



7TH BIENNIAL

CLIL SYMPOSIUM

MAKING CLIL
WORK IN YOUR
CONTEXT

SEPTEMBER 7-8, 2018

UNIVERSIDAD DE LA SABANA



Universidad de
La Sabana



UNIVERSIDAD
DEL NORTE
Instituto de Idiomas



Pearson

7TH BIENNIAL CLIL SYMPOSIUM



© COPYRIGHT 2018.
RESEARCH GROUP - LALETUS

(Language Learning and Teaching - Universidad de La Sabana), Department of Foreign Languages and Cultures. All Rights Reserved.

All Rights Reserved. No part of this material shall be reproduced, transmitted, distributed or commercially exploited, except with express written permission from the copyright holders. Enquiries for permission to reproduce all or parts of this material should be directed to: cliilsymposium@unisabana.edu.co. Citation of an abstract should be (APA): Authorslastname, authorsfirstname, initial. (2018). Title of Presentation Abstract. Symposium Handbook with Abstracts. Chía: Universidad de La Sabana.

ISSN: 2389-914X

Chief Editors

Liliana Cuesta Medina
Jermaine S. McDougald

Graphic Design

Leonardo Leal, Pearson Colombia

Printed by: TBD

TABLE OF CONTENTS

.....	5
.....	13
.....	21
.....	29
.....	41
.....	53
.....	97

2018 CLIL BIENNIAL SYMPOSIUM



SYMPOSIUM COMMITTEE

HONORARY COMMITTEE

Dr. Obdulio Velásquez Posada
Rector
Universidad de La Sabana

Dr. Rolando Roncancio Rachid
Vice-Rector for Academic Services
Universidad de La Sabana

Dr. Leonor Botero
General Director Research
Universidad de La Sabana

Ivonne Gonzalez de Pindray
Director Department of Foreign Languages and Cultures
Universidad de La Sabana

Pia Osorio
Director Instituto de Idiomas
Universidad del Norte

ORGANIZING COMMITTEE

Jermaine S. McDougald
Symposium Chair
Universidad de La Sabana

Dr. Liliana Cuesta Medina
Symposium Chair Assistant
Universidad de La Sabana

Paige Poole, Coordinator of the Specialized English Program
Universidad del Norte

Lourdes Rey Paba
Academic Coordinator
Universidad del Norte

Dr. Mónica Rodríguez-Bonces
Head of Academic Consultancy
Pearson Colombia

Mauricio Rivera
Coordinador Nacional, Edu. Superior y Profesional
Pearson Colombia

Don Yara
Graphic Designer
Pearson Colombia

ACADEMIC COMMITTEE

Dr. Liliana Cuesta Medina

Prof. Jermaine S. McDougald

Dr. Carl Anderson

Dr. Juliana Llanes

Prof. Claudia Patricia Álvarez

Prof. Laura Carreño

Prof. Claudia Acero

Prof. Catalina Caro

ADMINISTRATIVE STAFF

Ivan Felipe Garzón

Universidad de La Sabana

WELCOME LETTER FROM IVONNE GONZALEZ DE PINDRAY,

DIRECTOR, DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES,
UNIVERSIDAD DE LA SABANA

On behalf of the Organizing Committee, we take pleasure in welcoming all of you to the 7th Biennial CLIL Symposium: Making CLIL work in your context, being held at the Universidad de La Sabana campus, Chía, Colombia on September 7 - 8, 2018. This year's Symposium focuses on the importance of the local context in the CLIL classroom, including issues in the teaching of intercultural competencies and contents, assessment for learning, and innovative practices and solutions for the CLIL classroom.

It is a great honor to host such an important academic event, where academics, university lecturers, researchers, school teachers and local educational authorities have an opportunity to meet experts in CLIL working in a wide range of areas, all the while constructing new principles and laying the foundations for real changes to take place in the classroom. I would also like to express my gratitude to Ester de Jong, Christiane Dalton-Puffer, Dario Banegas, Sarah Lynn, and to all the speakers sharing their research endeavors and successful classroom practices to help make this event a reality and success.

The mission of the CLIL Symposium has always been to raise awareness about CLIL, as well as enhance and improve language teaching throughout Colombia, Latin America, and the

world. The event aims to bring together the fruits of endeavors from experienced researchers, novice researchers, and in-service and pre-service teachers to share their experiences and best practices, while connecting these interests to future research projects and strengthening the CLIL community through networking.

We hope that this meeting provides a memorable experience for all of you through the open exchange of ideas and presentation of new research. We likewise hope that you will be able to further friendships and strengthen scientific and academic collaboration.

Sincerely,

Ivonne Gonzalez de Pindray

"The mission of the CLIL Symposium has always been to raise awareness on CLIL as well as enhance and improve language teaching in Latin America"

2018 CLIL BIENNIAL SYMPOSIUM



SPONSORING INSTITUTIONS

ABOUT UNIVERSIDAD DE LA SABANA

The Universidad de La Sabana is one of Colombia's youngest universities and has already won the respect of the educational community. The university is just one of 44 Colombian universities that have been granted High Quality Institutional Accreditation, an endorsement first achieved in 2010 and just recently renewed.

The university was founded in 1979 and during the last thirty years has increased its number of undergraduate and graduate programs to 119 (as of July/August 2018). The university currently runs 23 undergraduate programs, 40 specializations, 17 medical surgical specialties, 33 Master's degree programs and 5 Ph.D. programs, along with 54 research groups all enrolled in different faculties, academic units and institutes.

The Universidad de La Sabana pioneers the internationalism of research, teaching and social outreach. The university's curricula are designed according to international standards that allow for a global education, catering to student's international mobility and attracting foreign students. Within this context, the university offers its students the possibility to study part of their majors at universities in other countries.

