL educators and novice CLIL teachers.

References


This talk will discuss findings yielded by my mixed-method doctoral project on the interplay of thinking skills and language in the output of eleven pupils following a bilingual programme in Romania.

The language associated with higher-order thinking (Bloom 1956, Anderson and Krathwohl 2001) is contented to be distinctly different from the language triggered by lower-order thinking (Cummins 1986, 1999, Baker and Hornberger 2001). A basic interpersonal communicative skill (BICS) is linked to lower-order processing whereas higher-order processing leads to the accruement of cognitive academic language proficiency (CALP). For higher-order thinking to occur, pupils need to be in mediums where rich, complex input is available and equally complex output is required. Theoretically, the dual focus in the CLIL approach allows for a capitalisation on content as a means of triggering both lower, but mostly higher-order thinking and hence an efficient development of CALP. However, research is yet to demonstrate if this is the case.

This study was conducted over a period of ten weeks in two schools in Iași, Romania. Three main data collection tools were employed. The case study consisted of eleven focus pupils selected through a stratified sampling procedure. Structured observations of ten EFL and ten CLIL consecutive lessons were used to map the pupils’ ability to think and express themselves adequately in English as a result of the two teaching practices. Also, the eleven focus pupils participated in eight purpose-built consecutive content-based tasks and eight consecutive linguistic-based tasks in English. These tasks sought to examine if pupils drew on their CALP and HOTS and whether there were any differences in the two task types. Semi-structured interviews with the pupils and the teachers completed the data collection.

NVivo10 was employed to code the data first from a linguistic perspective followed by a cognitive one. Codes were created employing both a bottom-up and top-down approach. Discourse analysis at utterance level was used to identify and label evidence of CALP and HOTS. Findings were yielded by comparing frequency runs of CALP and HOTS in the linguistic-based and content based tasks at pupil level and group level. The same frequency runs were performed for the classroom data (i.e. the EFL and CLIL lessons).

Nagore Ipiña & Pilar Sagasta Saturday 11:30, Room 1

Attitudes Towards English in a Multilingual Context: A Diagnosis of Infant-Teacher Education Students Immersed in a CLIL Experience

University of Mondragon
University of Mondragon
CLIL experiences with English as a medium of instruction are becoming commonplace in the Basque Autonomous Community. In fact, the number of schools offering curriculum subjects in English is increasing (Alonso et al. 2008; Elortza and Muñoa, 2008; Ruiz de Zarobe and Lasagabaster, 2010). Consequently, teacher training colleges should prepare future-teachers to fulfill these requirements. Moreover, as Coyle et al. (2010) claim it is important that teachers have CLIL experiences themselves before entering the profession.

In the same vein, the importance of motivation and attitudes towards languages has been intensified in recent years. Thus, considering that attitudes have become essential variables in the process of language learning, the aim of this paper is to analyze Infant Teacher Education students’ attitudes towards English. The participants in the study are 87 first year students who are going to be involved in a CLIL experience. As research is still ongoing, findings from the preliminary stage; that is to say, beginning of the academic year, will be presented in this paper.

References


Teppo Jakonen & Tom Morton       Saturday 9:30, Room 3

**Resolving Knowledge Gaps in Small Group Interaction in a CLIL Classroom**

University of Jyväskylä
Birkbeck, University of London

Conversation analytic work in epistemics is concerned with how participants in interaction use a range of semiotic resources to position themselves and others in terms of who knows what, and their relative access, rights and obligations in terms
of knowledge (Heritage 2012; Stivers, Mondada and Steensig 2011). In CLIL classrooms, this interactional work is accomplished through the use of the L2 medium of instruction, or through some combination of the students’ L1 and the L2. Also, in CLIL classrooms, the topics that can be the focus of epistemic actions can relate to subject matter knowledge or aspects of the L2 medium of instruction itself. In this paper, we examine how students in a Finnish secondary CLIL classroom, while conducting pedagogic tasks in small groups, work together to resolve knowledge gaps which emerge when one member of the group requests information about some aspect of the ongoing activity (content knowledge or language). Our video-recorded data show how participants use a range of semiotic resources such as the two available linguistic codes, Finnish and English, as well as gaze and gesture in producing these sequences, and in so doing negotiate epistemic rights and responsibilities. We argue that the interactional organisation of these epistemic search sequences represents a crucial micro-level resource for learning in CLIL classrooms, insofar as they enable students to successfully extract and produce both content and language knowledge during group work, which in turn permits the instruction to ‘go on’ (Macbeth 2011). The implications of these findings for CLIL classrooms as environments for L2 use and learning are discussed.

References


their metalinguistic awareness. In this paper 35 in-service CLIL teachers were asked about their beliefs regarding the use of the L1 in their classes. The results indicated that the participants were positive about L1 use in their classes, as they believed it can serve to scaffold language and content learning, although the amount of first language use varied greatly from teacher to teacher. The paper ends up by advocating for a principled L1 use, instead of the current randomized practices.

References


Maria Lim Falk

Thursday 15:30, Room 1

**CLIL Education Versus the Language Act in Sweden**

**Stockholm University**

This paper focuses on the relationship between English-medium Swedish school education and the Language Act of 2009, which specifies the position of Swedish as the national language for the first time ever. The Swedish Language Council has declared that instruction through another language than Swedish, i.e. CLIL, is incompatible with the intentions of the Language Act.

While the discussion of the expediency of CLIL has been largely ideologically oriented, this contribution examines actual communicative classroom practices, and relates them to language management and political enactment (Berthoud & Lüdi 2012). The investigation is based on participatory observations in six CLIL classes at four upper secondary schools, and on interviews with headmasters, teachers and students, and audio/video taping of classroom activities. The focus is on code-switching, (meta)linguistic awareness and language attitudes, in relation to activity type, classroom practice, school culture and political enactment. The analysis can be situated in the so-called “new wave” language policy and planning research, a multilayered approach to discourses and practical sociolinguistic realities (Menken & Garcia 2010, Hult 2012).
Three broad types of CLIL cultures were identified: an international oriented type (monolingual English, potentially a threat to Swedish in academic contexts), a laissez-faire type (ad hoc language alternation, often resulting in “Swenglish”), and a bilingual type (balanced instruction in both languages, an additive type of language education). The two former types of CLIL cultures can formally be seen as incompatible with the intentions of the Language Act. However, the relationship between the political enactment and the classroom practices is largely indirect – the CLIL programs have (so far) not been designed with a view to the fairly recent language law. The practices show how teachers and students develop different linguistic strategies and patterns of interaction within communicative projects and activity types depending on participant structure, topic and linguistic competence.

Ana Llinares & Tarja Nikula
Friday 12:30, Room 3

SFL and Pragmatic Approaches to Evaluative Practices in CLIL Classroom Discourse

Autónoma University, Madrid
University of Jyväskylä

The present study combines the systemic functional model of appraisal theory (Martin & White 2005) and pragmatics that seeks to account for social and interpersonal dimensions of talk to identify evaluative practices used by teachers and students in CLIL classroom discussions in two European contexts (Finland and Spain). A first comparative analysis of parallel Spanish and Finnish secondary CLIL class discussions showed a more frequent use of appraisal resources in the Finnish context (authors 2011). Drawing on those results, in this paper we investigate a) what types of appraisal and pragmatic resources are used to evaluate in each of the contexts, b) whether those evaluative resources are related to the construction of knowledge (content and/or language) or to participation in the social context of the classroom, and c) how these evaluations are co-constructed and acted upon by teachers and students in each of the contexts. The analysis will show how the ways in which participation is organised and co-constructed in the classroom (Mortimer & Scott 2003) may affect the extent and way in which students evaluate academic content and social actions, and, hence, enhance or limit their use of the foreign language to convey these evaluative functions. The study also highlights the importance of combining different theoretical approaches in CLIL classroom discourse research. While SFL appraisal theory provides a good model for the analysis of language used for the evaluation of academic content, pragmatic approaches provide a framework for the analysis of evaluative language as a social resource used by the participants in CLIL classrooms to negotiate meanings and interpersonal and institutional relationships.

References


Angel Mei-yi Lin, Peichang He & Yiqi Liu  
Thursday 12: 30, Room 1

Designing a Framework for Teacher Education in “Content and Language Integrated Learning”: Interaction Between Teacher Identity and Teacher Knowledge Base

University of Hong Kong  
University of Hong Kong  
University of Hong Kong

“Content and Language Integrated Learning” (CLIL) aims at enhancing both the academic language awareness and academic content awareness in teachers. Such a special curriculum approach necessitates that teachers’ pedagogical content knowledge (PCK) consists of distinctive categories and domains that are different from either the PCK of teachers of content subjects (e.g., mathematics, sciences or liberal studies) or that of language teachers (e.g., SLA/L2 education). Drawing on the frameworks of studies on PCK (Grossman, 1988, 1990; Shulman, 1986, 1987; Tsui, 2003) and Teacher Language Awareness (Andrews, 2003; 2006; 2007), this research starts with the assumption that effective representation of subject content in L2 English demands PCK that goes beyond simple addition of the subject matter knowledge and the pedagogical knowledge of both subject content and the English language. Such PCK inevitably involves the integration of other knowledge and skill domains that are unique to the CLIL context. More importantly, how does teacher identity change interact with change in the teacher’s pedagogical content knowledge? When does a content teacher start to see him/herself also playing the partial role of an academic language teacher, and when does a language teacher start to see him/herself also playing the partial role of helping students to learn academic content? Through ethnographic case studies, this research explores the CLIL PCK as well as the CLIL teacher identity change in three content teachers (in science, mathematics, and liberal studies) as well as two English language teachers.
All of them have enrolled in a part-time Master of Education programme specializing in CLIL in Hong Kong schools. The study examines and explores the transformation of the teachers' PCK as well as their identity during their participation in the teacher education programme. The implications on our understanding of the teacher knowledge base of CLIL as well as its impact on teacher identity change in CLIL-teacher education are discussed.

Yuen Yi Lo Thursday 18:00, Room 2

L2 Content Cross-Curricular Collaboration: A First Glimpse at the Effectiveness in Teachers’ Pedagogy and Students’ L2 Learning

University of Hong Kong

In CLIL, students learn content subjects through a second language (L2), so that they can incidentally learn L2 in authentic and communicative contexts (Snow et al., 1989). To further facilitate students’ L2 learning, it is proposed that apart from providing massive language input, teachers should also incorporate systematic language teaching into their lessons (i.e. focus on form) (Lyster, 2007). As content subject teachers are usually not experts in L2 teaching, they may collaborate with the L2 teachers in their own schools. Hence, Language across the curriculum (LAC) in the form of cross-curricular teacher collaboration has been strongly advocated over the past few decades (Creese, 2005; Davison, 2006). Previous research on cross-curricular collaboration between L2 and content subject teachers mainly focused on how it may take place, yet the effectiveness of such collaborative efforts remains under-explored.

This paper reports the preliminary findings of a piloting small-scale LAC project conducted in a Hong Kong secondary school where CLIL was practised. This project involved teachers from English, Integrated Humanities and Science subjects, who taught one Grade 7 class with common theme and language objectives. With data collected from teacher meetings, lesson observations, and students’ performance on the post-test after the LAC trial unit, this project attempted to evaluate the effectiveness of cross-curricular collaborative efforts in content subject teachers’ focus-on-form pedagogy and students’ L2 learning. The findings suggested that the content subject teachers became more aware of L2 teaching in their lessons. Moreover, when comparing the performance of students who were involved in the project with that of students who were not, the former group demonstrated better understanding and usage of the targeted grammatical items in the LAC unit. This project thus reveals the potentials of cross-curricular teacher collaboration and provides important implications for further enhancing the effectiveness of CLIL.
Francisco Lorenzo
Saturday 10:30, Room 2

The Emergence of Complex Syntax in Content L2 Writing. Evidence from the CLIL History Class

University Pablo de Olavide, Seville

This presentation will look at the initial steps of students in bilingual secondary schools for the development of cognitive academic language. The talk will present results showing the emergence and gradual development of advanced linguistic structures and sophisticated lexical cohesion levels over their secondary school years. Results are based on the analysis of a CLIL corpus of written narratives on academic historical topics from four CLIL schools. Different automated software tools for the analysis of second language productions were used. Statistical analysis of the corpus show detailed information on the acquisition of a second language in bilingual settings with conclusion of interest for CLIL pedagogy and the psycholinguistics of bilingualism.

Anna Marsol & Elsa Tragant
Friday 15:00, Room 2

“Learning English or learning through English?” Foreign Language Learners’ Oral Production and Learning Experience in a CLIL and EFL Context

University of Barcelona
University of Barcelona

This study aims at examining the nature of learners’ oral production during whole-class and pair/group work activities in CLIL and regular EFL contexts. Oral output demands in terms of cognitive engagement and linguistic complexity are closely examined in relation to the teaching objectives and the teaching methodology employed in each learning context. Two state-funded primary education schools located in Catalonia participated in the present study. In each school, the same teacher –content and language expert– taught CLIL and EFL to a group of learners aged 10-11. Primary data consist of a collection of classroom recordings (7 CLIL lessons and 11 EFL lessons) that make up two CLIL units and two EFL teaching units. Secondary data includes field notes taken during the video-recordings, informal out-of-class teacher comments on the learners’ performance and a learners’ questionnaire. The results obtained show that these learners’ oral production is very much attuned to the teacher’s methodology. While CLIL units revolve around task-based learning (TBL), a more traditional Presentation-Practice-Production (PPP) approach is favored in the EFL classes. Complex linguistic
structures –involving subordination, for instance– are required from CLIL learners while engaging in higher order cognitive processes throughout the task cycle. Thus, different forms of scaffolding or language support become crucial for the successfully completion of tasks. Otherwise, in the EFL context, less cognitively demanding structures and less linguistically complex structures can be identified, mainly within the controlled language practice phase. Finally, it should be noted that interesting links might be established between the profile of individual learners and their actual performance and learning experience in each foreign language learning context.

María Martínez Adrián & Mª Juncal Gutiérrez Mangado
Thursday 13:00, Room 2

CLIL benefits do not extend to the L3 English verbal inflectional system

University of the Basque Country
University of the Basque Country

In this paper we tackle two limitations observed in CLIL research: (i) whether CLIL benefits are due to the methodology itself or to the higher amount of exposure of CLIL learners and (ii) whether these benefits of CLIL in general proficiency also extend to specific morphosyntactic features (null subjects, null objects and null inflection). We compare a CLIL group of 14 year-old Basque-Spanish bilingual learners of L3 English (n=16) to (i) a matching NON-CLIL I group (n=19) and to (ii) an older NON-CLIL II group (n=12) with less amount of exposure.

Results clearly indicate that CLIL benefits in general proficiency are due to the methodology. However, these benefits do not extend to all the linguistic features investigated, since all groups performed equally in null subjects and objects. Regarding inflection, it is the older NON-CLIL II group which obtained the best results, supporting previous research on the poorer results obtained by CLIL learners on specific formal aspects of language (Martínez-Adrián and Gutiérrez-Mangado, 2009, among others). This leads us to suggest that more focus-on-form in CLIL classrooms (García Mayo, 2009) as well as the implementation of CLIL programmes in post-secondary education could extend the benefits of CLIL to this specific feature.