In addition, international students can participate in exchange programs, internships, medical practices, specializations and Spanish as a Foreign Language. The university also promotes intensive English

courses aboard. The university has hosted students from Venezuela, Germany, the United States, Brazil, Canada, Chile, Costa Rica, Ecuador, Salvador, Spain, France, Guatemala, Honduras, India, Israel, Iran, Italy, Lebanon, Nicaragua, Romania, Russia, Sweden and Korea, among others.

Department of Foreign Languages and Cultures

The Department of Foreign Languages & Cultures, assigned to the Vice-Rectorate for Academic Services, is an academic and service unit committed to teaching, research and outreach within the framework of the comprehensive training that characterizes the University. The Department develops, provides, promotes and evaluates strategies based on research to strengthen the teaching and learning of foreign languages in line with the University's objectives.

Currently the Department of Foreign Languages and Cultures offers a Master's program in English Language Teaching - Autonomous Learning Environments and a Master's Program (jointly with Anaheim University and Sydney University) in English Language Teaching for Self-Directed Learning (Online), as well as courses in English, Spanish for foreigners, French, Portuguese, Italian and German.



Universidad de
La Sabana

ABOUT UNIVERSIDAD DEL NORTE

Founded in 1966 and rated among the top ten universities in Colombia, Universidad Del Norte is a private co-educational university committed to providing quality academic programs. Approximately 11,500 students are enrolled at Universidad Del Norte, 9,300 of who are undergraduate students and the average class size is 35 students.

Universidad Del Norte is located on the northwestern edge of the city of Barranquilla. Founded by migrant farmers in the early 17th century, Barranquilla is Colombia's fourth largest city, an industrial center and Caribbean seaport. It is centered between Colombia's oldest cities Santa Marta and Cartagena, beautiful colonial sites enriched with Spanish traditions, history and attractive beaches.

With a population of over 1,800,000, Barranquilla features the atmosphere of a big city along with the hospitality of a small town. Our city offers its inhabitants, theatrical productions, a symphony orchestra, art galleries, movie theaters, malls, restaurants, clubs, bars and sporting events. A reliable urban bus system can take you comfortably from the university to any of these locations within minutes. Ocean breezes give the city a delightful tropical all year long climate with a short rainy season in April and even longer in October.

Temperatures range from 27 to 32 degrees Celsius (80 to 90 degrees Fahrenheit).

FAST FACTS

- School of Business, School of Health Sciences, School of Law, School of Engineering, School of Humanities and Social Sciences, School of Basic Sciences and School of Education.
- 22 Bachelor's degree programs, 69 specialist degrees, 37 Master's level and 6 PhDs.
- 15 minutes from downtown Barranquilla and easily accessible via urban bus system.
- Main campus of 32.8 acres with over 18 Buildings.
- Academic year with semester system, beginning January through early May and fall semester, from August through early December.
- Modern Language Institute.
- Modern sport and students Facilities



Instituto de Idiomas

ABOUT PEARSON

PEARSON, líder global en educación y en tecnología para la educación, es una multinacional inglesa y propietaria de New York Institute of Finance, The Financial Times, EDEXCEL, E-College, la Casa Editorial PEARSON, The Penguin Group, Wharton School Publishing –Casa editorial de la Universidad de Pensilvania–, Heinemann y PEARSON Learning Solutions entre otras compañías.

Desde el año 1800, nos hemos especializado en el desarrollo de contenidos educativos, y hoy a través de las compañías que hacen parte del Grupo PEARSON, así como de alianzas estratégicas locales, hemos combinado todas las piezas necesarias para crear la más avanzada compañía de certificación laboral del mundo. Igualmente, estas compañías incluyen un amplio conjunto de programas educativos, sistemas de evaluación, métodos de aprendizaje, así como un avanzado sistema de enseñanza en línea.

En el Grupo PEARSON estamos comprometidos con la educación desde pre-escolar y kindergarten, hasta la educación superior, y la capacitación profesional; sin dejar de lado la educación básica primaria y secundaria, y nuestros textos para cada uno de los niveles educativos son desarrollados por autores de amplia trayectoria nacional e internacional, y sus estándares de calidad los hacen altamente competitivos.

Nuestra experiencia nos ha enseñado que el perfeccionamiento continuo es esencial para

el éxito. Por eso seguimos innovando en contenidos, tecnología y en soluciones educativas para cada una de sus necesidades diversos campos de acción del contexto educativo colombiano: bilingüismo, desarrollo profesional, certificaciones académicas y laborales, y procesos evaluativos.

En Pearson tenemos una meta que nos define: Ayudar a las personas a progresar en sus vidas a través del aprendizaje. Porque dondequiera que el aprendizaje prospera, también lo hacen las personas.

Hasta finales de 2010, el Grupo Pearson era un conglomerado de empresas disímiles, como Financial Times, Longman y Edexcel, que a pesar de sus diferencias, trabajaban juntas con una meta en común: contribuir al crecimiento personal, y al mejoramiento de la calidad de vida de las personas a través de la educación. Ya no somos un conglomerado, ahora todos somos Pearson, una familia de empresas con un solo nombre, más fuerte que antes, más comprometida que nunca con el aprendizaje.



2018 CLIL BIENNIAL SYMPOSIUM



VENUE

HOW TO GET TO THE UNIVERSIDAD DE LA SABANA

This year's symposium is located in Chía, Colombia, just about 10 kilometers out-side of Bogotá, on the Universidad de La Sabana's campus. The easiest way to arrive is via Bogota's El Dorado International Airport. Getting to Universidad de La Sabana is easy; you can take either the Transmilenio or a taxi to Portal Norte, the main transportation hub for the northern part pf Bogotá. Once you get there, take a bus (Flota) towards Chía, which makes regular stops at Universidad de La Sabana's campus. Another option has been arranged through CajiTours, prices include pick-up of the symposium attendees in various hotels in North Bogotá, drop-off at Universidad de La Sabana and return trip to hotel in the evening.