References


**Corinne Maxwell-Reid  Thursday 16:00, Room 1**

**Promoting Good Practice, or Just More Educational Imperialism? Negotiating EMI and CLIL in Hong Kong’s Secondary Schools**

**Chinese University of Hong Kong**

Research into European CLIL, also drawing on insights from other bilingual education contexts such as Canadian immersion, highlights CLIL’s strengths, and the features that contribute to those strengths. Much more research is still needed, but potential benefits include linguistic and cognitive development, and even the facilitation of content subject learning (Coyle, 2007). Reasons given for these benefits have included the influence of CLIL in encouraging a greater awareness of classroom practices and of the role that language plays in these practices (Coyle, 2007; Gajo & Serra, 2002). Conversely, research into Hong Kong’s form of bilingual education, English medium of instruction (EMI), overwhelmingly finds that learning through another language has a deeply negative effect on achievement and classroom practices in non-language subjects (Ng, 2007).

This talk explores possible explanations for the contrasting findings. Hong Kong’s EMI policies and initiatives will be considered, including one recent example of school-based collaboration between English and science teachers. The processes of this collaboration, and the concerns of those involved, will be discussed. The paper will consider aspects of subject-based language knowledge that the teachers felt were useful to them, perhaps suggesting ways of approaching the conflict expressed in the title.

**References**


Ng, D. F.P. (2007). Medium and learning in Chinese and English in Hong Kong
This paper draws on written data from a longitudinal study of CLIL history classrooms in the form of in-class compositions by pupils from a state school involved in the bilingual schools program in Madrid. The sub-corpus reported on here is a set of texts by the same 16 pupils, collected once a year throughout the 4 years of obligatory secondary schooling. All the texts have been analysed using APPRAISAL (Martin & White 2005), a network of interpersonal meanings, conceived within the framework of Systemic Functional Linguistics, which seeks to explain linguistic choices in context. Other APPRAISAL studies from history classrooms in L1 contexts (Derewianka 2007, Coffin 2006, Christie and Derewianka 2008) provide a background for comparison of the data collected in this study of L2 learners in the history classroom.

The APPRAISAL analysis revealed differences in both quantitative and qualitative measures between compositions rated holistically as more or less successful. The set of texts regarded more highly demonstrated a greater variety of APPRAISAL systems, a tendency towards more opening of the dialogic space in entertaining alternative positions through the subsystem of ENGAGEMENT, and less use of GRADUATION, or raising/lowering the force or focus of an utterance. In this paper, we present a summary of the results, comment on indicators of development over the four-year period, and suggest implications for teaching.

References


In Northern European universities books in English (normally ‘international’ textbooks basically intended for US undergraduates) are routinely assigned as reading for speakers of other languages, and increasingly lectures in English are appearing as parts of courses using the local language for examination and discussion. The assumptions underlying this are part of a discourse about English being basic education and belonging to everyone. But English has native speakers and in another discourse it would be assumed that they have a linguistic advantage.

We aimed to examine the extent of any disadvantage that Swedish university students are placed under by using US books and being asked to listen to lectures in a foreign language. Our general research questions are: how many of the Swedish informants fall within the native speaker range in listening and reading skills; and what are the differences in subskills between Swedish and British informants who score at similar levels on tests of listening /reading comprehension?

Our method has been to ask students of biology at a Swedish and a British university to take a battery of communicative and subskill tests of receptive skills, listening and reading. We found that a substantial proportion of Swedish subjects score within the British range on all measures, and that a substantial proportion score well below. The native and nonnative groups are most sharply distinguished by vocabulary size. In receptive communicative tasks the Swedes are mainly hindered, if at all, by (sometime substantially) slower, processing. The effect is not greater for listening than for speaking, reflecting extensive exposure to spoken English in the media.

The implication of the results is that many even of these generally highly proficient users of English would benefit from adaptation of English-medium instruction for more effective pedagogy and that the risk of EMI increasing socially-based differentiation among students cannot be neglected.
The Interaction Between the Mother Tongue and the Foreign Language in the CLIL Classroom: An Investigation on its Effects on Learners’ Cognitive Development

University of Jaén
University of Córdoba

Much has been debated about the influence of using a foreign language as a medium of instruction and about its combination with the use of the mother tongue in bilingual contexts. Some claim that keeping instruction through the mother tongue for as long as possible contributes to academic success (Collier, 1995). Others observe that the acquisition of the mother tongue does not need to be fully completed before the second language is introduced in schools (Cummins, 2000, 2008). And others believe that the use of the mother tongue should be welcome as a tool to help students learn (Irujo, 1998).

In this presentation we will delve into the collaboration between these two languages in the CLIL classroom (Méndez and Pavón, 2012). The combination of the two languages in CLIL raises a series of questions regarding its de facto implementation. We will address the potential benefits of integrating both languages for learners’ cognitive development. More specifically, we will analyse the blending of the two languages as a tool to promote noticing and discovery, or as an instrument to consolidate previously acquired knowledge. Finally, we will also focus on the methodological changes observed as a result of the consistent implementation of repetition and redundancy techniques and supporting materials in the target language.

References


**Pat Moore**  
**Saturday 10:00, Room 2**

**Creative repair strategies in CLIL Learner Writing**

**University Pablo de Olavide, Seville**

Bilinguality is said to enhance an individual’s creative potential. In this paper I will describe an exploratory study looking at creative repair strategies as evidenced in CLIL learner writing. The data consists of some 40,000 words of L2 English written by secondary learners aged 14-18 (n. 230) on two topics (The Spanish Royal Family and September 11th) collected at schools in Andalucía during 2012. The data-gathering consisted of ‘on-the spot’ writing with no pre-teaching and no provision of support (dictionaries, teacher assistance, etc.). I will provide evidence for and discuss a range of creative techniques which learners employ when writing in order to compensate for gaps in their interlanguage. These include calques, coinages, homophonic rendering, inventions (Celaya 2008) and nonce-borrowing (Poplack et al 1988). As the data sample covers four years of secondary education, it may be possible to identify strategies which correlate with age/competence.

**References**


**Nashwa Nashaat Sobhy**  
**Saturday 11:30, Room 2**

**Does CLIL Improve Students’ Pragmatic Competence?**

**University of San Jorge, Zaragoza**
There have been reservations (Dalton-Puffer & Nikula, 2006) and claims (Lorenzo, Casal & Moore, 2009) regarding gains in the pragmatic competence of students in bilingual programs. Different beliefs about the development of the competence in question has been attributed to students’ increased exposure-time to the target foreign language through content and language integrated learning (CLIL), and the different discourse patterns that accompany it. Data was collected from students in different bilingual schools (1st ESO to 2nd Bachillerato) to see if students succeeded at managing rapport in English. The data collection instrument was situation-based to which students were asked to react in English using a Multiple Choice Discourse Completion Test (MCDCT) and a Written Discourse Completion Test (WDCT). The instrument was validated by language experts, and by using a typology for modifying requests (Alcón, Jordá & Martínez-Flor, 2005). The participants’ utterances were analyzed using several theoretical frameworks including Watts’ (2003) Relational-Work model. Preliminary results of the study show that qualitative differences across the analyzed samples are more detectable than quantitative differences. The presenter continues to work on the definitive analysis of data which will be presented to the audience in the form of easy-to-read graphs, and production samples from the students.

References


Sabina Nowak

Friday 17:00, Room 3

Content Journals as a Way of Enhancing Academic Literacy in Tertiary Education

Jagiellonian University

Educational language contexts in tertiary education quite seldom allow students for
authentic individual growth in content and language progression. The meaning of literacy in the academia is often limited to the ability to use language proficiently or the quality of being knowledgeable in a particular subject or field.

In this presentation a broader understanding of literacy will be presented which involves “a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society” (UNESCO, 2004). The main focus, therefore, will be placed on the use of academic language functions found in content journals written by students studying Applied Psychology at Jagiellonian University in Poland in order to display students’ change over time in their attitudes and beliefs about not only subject-specific or language issues, but above all their lifelong learning.