➔ FROM BOGOTÁ TO CAMPUS

In order to get to the Universidad de La Sabana you will need to get to Portal Norte or 183rd Street located in the north of Bogotá. For this purpose you will take taxi or transmilenio. The University is about 20 minutes by bus from Portal Norte or 183rd Street.



TRANSMILENIO

Costs
:COP \$2,300
(approx. USD \$0.80)



TAXI

Taxis have a taximeter which starts in 28 and goes on while you move. The minimum cost is COP \$4,500 (approx. USD \$1.60) if the meter marks 28. You can ask the driver for the chart with full details of prices.



INTERCITY BUS

Between 183 street and Transmilenio station "C. C. Santa Fé" you can take this bus with signboard CHIA, CAJICÁ O ZIPAQUIRÁ.

Costs:
COP \$2,900 (approx. USD \$1)

➔ FROM CHÍA TO CAMPUS

The University is just a few minutes away from Chia by car.



TAXI

If you were to take a taxi, it costs about \$5000 COP to go anywhere within Chia by taxi.



INTERCITY BUS

1. Take a bus towards Bogotá.
2. Tell the driver or his assistant that your destination is Universidad de La Sabana.

HOW TO GET TO BOGOTÁ

➔ FROM CAMPUS TO BOGOTÁ (FRIDAY ONLY)

There are bus services from the University to Bogotá. The cost for each ticket is:

- \$ 2.700 University to Portal Norte
- \$ 4.900 University to Calle 82 (Los Heroes)

➔ FROM CHÍA TO BOGOTÁ (FRIDAY AND SATURDAY)

From Chia via intercity bus.

1. Walk outside the University and cross the highway trough the bridge.
2. Take a bus towards Bogota.
3. Tell the driver or his assistant that your destination is Centro Comercial Santa Fé or if you plan to take the Transmilenio just go into Portal Norte.

UNIVERSIDAD LA SABANA
The bus will leave you at a pedestrian bridge next to the University.

PORTAL NORTE - CHIA
1. Take a intercity bus towards Bogota.
2. Tell the driver or his assistant that your destination is Universidad de La Sabana. The bus will leave you at a pedestrian bridge next to the University.

Intercity Bus costs COP \$2900 (approx. USD \$0.90).

*Taxi service from Bogota to Chia is extremely expensive.

EL DORADO AIRPORT - PORTAL NORTE
Getting to Portal Norte is easy; you can either take the Transmilenio or a taxi.

Transmilenio costs COP \$2.300 Taxi costs COP \$25.000

CAMPUS MAP ONCE ON CAMPUS, FOLLOW THE SIGNS TO DAVID MEJÍA VELILLA AUDITORIUM.

Puntos de Alimentos y Bebidas

Embudo restaurant Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Café Embudo Lunes a viernes: 8h a 11:30 p.m. Sábados: 8h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering
Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering
Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering	Embudo y Lechuga Lunes a viernes: 10h a 11:30 p.m. Sábados: 10h a 11:30 p.m. Servicio de catering

DINING FACILITIES

During the symposium, you will come across many different options to dine, both on and off campus.

ON CAMPUS

Embarcadero

Cafeteria & à la carte.

Full lunch, baked goods, breakfast

Thursday & Friday 7:00 am - 4:00 pm

Saturday 7:00 am - 4:00 pm

El Mesón

À la carte & sit-down Restaurant
Full lunch, menu

Thursday & Friday 7:00 am - 4:00 pm

Punto Verde

À la carte Veggie option
Menu, breakfast

Thursday & Friday 7:00 am - 4:00 pm

Punto Sandwich

Sandwichs á la carte

Thursday & Friday 7:00 am - 4:00 pm

Kioskos

À la carte & sit-down Restaurant
hamburguers, grill, pizza

Thursday & Friday 7:00 am - 4:00 pm

Restaurante Escuela

À la carte & deluxe Restaurant
Menu, baked goods

Thursday & Friday 8:00 am - 4:00 pm

OFF CAMPUS

CENTRO CHÍA

There are numerous fast food offerings and a few sit-down restaurants in Centro Chía, a shopping mall just 5 minute walking distance from campus. See the web site for a complete list: WWW.CENTROCHIA.COM.CO

2018 CLIL BIENNIAL SYMPOSIUM



SYMPOSIUM PROGRAM

OVERVIEW

FRIDAY, SEPTEMBER 7TH

7:30-8:30 a.m.	Registration
8:30-8:45 a.m.	Opening Ceremony
8:45-9:45 a.m.	<p>Keynote Plenary No. 1</p> <p>What can empirical research tell us about CLIL implementations?" - Mapping the landscape Christiane Dalton-Puffer Department of English & Centre for Teacher Education Universität Wien (Austria)</p>
9:45-10:15 a.m.	Break
10:25-11:10a .m.	Concurrent Sessions A
11:25 a.m.-11:45 p.m.	Hot Topic (20-minute presentations)
12:00-2:00 p.m.	Lunch
2:00-3:00 p.m.	<p>Keynote Plenary No. 2</p> <p>Trends and Issues: Transforming Our Practice Ester J. de Jong University of Florida</p>
3:05-3:50 p.m.	Concurrent Sessions B
3:55-4:40 p.m.	Coffee Break

SATURDAY, SEPTEMBER 8TH

8:30-8.45 a.m.	Opening
9:00-10:00 a.m.	<p>Plenary Session No. 3</p> <p>Teachers' Stories of Synergy and Commitment in CLIL Dario Luis Banegas Ministerio de Educación del Chubut (Argentina), Associate fellow-University of Warwick (UK)</p>
10:10-10:55 a.m.	Concurrent Sessions C
10:55-11:30 a.m.	Break
11:35-12:35 a.m.	<p>Plenary Session No. 4</p> <p>Smart Practice: Using Discoveries in Cognitive Science to Improve our Teaching Sarah Lynn Harvard University's Center for Workplace Development (USA)</p>
12:35-2:15 p.m.	Lunch
2:20-3:05 p.m.	Concurrent Sessions D
3:20-4:00 p.m.	Q & A: Successful routes in CLIL
4:00-4:20 pm	Closing Ceremony

PROGRAM TIMETABLE

DAY 1, FRIDAY, SEPTEMBER 07, 2018

TIME	EVENT	PRESENTER	PRESENTATION TYPE	LOCATION
7:30 - 8:30 a.m. R	Registration	egistration		Auditorium "David Mejía Vejlilla"
8:30 - 8:45 a.m. O	Opening Ceremony	pening Ceremony		Auditorium "David Mejía Vejlilla"
8:45 - 9:45 a.m.	Keynote Plenary I	<p>"What can empirical research tell us about CLIL implementations?" - Mapping the landscape Christiane Dalton-Puffer Department of English & Centre for Teacher Education Universität Wien (Austria)</p>	Plenary	Auditorium "David Mejía Vejlilla"
9:45 - 10:15 a.m.		Coffee Break		Auditorium "David Mejía Vejlilla"
		<p>Engaging Students in 21st Century Skills through CLIL and PBL Kristine Adams, Paige Poole and Rosa Dene David Universidad del Norte and Universidad de La Sabana (Colombia)</p>	Awareness session	Auditorium K1
		<p>Supporting School Writing: Procedures, Strategies and Resources for Revising Ideas Rigoberto Castillo Universidad Distrital Francisco José de Caldas (Colombia)</p>	Workshop	Auditorium K2

10:25 - 11:10 a.m.	Concurrent Sessions A	Preparing future professionals to Tweet: How CLIL may help business students write for social media Trey Collier Erwin Universidad del Norte (Colombia)	Research Report	Auditorium David Mejía Veilla
		Making Content Comprehensible: SIOP Strategies Mónica Rodríguez Bonces Pearson	Workshop	Sala Virtual Biblioteca (First Floor)
		Implementing Bilingual Education from a Natural Sciences Perspective Awareness session Luis Alejandro Díaz Gimnasio Los Andes (Colombia)	Awareness session	Room F106
		Understanding the Cultural Dimension of CLIL in Science Lessons through Scientific Citizenship Edgar Garzón-Díaz Universidad de Los Andes (Colombia)	Research Report	Room L103 (located in K building)
		Innovative practices to enhance self-confidence and communicative skills in the CLIL classroom Mayra Elizabeth Avila Ortiz Unidad Educativa Técnico Salesiano (UETS) (Ecuador)	Hot Topic	Auditorium K1
		Pearson and the BBC: The perfect learning experience for teenagers Mauricio Rivera Jiménez Pearson	Hot Topic	Auditorium K2



11:25-11:45 a.m.	Hot Topic (20-minute presentation)	Using Film Studies to Build Productive Skills in the CLIL Classroom Geoff Young Universidad del Norte (Colombia)	Hot Topic	Room L103 (Located in K Building)
		Beginner students: Creating space for language acquisition, cultural consciousness raising and teacher formation James William Stubbs and Yuli Torres FUNDES (Colombia)	Hot Topic	Auditorium David Mejía Veilla
		Engaging teachers and students towards the implementation of CLIL as a strategy to improve English language skills Sara Isabel Montoya Tobón and Carolina Salamanca Leguizamón Fundación Universitaria del San Gil (UNISANGIL) (Colombia)	Hot Topic	Sala Virtual Biblioteca (First Floor)
		12:00 - 2:00 p.m. Lunch		
2:00 - 3:00 p.m.	Keynote Plenary III	Trends and Issues: Transforming Our Practice Ester J. de Jong University of Florida	Plenary	Auditorium "David Mejía Veilla"
		Enhancing learner agency in the CLIL Spanish classroom: Integrating meaningful content that motivates the L2 learner Pablo M Oliva Parera Middlebury Institute of International Studies- Monterrey (USA)	Awareness session	Auditorium K1

3:05 - 3:50 p.m.	Concurrent Sessions B	<p>Interinstitutional collaboration to implement CLIL in a nanotechnology course Carolina Rodríguez Buitrago and Alis Pataquiva Institución Universitaria Colombo Americana - UNICA and Universidad Jorge Tadeo Lozano (Colombia)</p>	Workshop A	uditorium K2
		<p>CLIL Lessons: Planning and Implementation Snapshots Dario Luis Bamegas Ministerio de Educación del Chubut (Argentina), Associate fellow- University of Warwick, UK.</p> <p>The first steps towards the implementation of CLIL through SILECS (Sistema Integrado de Lenguas, Culturas y Saberes) in the Colombian context Ruben Darío Cano Blandón and Luisa Fernanda Mesa Silva Universidad Pontificia Bolivariana (Colombia)</p> <p>From theory to practice: Scaffolding learning in CLIL classrooms Raul Albuquerque Paraná University of Jyväskylä (Finland)</p>	Workshop	Auditorium David Mejía Veilla
3:55 -4:40 p.m.		<p>Retrieval Practice: Testing in a New Light Sarah Lynn Harvard University's Center for Workplace Development (USA)</p>	Awareness session	Room L101
		<p>Coffee Break</p>	Workshop R	oom L103
			Workshop R	oom L201
				Hall Auditorium K Building