The aim of the presentation will be to show how students using content journals may challenge themselves to gain understanding, transform ideas or discover new meaning in their life as learners. Some implications for as well as caveats of using journals in CLIL in tertiary education will be presented.

References


CLIL, Extramural English and Writing Proficiency in Academic Registers: Preliminary Results From an Ongoing Swedish Study

University of Gothenburg

CLISS, Content and language integration in Swedish schools, is a four-year research project with the purpose to examine the development of proficiency in academic registers in Swedish and in English among 221 students during their three years in upper-secondary school, with particular focus on CLIL classes. The present study is a part of the CLISS project, focusing on the development of writing proficiency in academic registers in English among students in CLIL-classes where English is the language of instruction in comparison to non-CLIL students, who attend classes where Swedish is the language of instruction. Not only the language of instruction but also extramural English, English encountered outside of school, is an important factor to consider in the analysis of the development of the pupils’ proficiency in English. Earlier studies have shown that extramural English is beneficial for vocabulary range and for writing and speaking proficiency (Sylvén 2004, Sundqvist 2009, Olsson 2012). However, there could be a discrepancy between the language that students encounter through media and the language students meet at school and in exams (Simensen 2010).

This paper presents an analysis of vocabulary use in texts written by the informants during their first and second year in upper-secondary school. The texts are expository and argumentative essays covering topics related to Science and Social Science. The focus of the analysis is on the use of general academic vocabulary, on the frequency level of vocabulary and on comparison of keywords in the students’ texts. Comparisons are made between texts written by CLIL and non-CLIL students, and by students with a high and a low frequency of extramural English.

CLIL in a Multilingual Context

University of Gothenburg

During the last decades Sweden has become one of the most multilingual countries in the world with almost 200 different languages spoken in the country. Not only has this fact had an impact on the society as a whole but it also offers a considerable challenge to the Swedish educational systems at all levels.
This paper aims at reporting a descriptive study of two CLIL-classes in a Swedish international upper secondary school, one Natural Science class and one Social Science class, where the pupils, of which the great majority are multilingual, have chosen to study their subjects with English, instead of Swedish, as the language of instruction. The aim of the study is to identify what background factors are of importance for the students’ choice of educational programs and to investigate what effect these factors have on their choosing the CLIL-programs. Tentative results indicate that factors such as the students’ knowledge and use of many languages, attitudes towards languages, plans for the future and the parental socio-economic status were of great importance for the students’ decision to choose the CLIL-version of the program they study.

The study was carried out within the Swedish research project CLISS (Content and Language Integration in Swedish Schools) with a postmodern and post structural theoretical framework and with a globalization perspective, where multilingualism is regarded as something integral and dynamic (García, 2009) rather than balanced and static.

References


Irene Pascual
Friday 15:30, Room 3

Types of Feedback in AfL Primary Classrooms

Autónoma University, Madrid

The present paper will address the topic of types of feedback used by teachers in Primary CLIL classes in which Assessment for Learning (AfL) is implemented. One of the main features of AfL is feedback, as it enhances student learning (Black and Wiliam 1998a, b). Feedback has been the focus of a lot of research within AfL, but not so much from the classroom interaction point of view. Even though “much of the formative work is interactionally realized through teacher-student talk” (Leung and Mohan 2004: 339), AfL still needs to be investigated at the level of discourse and interaction.

In this study, feedback refers to the third move in IRF sequences (Sinclair and Coulthard 1975), normally made by the teacher. It is very common that teachers use this feedback move, in most of the cases, to make evaluations about the previous student’s contribution (van Lier 1996). However, many researchers have claimed that, in order to promote student learning, teachers need to use the feedback move to construct and expand knowledge and to engage students in their learning (van Lier 1996; Barnes 1975). The hypothesis of this study is that, in Primary CLIL
classes in which AfL is implemented, the feedback move is used to do something else than just to evaluate student responses. If feedback is not only used for evaluation, then what other functions does feedback have in interaction? Data analysis will (dis)confirm the hypothesis and will throw some light as to what types of feedback teachers use in the type of classrooms studied.

**References**


**Amanda Pastrana & Ana Llinares Friday 16:00, Room 3**

**CLIL Students’ Pragmatic Development Across Classroom Activities and Educational Levels**

*Autónoma University, Madrid*

The number of schools setting up and implementing CLIL programmes is growing throughout Europe. With this new teaching and learning scenario there is an increasing interest in learner participation and involvement in the L2, at different educational levels. CLIL has already been proved to have positive effects on receptive skills, vocabulary or morphology; however, its effect on students’ pragmatic achievement has hardly been explored yet.

Based on previous research carried out on children's L1 functional development (Halliday, 1975; Painter, 2000), several studies have applied the Systemic-Functional model (SFL) to the analysis of pre-school learners’ functional development in English as a foreign language (Llinares, 2006; 2007a; 2007b;
Those studies found that whole class activities such as “Show and Tell” encouraged a wider variety of communicative functions or speech acts in students’ performance (Llinares 2007b) than group work activities.

In this article, the results obtained from those previous studies on pre-school students’ pragmatic performance in the L2 are compared to parallel CLIL students’ pragmatic performance in English at primary and secondary levels. The results of the analysis show that, contrary to the findings reported at the pre-school level, the learners at the primary level perform a wider variety of functions in group work than in whole-class discussions. The study shows the effects of activity type on CLIL students’ pragmatic performance in the L2, as well as the differences and similarities across educational levels.

Elizabet Pladevall Thursday 15:00, Room 2

Does Limited Exposure to CLIL Make a Difference in Primary School?

Autònoma University, Barcelona

The emerging focus on the study of Young Language Learners and the various forms in which early teaching of foreign languages is carried out (Nikolov and Mihaljevic Djigunovic, 2011; Dalton-Puffer, 2011; Edelenbos et al. 2007) requires rigorous research on whether one of the most commonly used methods to enhance early language learning, namely CLIL, is clearly effective among this type of learners.

Within the context of the CLIL-SLA Project, a funded two-year longitudinal study on the implementation of CLIL and its effect on the students’ foreign language proficiency and attitude in five primary schools, the present study explores how 5th grade students exposed to EFL instruction alone (control groups) and to EFL+CLIL instruction (experimental groups) developed their language skills over the first year of the study. Three of the five schools taking part in the study implemented CLIL in their Science classes (N=165) and the remaining two did it in their Arts and Crafts classes (N=51). Control and experimental groups had been exposed to the same amount of input at the time of testing, which is crucially important if real language gains are to be determined. Exposure to English previous to the study, extra-curricular exposure to English during the study and whether the students were high or low achievers prior to the study were taken into account in the statistical analysis.

Results of the listening and reading and writing tests indicate modest language gains in both EFL and EFL+CLIL groups in both the Science and the Arts schools. Yet language gains are greater in the EFL groups than in the EFL+CLIL groups in all schools, with significant differences in favor of EFL students in Arts and Crafts schools. This difference in favor of EFL students in all schools becomes more
noticeable among those students who attend extracurricular English classes and among high-achievers.

References


**John Polias**

**Friday 9:00, Room 3**

### Improving the Way the Temporal Explanation Genre is Taught in Science Classrooms

**Lexis Education & Hong Kong Polytechnic University**

The temporal explanation genre (e.g. Martin & Rose 2008) is a crucial genre in the science classroom and apprenticing students into the world of science. This is the genre that is an attempt to answer questions such as why or how things happen. Getting this genre right would be paramount to ensuring that the teaching and learning in a classroom would be clear, efficient and effective. However, my work with science teachers has highlighted that there are problems with this genre in the science classroom and even science textbooks. The essential understanding that this genre unfolds as a sequence of physical processes in which, typically, the product of one process provides the raw materials, so to speak, for the next process is often lacking. This presentation will use classroom examples to illustrate the problem but, more importantly, will show what is possible if teachers are made aware of what the issue is and what modifications need to be made. These modifications are both to the language patterns in the verbal text itself and to the multitude of non-verbal meanings made in a lesson so that the two resonate in a way that I have termed 'pedagogical resonance' (Polias 2010).