PROGRAM TIMETABLE

DAY 2, SATURDAY, SEPTEMBER 08, 2018

TIME	EVENT	PRESENTER	PRESENTATION TYPE	LOCATION
9:00 – 10:00 a.m.	Keynote Plenary IV	Teachers' Stories of Synergy and Commitment in CLIL Dario Luis Banegas Ministerio de Educación del Chubut (Argentina), Associate fellow- University of Warwick (UK)	Plenary	Auditorium "David Mejía Veilla"
	Concurrent Sessions C	CLIL intersections: Blending Math and English in early childhood Adriana Milena Villamarín Cáceres and Sandra Janeth Rodríguez Orjuela Colegio Agustiniانو Norte (Colombia) and Universidad El Bosque (Colombia)	Awareness session	Auditorium K1
		Teaching cultural perspectives in the foreign language classroom Diana Gómez-Pereira Universidad de La Sabana (Colombia)	Awareness session	Auditorium K2
		CLT or CLIL: How different are they? Lee Mackenzie Universidad del Norte (Colombia)	Awareness session	Room L101



10:10 – 10:55 a.m.		Academic language competences - the level of discourse functions Christiane Dalton-Puffer Department of English & Centre for Teacher Education Universität Wien (Austria)	Workshop	Auditorium David Mejía Veilla
		Piloting Writing Lab for Business English- from diagnostic exam to individualized instruction Rebecca N. Graham Tecnológico de Monterrey -Campus Santa Fe (Mexico)	Research Report	Room L103
		Giving students the chance to make current meaningful and relevant CLIL materials Conor Keogh Universidad del Norte (Colombia)	Awareness session	Room L102
10:55 – 11:30 a.m.		Coffee Break		Auditorium "David Mejía Veilla"
11:35 - 12:35 p.m.	Keynote Plenary IV	Smart Practice: Using Discoveries in Cognitive Science to Improve our Teaching Sarah Lynn Harvard University's Center for Workplace Development (USA)	Plenary	Auditorium "David Mejía Veilla"
12:35 - 2:15 p.m.		Lunch		

2:20 - 3:05 p.m.	Concurrent sessions	<p>Integrating language and content: Finding the Balance Ester J. de Jong University of Florida</p>	Workshop	Auditorium David Mejia Vellla
		<p>The Role of CLIL in Times of Peace and Reconciliation Workshop Ana Cotes Barros rainEd Coaching Educativo (Colombia)</p>	Workshop	Auditorium K1
		<p>The use of Internet didactic material in children's English learning process Miguel Angel Arévalo Adrián Narváez Ximena Orellana Universidad de Cuenca (Ecuador)</p>	Research Report	Auditorium K2
		<p>Mediating breaches in CLIL professional development and practice: Insights from five Colombian schools Juan Carlos Torres and Liliana Cuesta Medina Richmond Publishers and Universidad de La Sabana (Colombia)</p>	Research Report	Room L102
		<p>Content Language Integrated Learning: From Teachers' Perceptions to Teacher Training Danny Pissarello and Jermaine S. McDougald Universidad de La Sabana (Colombia)</p>	Research Report	Room L103



3:20 – 4:00 p.m.	Q & A: Successful routes in CLIL	Auditorium David Mejia Vellla
	Q & A: Successful routes in CLIL	Auditorium K1
	Q & A: Successful routes in CLIL	Auditorium K2
	Q & A: Successful routes in CLIL	Room L101
	Closing Ceremony	Auditorium "David Mejia Vellla"

4:00 – 4:20 p.m.

2018 CLIL BIENNIAL SYMPOSIUM



KEYNOTE PLENARIES

WHAT CAN EMPIRICAL RESEARCH TELL US ABOUT CLIL IMPLEMENTATIONS?

MAPPING THE LANDSCAPE

BY CHRISTIANE DALTON-PUFFER



Educational programmes where foreign languages, above all English, serve as a medium of instruction have received considerable advocacy over the last decades and have consequently been adopted in many education systems worldwide. However, CLIL programmes as well as CLIL classrooms are complex and challenging undertakings, and those involved often look around if maybe others have found answers to those questions that simple claims that “CLIL is a good thing” will not solve. One of the roles of research publications is to provide information across geographical distances and to give access to evidence that allows users/readers to look beyond their own contexts and so to use the insights of others in similar situations. Often, however, orientation in the research landscape is difficult because of the sheer number of publications as well as the multitude of approaches, contexts, and perspectives that one encounters as a reader. In this talk, I stake out a basic map of CLIL research using a compass that comprises of three dimensions: macro-perspective vs. micro-perspective, process vs. product, and language vs. content (Dalton-Puffer, Nikula, Smit 2010). These coordinates will be filled with examples from published research, thus giving insight not only into the current state of the art of CLIL research from different parts of the world but also into its gaps and needs for development.

Dalton-Puffer, C., Nikula, T., Smit, U. (2010). Charting policies, premises and research on content and language integrated learning. In: Dalton-Puffer, C., Nikula, T., Smit, U. Eds. (2010). Language use and language learning in CLIL: Amsterdam, New York: Benjamins, 1-19.

ACADEMIC LANGUAGE COMPETENCES - THE LEVEL OF DISCOURSE FUNCTIONS

WORKSHOP

The operationalization and theoretical modelling of academic language has been a major concern of educational linguistics ever since its inception as an academic discipline. From Cummins’s suggestive conceptualization of BICS/CALP (Cummins, 1979) to descriptive and pedagogical frameworks based on Systemic Functional Theory (for example, genre-based pedagogy, cf. de Oliveira & Iddings, 2014; Herazo Rivera, 2012) the repertoire and sophistication of available approaches has grown in an impressive manner. What they all share is that they are anchored first and foremost in applied linguistics.

Meanwhile, the content-based or CLIL classroom is an interdisciplinary site, where educators with backgrounds in non-language subjects need to be a) convinced of the importance of language for their subject area’s educational goals and b) offered conceptual entry points that make sense to them from within the logic of their own disciplines. I have argued (Dalton-Puffer, 2013; 2016) that Cognitive Discourse Functions (CDF) represent such a juncture.

After a brief introduction to the notion of CDF, as well as the seven dimensions of the CDF Construct,



this workshop presents material from empirical studies using CDFs as a framework. Participants (content and language educators) are encouraged to bring materials relating to their own classrooms (for example, curricula, syllabi, tasks, readings, exam questions) to discuss principles, operationalization, and/or pedagogical dimensions of the construct.

Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.
 De Oliveira, L., & Iddings, J. (Eds.). (2014). *Genre pedagogy across the curriculum: Theory and application in U.S. classrooms and contexts*. Sheffield, UK: Equinox.
 Herazo Rivera, J. D. (2012). Using a genre-based approach to promote oral communication in the Colombian English classroom. *Colombian Applied Linguistics Journal*, 14(2), 109-126

BIODATA

Christiane Dalton-Puffer is professor of English Linguistics at the University of Vienna and co-affiliated to the University's Centre of Teacher Education. She has worked on Medieval English and word-formation, but today both her teaching and research interests are in educational linguistics.

Her main research interests today are classroom discourse and the use of English in Content-and-Language Integrated Learning.

She has published numerous articles on the subject and is the author of *Discourse in CLIL classrooms* (Benjamins, 2007) as well as co-editor, with T. Nikula, and U. Smit of *Language use and language learning in CLIL* (2010). She has a special interest in crossing disciplinary borders to convince educators of the relevance of language matters for learning.

SMART PRACTICE: USING DISCOVERIES IN COGNITIVE SCIENCE TO IMPROVE OUR TEACHING

BY SARAH LYNN

KEY WORDS: COGNITIVE SCIENCE, MEMORY, NEUROSCIENCE, ELL

Abstract:

What can we learn from recent research on the mind, memory, and learning? How can we, as educators, translate these findings into effective teaching practices? In this plenary you will learn about the science behind effective teaching and which activities enhance student learning in any classroom.

With a brief introduction to the human brain and its neural connections, we gain a fresh perspective on learning and appreciate the significance of recent findings in cognitive science. From there we focus on three specific strategies for enhancing student learning and memory.

1. Making Connections: Learning is about connections, literally; each neuron makes thousands of connections (Langer, 2005). To harness the connective nature of our minds, students need to relate it what they already know through student elaboration and reflection. The presenter will suggest simple ways to engage students in this essential first step to learning.

2. Varied repetition over time: In 1885 the psychologist Hermann Ebbinghaus determined that we forget nearly 90% of what we learn within 30 days. Most of this forgetting occurs within

hours. For learning to endure we must return to it at intervals, and in differing ways, over weeks and months (Brown, Roediger, McDaniel, 2014). The presenter will suggest concrete methods for recycling and interleaving material.

3. Retrieval Practice: This is no longer regarded as a dreaded assessment tool, today's cognitive scientists have shown it to be the most effective study strategy (Agarwal, Roediger, McDaniel, and McDermott 2013). By recalling what we have learned, we improve our retention and depth of knowledge. The presenter will give multiple examples of how to use retrieval practice in a variety of classrooms, from elementary school through higher education.

WORKSHOP

RETRIEVAL PRACTICE: TESTING IN A NEW LIGHT

Another word for retrieval practice is test, but retrieval practice is not just an assessment tool; it is a learning tool. Learn why cognitive scientists regard retrieval practice as the most effective study strategy and a significant learning technique in this interactive workshop.

In collaborative group work you will discuss research findings on the learning benefits of retrieval practice: how it leads not only to better memorization, deepens learning, and improves students' ability to apply their learning in new ways. You will also discover how students' metacognitive awareness and self-monitoring of learning develop with the use of retrieval practice techniques.

In demonstrations you will practice retrieval practice

techniques and discover that retrieval practice does not have to look or feel like a test either. It is simply the opportunity for students to "show what they know". It can be a warm-up activity in small groups or pairs, a three-minute wrap up session at the end of class, an "exit ticket", or a game. The varieties are as infinite as your teacher imagination. We will review a variety of retrieval activities and discuss which ones might work best for specific content areas and classroom settings.

Most importantly, this practice-oriented workshop will focus on how you imagine using retrieval practice in your classroom. In peer conversations, you will identify which tools and techniques you want to use in your classroom and plan how you will implement your new ideas into practice.

BIODATA

Sarah Lynn has decades of teaching experience in ESOL. Currently at the Bridge Program, at Harvard University's Center for Workplace Development, she teaches ESOL, coaches teachers, and leads their Smart Learning initiative. As a teacher trainer, Sarah has led professional development workshops throughout the United States and Latin America on topics such as: brain-based teaching practices, self-directed learning, learner persistence, and 21st Century Skills. As a curriculum developer, Ms. Lynn has contributed to numerous Pearson ELT publications, including Business Across Cultures, Future, Future U.S. Citizens, and Project Success. Sarah holds a master's degree in TESOL from Teacher's College, Columbia University.

TEACHERS' STORIES OF SYNERGY AND COMMITMENT IN CLIL

BY DARIO LUIS BANEGAS



CLIL is enjoying a steady increase in Latin America. Little by little, the integration of curricular content and language learning is becoming stronger in teacher-education programmes and both state and private primary and secondary education. In this promising environment, what drives teachers to explore CLIL with their learners? How do they implement CLIL to make it work in their context? In this talk, I share the preliminary findings of a study examining the impact of a course designed to enhance motivation and L2 development at state secondary schools in an Argentinian city. Together with results from surveys, classroom observations, and interviews, I show examples of teachers' lessons, activities, and materials, and learners' evidence of work. I discuss learners' involvement and performance, as well as teachers' concerns, strengths, and ways of maximising what the context offers. Drawing on current applied linguistics perspectives on CLIL, I particularly pay attention to the role of the L1 in teaching and learning.