References


The move to English-mediated instruction (EMI) in high school science classrooms in contexts such as Hong Kong marks a significant shift in practices of content-based instruction (CBI). No longer can subject instructors be presumed as fluent in the dominant classroom language as in contexts: a) with ESL learners in countries that are primarily English-speaking or b) with language immersion students in elective programs. Yet research in language education is largely silent on ways in which these subject instructors negotiate the semiotic demands of teaching-in-an-additional-language, about ways in which they employ semiotic resources in realizing disciplinary concepts, and/or the impact of EMI on the realization of disciplinary knowledge. Drawing on video data from an on-going Hong Kong Polytechnic study of scientific discourse and teacher development in EMI classrooms, this multimodal discourse analysis examines the shifting register of an instructor’s lecture on human biology (Forey & Lock, 2001; Kress & Mavers, 2009; Halliday & Martin, 1993). Contrary to common assumptions, scientific inscriptions appear to increase linguistic demands on instructors, with non-congruent grammatical forms co-occurring more frequently in conjunction with use of visuals. Realization of scientific concepts of cause and effect rely heavily on embodied engagement, with implications for students’ developing control over associated scientific registers (Hwang & Roth, 2011). Implications for teacher development and curriculum design are discussed.

References


Las políticas de la Unión Europea fomentan entre los estudiantes universitarios la participación en programas Erasmus enmarcados en el Espacio Europeo de Educación Superior. Los cambios sociales y educativos de las últimas décadas han creado nuevas necesidades lingüísticas, por lo que se hace imprescindible una reflexión sobre la implantación de nuevas metodologías docentes que se adapten a estas nuevas necesidades de los aprendices integrados en programas de movilidad.

Esta comunicación tiene como objetivo presentar un cuestionario de utilidad práctica sobre las necesidades lingüísticas de los alumnos internacionales que estudian contenidos a través de una lengua extranjera (en español), en su curso Erasmus en la universidad Nebrija. El proceso de elaboración del cuestionario fue complejo dado que queríamos darle la validez y fiabilidad necesaria para que fuera una herramienta de trabajo útil. Además hubo que considerar otras cuestiones adicionales relativas a las variables a estudiar, la realidad universitaria española, la formación de docentes y otras cuestiones planteadas en estudios similares. Una vez aclaradas estas cuestiones, elaboramos un borrador de cuestionario piloto que se validó con un grupo de expertos con amplia experiencia en el ámbito de la lingüística aplicada y por otro grupo de no expertos formado por alumnos de intercambio de la Universidad Nebrija. Así llegamos a la versión definitiva del cuestionario que había de servir como herramienta de recogida de datos.

En esta comunicación, presentaremos los datos más significativos de la investigación sobre la práctica docente en nuestra universidad con los alumnos internacionales y que nos han de permitir sentar las bases para implantar futuras mejoras en nuestras metodologías docentes con alumnado de este perfil.

Bibliografía

The present study seeks to contribute new evidence on the effects of the CLIL approach (Content and Language Integrated Learning) on young EFL learners’ productive and receptive skills in a school set in Barcelona (Catalonia). Catalonia is a bilingual community in which both Catalan and Spanish are official languages and English represents the first foreign language included in the curriculum. For that purpose, two groups (n= 50 each) involving 100 bilingual Catalan / Spanish students aged 12 to 15 were analysed longitudinally over two academic years in two different types of exposure contexts: FI (Formal Instruction of English as a foreign language school subject, control group) and CLIL (English as medium of instruction when learning Science, experimental group). Data were elicited both for productive and comprehension skills and were statistically analysed quantitatively and also qualitatively using a posttest design at the end of each academic year. Results obtained confirm the effectiveness of the CLIL programme, however not in all domains and to the same degree as significant benefits did not accrue in all skills and measurements. Concerning receptive skills, when contrasting the differential effects of the two programmes on the participants’ linguistic progress, the group in the FI+CLIL improved their reading competence significantly more than the other, as was expected, but not their listening competence. As for productive skills, our findings show a significant improvement in the case of the FI+CLIL group, something which we had not hypothesised, as the subjects’ writing and particularly so accuracy, significantly progressed and so did lexico-grammatical abilities. This is in contrast with findings published in previous studies. In conclusion, it can be stated that the effectiveness of a CLIL context of learning in this dissertation is confirmed but that it does not suffice to improve the participants’ overall linguistic competence as, whereas some levels of language competence made substantial progress, some other levels did not seem to follow the same path.


The aim of this study is to investigate the impact of reading strategy instruction in a CLIL programme in terms of its effect on learners’ metacognitive awareness on the reading comprehension process.

The research involves a reading strategic training programme (Chamot 2001) for students in primary education involved in a trilingual framework (Basque-Spanish-English) in the Basque Country. It consisted of a 7-week reading strategic intervention implemented in an experimental group, and compared with a control group who had not had any strategic instruction. Pre-tests and post-tests were carried out for both the control group and the experimental group.

Our results indicate a positive impact of strategy training as regards metacognitive awareness. On the one hand, the experimental group showed a higher level of progression in the metacognitive reading test, suggesting that the strategy intervention had had a positive effect on the reading comprehension process. On the other hand, the experimental group also displayed signs of awareness in their ability to self-assess a reading comprehension task, the consistencies between the perceived and the actual use of strategies, and their capacity to explain the use of strategies.

These results indicate a general increase in learners’ awareness motivated by the strategy training programme, which suggests that strategy instruction is an effective tool in second language classrooms to increase not only the reading competence of learners but also the metacognitive use of the strategies at hand.
The paper will report on the analysis of teacher discourse in a Spanish university context where teaching is conducted through the English language (EMI). More specifically on the role of teacher-initiated questions as interactional devices. As the socio-cultural and constructivist approaches (Vygotsky, 1989) to language proposed, learning is not only an individual mental process, but also a social event. Thus, teachers should provide students with opportunities to involve in extended discourse and participate in the social situations that materialize in the classrooms. The theoretical framework of this study takes into account previous research (Cazden, 1988; Chaudron, 1988) shedding some light on classroom discourse and on the different resources employed by the teacher to foster interaction in the learning context. This empirical study examines the discourse of seven lectures accounting for approximately 530 minutes of teaching practice within the realm of Business, Engineering, Physics and English Philology at the tertiary level using corpus methodology.

The preliminary results show that interpersonal discursive aspects (Halliday, 2004) come into play in terms of questions (Dalton-Puffer, 2007) as key strategies occurring in an EMI / CLIL approach to promote interaction and, consequently, the development of both the foreign language and the content subject. The findings can be implemented towards describing the current instructional practices at university as regards classroom discourse and providing strategies that promote interaction in class and facilitate the delivery of content on the part of the teacher as well as the improvement of linguistic and academic competence on the part of the student.

References


The Commentary of Visual Data as Methodological Junction

Polytechnic University, Madrid

While the implementation of a bilingual system in Madrid’s primary and secondary schools progresses through a systematically planned CLIL methodology, the internationalization of our universities seems rather left to staffs’ abilities and motivation, as well as to the background and responsibility of students. Most polytechnic settings, moreover, focus their attention exclusively on EGP and ESP linguistic proficiency, disregarding academic competencies intimately related to language and tools themselves for the acquisition of other competencies, skills, and genres. In this paper I will argue for an explicit and integrated instruction on one of such competencies in secondary and tertiary environments: the commentary of visual data.