WORKSHOP

CLIL Lessons:

Planning and Implementation Snapshots

As CLIL becomes stronger in Latin America and beyond, the CLIL literature expands, thanks to reflective practice and research. Teachers have now more access to CLIL concept and features; yet, practice still raises some concerns. When do teachers need support to plan CLIL lessons? Where do they look for materials? How do they engage in collaboration? How do they materialise integration? The aim of this workshop is to analyse instances of teachers' CLIL lessons plans and their implementation at secondary schools in an Argentinian

city. I first present the rationale of the project from which the snapshots come. Then, participants are asked to assess teachers' plans and materials. Drawing on socio-cognitive perspectives, we specifically discuss primary and secondary aims, and three lesson phases: preview, focused-learning, and extension. Finally, we discuss issues and stories concerning CLIL lesson planning and implementation, as well as how teachers can exploit their contexts to bring about change in language teaching and learning and to develop context-responsive pedagogies.

BIODATA

Dr Darío Luis Banegas is a teacher educator and curriculum developer at the Ministerio de Educación del Chubut, Argentina, and an associate fellow with the University of Warwick, UK. He is the coordinator of an initial English language-teacher education programme and lectures on ELT methodology, linguistics, sociolinguistics, and educational research. He is the founding editor of the Argentinian Journal of Applied Linguistics and is an active member of teacher associations in his region and Argentina. As a visiting lecturer, he works with teachers across Latin America and Spain. In Argentina he also leads continuous professional development courses for teachers interested in CLIL at secondary school level. With the British Council, Darío promotes teacher research engagement with a particular focus on action research. His research and reflections appear regularly in international journals and edited collections. In 2017 he published a book with Bloomsbury and is currently working on a second volume.

**TRENDS AND ISSUES:
TRANSFORMING OUR PRACTICE**

BY ESTER J. DE JONG



The role of the ESL teacher has seen many transformations. In this presentation, we explore some of these shifts and reflect on it means to be a TESOL professional in a multilingual world.

WORKSHOP**INTEGRATING LANGUAGE AND CONTENT: FINDING THE BALANCE**

In this session, we explore the various dimensions of academic language development for second language learners and the role of language objectives in supporting language and content learning.

BIODATA

Ester J. de Jong is Professor in ESOL/Bilingual Education, and the Director of the School of Teaching and Learning at the University of Florida, Gainesville, Florida, USA. She teaches courses in ESOL/bilingual education and in curriculum, methods, and assessment for English speakers of other languages. Her research focuses on bilingual education, language-in-education policy, and mainstream teacher preparation for bilingual students. Her book "Foundations for Multilingualism in Education: From Principles to Practice" (Caslon Publishing, 2011) addresses policies and practices of responding to increasing linguistic diversities in schools. She is currently co-PI for a Center of Excellence in Elementary Teacher Preparation grant. She is currently President of TESOL International Association.

2018 CLIL BIENNIAL SYMPOSIUM



SYMPOSIA

CLIL TEACHER DEVELOPMENT

ENGAGING STUDENTS IN 21ST CENTURY SKILLS THROUGH CLIL AND PBL

KRISTINE ADAMS, PAIGE POOLE AND ROSA DENE DAVID

UNIVERSIDAD DEL NORTE AND UNIVERSIDAD DE LA SABANA (COLOMBIA)

*Target audience:**Tertiary Educators, Curriculum Designers, Educational Administrators*

As educators, there is the need to teach towards the future and stay ahead of learning and teaching trends. “Nowadays, while our students are still required to learn certain contents, it is also crucial that they acquire skills that will be useful for their entire lives, which they can apply in a variety of contexts, and which they can use to solve all kind of problems” (Pérez-Ibáñez, 2014, p. 97). As such, it is fundamental that students develop skills necessary to manoeuvre in the 21st century, even in their EFL classes. Project-based learning (PBL) and content and language integrated learning (CLIL) provide frameworks that promote such skills as student autonomy and agency, critical thinking, collaboration, process orientation, problem solving, and intercultural competence (Coyle, Hood, & Marsh, 2010; Thomas, 2000). This presentation will detail how one ESP program integrated PBL into a CLIL framework in the B1.3 to B2.3 level courses as a response to the results of a program self-study.

First, results from the program self-study will be presented as a catalyst for curricular changes within the program followed by a brief description of the curriculum pre-modification. Then, presenters will outline the process of how PBL was integrated into the CLIL framework using real examples to illustrate course changes. With this, the audience will see student products and how they support both the overall language learning outcomes as well as the development of key 21st century skills. Lastly, initial results of this implementation will be discussed along with

plans for future revisions. Session attendees will leave with concrete and practical ideas for how to begin the process of integrating a PBL framework in the CLIL classroom.

KEYWORDS

Project-based learning (PBL), CLIL, 21st century skills, student motivation, critical thinking

BIODATA

Kristine Adams holds a Master of Arts in Applied Linguistics, Second Language Acquisition, and Teacher Education from the University of Alaska Fairbanks (Alaska, United States of America). Currently, she is a teacher and level coordinator in the English for International Business Program at the Foreign Language Department at the Universidad del Norte (Barranquilla, Colombia). She also teaches the Academic Writing module in the Postgraduate Certificate Program in English Teaching. Kristine has taught in Alaska, China, North Carolina, and Colombia.