The interpretation of graphics allows for the convergence of CLIL, ELF, EAP and ESP approaches and agglutinates several verbal, communicative and transversal skills. Consequently, it has been granted the status of ‘essential task’ for graduate students by renowned discourse analysts, EAP scholars and specialists in professional communication. However, although it has been traditionally assumed to be learnt spontaneously during the early high school years, this assumption concerns only the de-codification of visuals and does not apply to their proper verbalization and rendering, a cross-disciplinary and trans-generic practice borderline between skill and genre. Through my presentation I will touch on five major aspects: 1) The benefits of training students in the commentary of graphic data within secondary and higher education contexts, 2) The main discursive traits of the practice, 3) The actual communicative gaps to be bridged, according to the corpus-based analysis of 475 samples written by students at the Polytechnic University of Madrid, 4) A final reflection on the power and identity issues at stake, and 5) Some suggestions for classroom activities.

Strategies for Implementing CLIL at a Swedish Upper Secondary School- Three Teacher Identities

Stockholm University
During 2011/2012, qualitative, semi-structured interviews were conducted with 18 content teachers teaching through the medium of English at three Swedish upper secondary schools. For the present study, which draws on research on the teaching and learning of content, bilingual education and teacher cognition, the views, knowledge and beliefs of three colleagues at the same school – a teacher of Economics, a History teacher and a Biology teacher – are in focus.

Data were collected in a focus group interview. Data analysis was proceeded by means of interpretive analysis, and certain key areas were identified with regard to strategies for language use: content area (What?), year of study (When?), motivation (Why?), type of study group (Who?) and assessment (And?), which all seem to have impact on the quality and quantity of English-medium instruction of these subjects at the school.

The expressed practices of the Economics teacher include limited usage of English in the first year, as much of the content taught deals with Swedish-specific regulations and practices for setting up small businesses, whereas the History teacher mentions no difficulties regarding English in the classroom, as this subject is being taught during the two final years of upper secondary school, when the students are supposed to have surmounted initial difficulties. The Biology teacher, a university student of English, speaks of the benefit of using multimodal resources, such as visuals and ICT-based vocabulary learning materials.

In sum, the three CLIL teachers’ identities and expressed practices seem to take a bearing on the following variables: characteristics, timing and assessment of content area, composition of study group, and availability of teaching and learning resources. The small-scale study cannot make claims beyond the present context, but can provide inspiration to similar studies at other schools.

Edleide Santos Menezes & Maria Juan-Garau
Saturday 12:00, Room 2

English Learners’ Willingness to Communicate and Achievement in CLIL and Formal Instruction Contexts

University of the Balearic Islands
University of the Balearic Islands

With the proliferation of second/foreign language learning programmes and the demands for multilingualism, studies focusing on the variables that influence the acquisition of communicative competence have intensified. Some of these studies have shown that the students’ willingness to communicate (WTC) in the foreign language is a vital requirement for the acquisition of a second or additional language
(e.g. MacIntyre, 2007; Peng, 2007; Díaz-Pinto, 2009). Although WTC is largely understood as a variable related to the learner, there is evidence that it also is strongly affected by the learning context. With the aim of broadening the range of studies in this area, this study examines the relationship between WTC and achievement in CLIL and non-CLIL learning contexts, trying to provide an answer to the following research questions: Does the CLIL learning context influence the learners' WTC? Is there a relationship between language achievement and WTC in CLIL contexts? The sample consisted of 185 students of Compulsory Secondary Education from three semi-private schools set in the Balearic Islands. Data were collected through the adapted version of the WTC Scale (Díaz-Pinto, 2009) and the WTC Thermometer (Kamprasertwong, 2010). The results of the between-subjects analyses indicate that CLIL participants exhibit WTC levels above their non-CLIL counterparts, and that learners with higher WTC get better grades in the foreign language. Moreover, within-subjects analyses show that there is no significant variation between CLIL learners in the CLIL context (social science in English) and in the conventional formal instruction context. This study analyzes and discusses the results of research and its pedagogical implications.

Kristiina Skinnari
Thursday 11:30, Room 1

Teachers’ Beliefs on Integration of Content and Language in CLIL

University of Jyväskylä

Integrating content and language is the core of teaching. In the growing body of CLIL research, there is yet a rather open question about how integration can be defined and how, where and when does it actually happen, in relation to teaching and learning different subject contents and language(s). In addition to meta-level conceptualizations, the practitioners’ understandings and beliefs of integration are central since they affect the actual practices in the classrooms. As beliefs have been shown to be context-specific, information from different CLIL contexts is needed to provide a general view of how integration works in learning content and language.

This paper introduces preliminary phases of a study on what integration means to CLIL teachers in Finnish comprehensive school. Although there has been CLIL teaching in Finland for over twenty years, the common curricular guidelines are very general and there is hardly any support from policy makers concerning teacher training or material production. Since the decisions for the implementation of CLIL are made on local school or municipality level teachers’ personal understandings of CLIL affect how teaching is organized and practiced in the classrooms.

The study will seek answers to the following questions:
What do teachers think about the roles of language and content in CLIL?

How do teachers understand integration?

How is integration planned, enacted, and assessed by the teachers? What are the requirements and obstacles for integration?

I pursue to study teachers’ beliefs on integration in CLIL lessons generally and more specifically in their own subject(s) by conducting teacher interviews.

In the presentation, the results of teacher interviews will be discussed with special reference to what teachers think about the roles of language and content in CLIL and how they understand the concept of integration.

Thomas Somers
Friday 10:00, Room 1

Dealing with New Multilingualism in CLIL: Immigrant Minority Students in Majority Multilingual Education

Vrije University Brussel

Over the last few decades, processes of globalization and immigration have turned educational programmes and policies developed to cater to majority language or regional minority language groups into complex language planning issues. The growing influx of immigrant minority (IM) language speakers in both minority and majority multilingual education has laid bare the limitations of (some of) these programmes to provide relevant and appropriate education for all children in the 21st century.

Although CLIL as a form of enrichment multilingual education has been received as possibly the best way to teach majority language students in the 21st century, there is a general reluctance among both researchers and policy makers to promote CLIL for IM students. This paper will explore from a language-in-education policy point of view the questions, fears and challenges of providing enrichment multilingual education for immigrant minority students in Europe. It will be discussed how CLIL can provide the ideal platform to modernize educational practice in the 21st century so as to cater to all students in an equitable way.

The paper will first take a look at the limitations of existing types of minority multilingual education for IM students. Next, the literature on IM students in majority multilingual education programmes is reviewed along six lines: enrolment; IM families’ beliefs, attitudes and identity; students’ motivation; socioeconomic status; language acquisition; and school achievement. Then, language political, sociolinguistic and economic factors that drive or hamper the shift to inclusive multilingual education in Europe are considered. The paper concludes with
pedagogical implications for inclusive CLIL programmes and suggestions for further research.

Receptive and Productive Vocabulary Proficiency in English Among CLIL and non-CLIL Students in Sweden

University of Gothenburg

Within the framework of the CLISS project, CLIL (N=137) and non-CLIL (N=84) students enrolled in academically oriented programs at upper-secondary level in Sweden are investigated from a number of perspectives. In particular focus are students’ proficiency and progress in written, academic Swedish (most students’ L1) and English (the language of instruction for CLIL students). In line with, e.g., Cummins (2000), we view academic language as a specific register that needs to be acquired, whether in one’s L1 or any other language. It is therefore of interest to study the effects of CLIL on such proficiency.

This paper reports results from two tasks administered during the first year of investigation, when students were in 10th grade, i.e., in their first year of upper-secondary school. The first task, the Vocabulary Levels Test (Nation, 2001), taps receptive vocabulary knowledge. The second task is free written production. Both tasks concern proficiency in English, and in this paper an analysis is made of students’ receptive and productive vocabulary, with a specific focus on academic vocabulary (cf., Coxhead 2000).

Preliminary results indicate significantly larger receptive vocabulary among CLIL students already from the onset of the study with a mean of 111 on the Vocabulary Levels Test, compared to non-CLIL students’ 96 (p=0.00), and, further, that boys (N=75) outperform girls (N=146) (with a mean of 115 compared to 103, p=0.02). The written texts are quantitatively as well as qualitatively analyzed providing interesting opportunities for comparisons between students’ receptive and productive vocabulary proficiency from the perspectives of CLIL vs. non-CLIL, gender and students’ L1.

References


This paper seeks to examine foreign language learners’ language gains in terms of vocabulary knowledge in Content and Language Integrated Learning (CLIL) and English as a Foreign Language (EFL) contexts. It is commonly perceived among teachers that vocabulary is the linguistic area in which foreign language learners experience a greater improvement when enrolled in CLIL instruction apart from their regular EFL classes. Previous research in this area has shown that CLIL students achieve better results in terms of vocabulary acquisition if compared to non-CLIL students with less hours of exposure. However, there remains the question of how much is attributed to the effect of CLIL instruction proper and what is due to the effect of more hours of instruction. Thus, this study addresses learners’ vocabulary knowledge in these two foreign language learning contexts, but the amount of hours of instruction in each context is kept constant. The sample consists of 25 male learners from a private primary education school aged 8-9 taught by the same CLIL/EFL teacher. These learners received EFL instruction for 7 hours/week during the first trimester and CLIL instruction for the same number of hours in the second trimester throughout the school year. Two different tasks were used, one tapping receptive vocabulary knowledge (lexical decision task) and the other productive vocabulary (picture naming), following a pre-test/ post-test design. In addition, a questionnaire was administered to learners and classroom observations were also conducted. The results of the analyses suggest that learners improved their vocabulary after receiving both CLIL and EFL instruction, but there were interesting aspects concerning the teaching and learning of vocabulary that differentiated the two contexts under study. These results will be discussed in light of other studies that have examined vocabulary development in CLIL and EFL contexts.
Young Learners’ L2 Competence in CLIL and EFL Settings: Is CLIL Effective?

University of Vic

Young language learners have received more attention recently due to a global trend of bringing forward the starting age for foreign language learning at school (Rixon 2000; Nikolov, 2009; Hasselgreen et al, 2012). In some schools, this trend has coincided with the emergence of CLIL programmes at primary level in the belief that by combining EFL and CLIL, the L2 competence of the learners would improve. In spite of the enthusiasm generated by CLIL in primary schools, very little finely-grained research has been undertaken in order to demonstrate its efficiency in improving the learners’ overall proficiency.

This study aims at determining the extent to which CLIL may affect the listening, reading and writing abilities of YL exposed to Natural Science in English. The results obtained by 5th primary graders exposed only to EFL classes (control group) will be compared to those obtained by 5th graders exposed to exactly the same number of hours of English (EFL and CLIL hours combined) to determine their progress in the target language at different time periods (T1,T2,T3) over two school years. For the results to be reliable, several variables have been taken into account for statistical data analysis, including the number of hours of school exposure to English up to 5th grade and the participants’ extracurricular exposure to the target language.

Results for T1 suggest very little differences between EFL and CLIL groups which are mainly attributed to very limited CLIL time instruction. Results at times T2 and T3 show an overall improvement in the areas of Fluency and Lexical Complexity when comparing CLIL and non-CLIL groups, keeping the amount of English instruction constant.

References


Multilingualism and multiculturalism are the integral part of the European linguistic policy (Coste, Moore & Zarate, 2009), conceived as the system of linguistic competences in different domains of communicative usage. Such generally accepted attitudes have brought new demands for changed quality of competences in foreign language, necessity of introducing new forms of education that meet new linguistic, intercultural and professional standards and demands. Numerous advantages and specificities of introducing CLIL approach into educational systems are interpreted according to such attitudes (Coyle et al. 2010).

Since 2004, in the educational system of the Republic of Serbia a system of dual language education has been developing in the classes in Serbian and in foreign languages (Filipovic, J., Vuco, J. & Djuric, Lj., 2007).

The presented case study offers theoretical implications and practical realization of demands within testing for entrance examination in dual-language Italian-Serbian classes in secondary schools. Test models and results of entrance examinations for Italian-Serbian dual-language classes have been interpreted and analyzed. The special approach of determining entrance level of foreign language as vehicular is in accordance with the specific needs of contents in context of CLIL education.

References:


Teacher Identity and Practical Knowledge Growth in Novice CLIL Teachers

University of Leeds

This paper reports on longitudinal case study research investigating the cognitions of a neophyte CLIL teacher of natural sciences in a Spanish bilingual school. Presenting data generated over the teacher's first year of CLIL teaching, the research explores the process by which teachers redefine their professional identity as they make the transition from English language teacher to CLIL teacher. Not only does the research identify the uncertainties which teachers can experience regarding the CLIL model (Pavón and Rubio 2010) but it also explores the process of adaptation and the attempt to establish a 'fit' (Tsui 2003) between existing cognitions and the new teaching context.

The research adds to a body of teacher cognition literature exploring what teachers 'know, believe, think and do' (Borg 2006). It seeks to redress the dearth of longitudinal CLIL studies (Lasagabaster and Sierra 2010) to provide the empirical data for a deeper understanding of the CLIL context. Adopting multiple theoretical approaches to study aspects of teacher identity (Varghese, Morgan et al. 2005), it explores the impact of the context shift on the practitioner. In its focus on the challenges encountered by the teacher and the process of CLIL practical knowledge growth, the research has strong implications for both pre-service and in-service teacher education.

References


“We Don’t Want to be Rude, but We Think People Should Speak English.” Swedish Upper Secondary Students Talk About CLIL

Stockholm University

This paper examines one aspect of Content and Language Integrated Learning (CLIL) in Swedish schools, namely the student perspective. The main aim is to investigate why students choose the CLIL option, what they expect to happen in the CLIL classroom, and how they experience the CLIL instruction once their programs commence.

The population of the study comprises students from two schools in two mid-sized cities, all studying either a Natural Science or a Social Science program taught mostly in English. During one academic year (2011-2012), 22 students were interviewed individually, in pairs, or in groups of three. The informants were aged 15-18 years old and represented all three grades. Semi-structured interviews focused on the students’ expectations of and experiences with CLIL and afforded a complement to classroom observations taking place concurrently. The interviews offer a glimpse at information not necessarily observable in the classroom observations, illuminating the match and/or mismatch between intention and reality by shedding light on the relationship between what the students say about their goals with CLIL and how they actually act upon these stated expressions.

The interview data has been analysed thematically and reveals the students’ thoughts on their own English language proficiency, on their own and their teachers’ language usage, on the influence of peers and parents on school choice, and on the expectations of the perceived benefits of an English-medium education. Preliminary results indicate, among other things, that many students think that English is already a natural part of their everyday life both in and out of school and that the program of study (Natural or Social Sciences) is more important than the medium of instruction. All expressed clear opinions on English language usage in the CLIL classroom. The results will be illustrated in the presentation with examples of student voices.
Almudena Fernández          Poster Presentation

The Relationship Between Motivation and EFL Vocabulary Knowledge of CLIL and non-CLIL Students

University of La Rioja

In general terms, learners’ motivation has proved to be positively connected to foreign language achievement. In these types of studies, there is a need for the identification of this relationship between motivation or other affective factors and each language component. In the case of vocabulary learning, some studies identify the same positive connection. The present study examines the role of motivation in vocabulary receptive knowledge of two groups of EFL Spanish students: first, a group of 186 2nd grade students of Secondary Education and a group of 55 5th grade students of Primary Education. By the time of data collection, both groups had received 839 hours of instruction in English; while both groups had received instruction through the English Language Classroom, the Primary group had also received instruction through a CLIL subject. The 2,000-word frequency-band from the receptive version of the VLT (Schmitt, Schmitt & Clapham, 2001, version 2) and an adaptation of Gardner’s (1985) A/MTB questionnaire were used. Most students in both groups were highly motivated. The mean general motivation was slightly higher in the Primary CLIL students. No relationship was identified between the receptive vocabulary knowledge and the general motivation for the Secondary group but a positive significant relationship was found for the Primary CLIL group. Several reasons that point to the type of test, the age of students and the type of instruction will be discussed.
Curriculum Integration in CLIL: Connecting Teachers

University Antonio de Nebrija
University Antonio de Nebrija

Curriculum integration has gained many followers in the last few decades mainly for two reasons: 1) because students learn best when they make connections of related ideas coming from different subject areas and they find that what they are learning is meaningful for their lives; and 2) because the integrated curriculum reflects a real-life world experience as curricular subjects are not natural divisions but artificial constructs used to organize human knowledge. These pedagogical considerations have reborn with the growing interest in life-long learning and in CLIL methodology at all education levels.

Integrating contents within the curriculum implies much more than two teachers combining their classes or teaching their subject-specific material in the same room at the same time. A fully integrated curriculum combines two or more disciplines in a symbiotic manner so that the knowledge of one subject becomes inseparable from that of another subject. Curriculum integration affects teachers, students and institutions.

If we teach in an integrated way, students will have a holistic view of the knowledge. The movement towards an integrated curriculum can be then considered as a move forward to a more meaningful learning where concepts are connected and transferred. Moreover, in nowadays global society, the explosion of knowledge increases the amount of issues to be dealt with in the curriculum, where teachers often experience the feeling that there is just not enough time to teach it all. Besides, both teachers and Institutions need to be aware of the fact that collaboration, joint syllabus, teaching and assessment are necessary to implement curricular integration.

This paper will explore the different ways in which teachers (aided by institutions) can possibly integrate the curriculum in order to make students’ learning more meaningful.
The absence of materials has often been cited as an obstacle to the implantation of CLIL (Infante, Benvenuto and Lastrucci, 2009; Meyer, 2010). Not surprisingly, it is recommended that CLIL practitioners be able to adapt and produce their own materials (Marsh, Mehistro, Wolff and Frigols, 2010; Coyle, Hood and Marsh, 2010). This study poses three questions: who is developing the materials CLIL practitioners are using; what purposes do they serve, and finally if teachers are creating their own materials, what training in materials development have they received. The methodology employed has two stages. In the first, direct observation of CLIL science classes in a limited number of primary schools in the Comunidad de Madrid is undertaken as a preliminary step to preparing a questionnaire on materials, their functions, their authors, and relevant training. In the second stage, the questionnaire will be distributed to CLIL practitioners throughout Spain. The results of the study may not only yield insights into materials and their role in CLIL classes, but also enable a re-evaluation of CLIL training programmes.

References


Metadiscourse and Metalanguage in CLIL Teacher’s Discourse

University of Valladolid & Complutense University, Madrid

Research has approached the heterogeneous field of CLIL in Higher Education from different perspectives: macro level / micro level; process/ product. An example of micro level process research is the analysis of CLIL classroom discourse. Findings about how language is actually used in CLIL environments can signal pathways for improvement.

This paper aims to contribute to the discussion by presenting micro level process research at Universidad de Valladolid (Spain). Six content lectures with several years of experience teaching technical subjects in English were videotaped. The analysis of the transcriptions aims to answer two main questions:

1) What discursive conventions of the academic genre lecture are present?
2) How much metalanguage is used in the academic function of definition?

To respond to the first, the instrument used is Dafouz and Nuñez’s taxonomy (2010). Lecture phases (Young 1994) and metadiscourse concept (Hyland 2005) are the elements combined in this taxonomy. Question two intends to find out how much explicit signaling is given to definition, the most frequent academic function. The definitions in the corpus are isolated and metalanguage surrounding them is considered.

Findings regarding discursive conventions are very similar to those by Dafouz and Nuñez (2010). Though in the context of third level education, results about definition resemble those of Dalton Puffer (2007) at secondary school. Pedagogical implications of these findings are suggested.

References


Silvia Rettarolli, Cristina Toti & Mariana Gavilán

Poster Presentation

The Use of Communication Systems in CLIL Lessons: An Argentine Experience

Colegio Newlands-Ministry of Education

In Argentina there is a low presence of English outside the classroom. However, it has a very high status. Argentina has a long-standing tradition of teaching contents in English, mainly at the so-called “English-Spanish Bilingual Schools” (Banfi and Day, 2004). Since their creation, language and content have been considered separate issues. Learners have studied subject matter in English in classrooms where learners are expected to eventually pick the FL (Dalton-Puffer, 2007, ctd in Llinares et al, 2012)), disregarding the fact that learning content in a FL involves FL learning objectives and specific opportunities for communication and language use (de Graaf et al., 2007). From the perspective of L2 development, students achieve fluency when they use it to provide information and to communicate with others (Marsh, 2002 ctd. in Coyle 2007). Students need opportunities to produce language which stretches their current levels of competence (Swain, 2005) and allows them to receive comprehensible input as well as to develop social and communication strategies (Haneda & Wells, 2008). One way of achieving these aims is by ensuring that teachers use a large range of communication systems in their classrooms (Mortimer and Scott, 2003). This paper aims to describe the different types of communication systems set up by the History teachers at Colegio Newlands (Argentina) in order to achieve their pedagogical purposes in teaching content and language and to reflect upon the extent to which the types used are likely to ensure the learning of both content and language.

References


Michael Vrooman  
Poster Presentation  

«Ser» y «Estar»: Developmental Stages of Acquisition Among Secondary School Spanish Immersion Learners in the U.S.

Grand Valley State University

Early French immersion programs in Canada applied what some have referred to as “a gentle approach” to language teaching, one in which students received intensive exposure to the target language over an extended period of several years while the expectations for French usage among the learners developed slowly over time. A focus on form and explicit corrective feedback were limited or nonexistent. This approach to language immersion served as a model for the development of immersion programs in the U.S. This paper examines the acquisition of the Spanish copular verbs «ser» and «estar» among secondary students enrolled in a Spanish immersion program originally established in accordance with the underlying principles of Canadian immersion models. The students in the study had completed a total immersion elementary program of six years and partial immersion middle school program of two years consisting of two contact hours per day in Spanish. Data were gathered from a picture description task that students completed orally. The findings of that oral task have served to underscore the importance of implementing a focus on form component in this program. Recent programmatic modifications and examples of the original and current student oral production will be presented.
The success of dual-language education is explained by the fact that the target language is used for communication goals and not only as the subject of learning (Swain & Lapkin, 1982). As language and content represent simultaneously the subject of education, this double goal requires a special teaching approach. Therefore, it is necessary to point out that CLIL method implies only integrated approach (Eurydice, 2006: 8).

It is useful to predict mutual goals for foreign language and content when planning CLIL education (Coyle, et al, 2010). Therefore, the language is analyzed from the three different angles: the language of learning (necessary for acquisition of basic concepts and skills regarding the content), the language for learning (language type that should be used in context of foreign language) and the language through learning (active language of using and thinking).

A dual program that implies using of Serbian and Italian language in content education has been implemented in Serbian secondary schools (Vuco, 2006: 51). The research contains analysis of testing results of understanding by reading texts in the field of history and history of art within the foreign language education. The work contains guidelines for usage of professional texts within the foreign language education, with special review regarding the development of reading strategies, as well as acquisition of lexica and grammar.

References


# Contact Details

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