Rosa Dene David worked as an English Language Instructor at Universidad del Norte. She is currently working at Universidad de la Sabana. Rosa has worked in a wide variety of teaching contexts and has supported students and teachers from various language and cultural backgrounds. She holds a Master of Arts in Teaching English to Speakers of Other Languages from Portland State University and has taught in the United States, Bolivia, South Korea, Mexico and Colombia. In her free time, Rosa enjoys exploring the outdoors, experimenting in the kitchen and curling up with a good book.

Paige Poole holds a Master of Arts in TESOL Studies from the University of Leeds (England, United Kingdom). She currently works as the Coordinator of the Specialized English programs and as a teacher in the English for International Relations Program in the Foreign Language Department at the Universidad del Norte (Barranquilla, Colombia). She also teaches the Course Materials Design module in the M.A. and Postgraduate Certificate Program in English Teaching. In addition to teaching, she is a member of the EcoCampus Technical Committee and a faculty advisor for the student groups FeliNorte and Faunáticos.

CLIL PRACTICES OR APPLICATIONS

FROM THEORY TO PRACTICE: SCAFFOLDING LEARNING IN CLIL CLASSROOMS**RAUL ALBUQUERQUE PARANÁ / UNIVERSITY OF JYVÄSKYLÄ (FINLAND)***Target audience:**Pre-school/primary educators; secondary school educators; tertiary educators*

At first glance, the paths of science education and language education may seem unrelated. Nonetheless, current educational approaches in both fields have much in common and offer insights into the other, as well as into CLIL education and research. In a CLIL context, where content learning should work in favor of language learning and vice versa, language teachers may feel challenged when structuring scientific content while teachers of other subject areas, on the other hand, may feel challenged when dealing with language.

An understanding of the different communicative approaches in science education may shed light into how learning can be best facilitated in a CLIL classroom.

Much like in CLIL education, research in science education has shown that effective teaching practices include moving from everyday ideas towards scientific ideas. Furthermore, classroom talk should include a balance of communicative approaches including dialogic and authoritative discourse to support the meaning-making process and the development of language.

The task of facilitating productive student-centered classroom talk requires the use of purposeful techniques aimed at initiating and sustaining dialogue, as well as supporting the development of new language practices. In this session, participants will review the CLIL Matrix and be introduced to Scott and Mortimer's (2003) framework of communicative approaches. Using these, attendees will structure a lesson and discuss alternatives for its delivery.

Discussion will center on the effectiveness and applicability of those theories in different educational contexts. With that, the aim is to help participants develop the practical skills necessary for sequencing and structuring a learning unit where pupils develop both content and language skills in a carefully scaffolded manner.

KEYWORDS

Scaffolding; best practices; CLIL matrix; framework of communicative approaches

BIODATA

Raul Paraná (M.A. candidate in Educational Leadership with a specialization in Foreign Language Pedagogy) is currently a university teacher of languages at the University of Jyväskylä.

Raul has taught English and Portuguese in various contexts, having worked for a number of years with teenagers and young adults in secondary education and language institutes alike. Born in Brazil but based in Finland, he has experience of teaching, teacher development and educational management.

He is particularly interested in issues in CLIL, especially those which concern teacher education, materials design/analysis and curriculum development.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

THE USE OF INTERNET DIDACTIC MATERIAL IN CHILDREN'S ENGLISH LEARNING

PROCESS - RESEARCH REPORT

MIGUEL ANGEL ARÉVALO, ADRIÁN NARVÁEZ AND XIMENA ORELLANA /

UNIVERSIDAD DE CUENCA (ECUADOR)

*Target audience:**Pre-school and Primary Educators*

This research study was designed to measure the effectiveness and value of the online or digital didactic material use, intended for developing reading and writing EFL skills in children of elementary schools in Cuenca, Ecuador. In this regard, various studies about reading and writing have been conducted to demonstrate that the use of technology with the aid of the internet and online resources improved EFL such students' skills during class instruction.

The approach used in the present study considered the integration and use of various digital resources such as personalized videos, interactive exercises, online worksheets and digital games incorporated in a webpage for an individual and meaningful practice.

Through this experimental study, the researchers have acknowledged the effectiveness of adjusting the contents of a specific level to be learned through the use of online resources and its positive outcomes in terms of reading comprehension and writing productivity. The outcomes have been their basis for further implementation of digital online resources at University EFL instruction.

A proper use of technological resources leads to better and further language skills development in EFL teaching, and it also has the potential of being adapted to further studies with similar applications according to the needs

and context of an instructor.

CLIL members will be given ideas and methodologies concerning the use of digital resources in class, that will opportunely enrich and ease their daily teaching practice.

KEYWORDS

Technology, education, digital resources

BIODATA

Miguel Angel Arévalo is an EFL professor at the University of Cuenca, Ecuador. He is a teacher trainer in charge of the technology and didactic resource center at the Institute of Languages of Universidad de Cuenca, Ecuador.

Mgst. Ximena Orellana, is an EFL professor and is currently the Director of the Institute of Languages, University of Cuenca, Ecuador.

Lic. Adrián Narvárez, is an EFL professor at University of Cuenca, Ecuador.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

INNOVATIVE PRACTICES TO ENHANCE SELF-CONFIDENCE AND COMMUNICATIVE SKILLS IN THE CLIL CLASSROOM - HOT TOPIC

MAYRA ELIZABETH AVILA ORTIZ / UNIDAD EDUCATIVA TÉCNICO SALESIANO (UETS)
(ECUADOR)

One of the most challenging abilities to develop in the CLIL classroom is the communicative skill due it requires the student to have enough confidence and language proficiency to communicate effectively.

Poor lexical proficiency level or lack of self-confidence might cause students some anxiety which will influence negatively when they try to share information on comprehension of specific topics, critical thinking or give an opinion about a particular subject in a foreign language. Obviously, lack of use of language does not allow the student to experience the language and improve their oral skills.

Therefore, in order to reinforce content knowledge, oral skills and confidence to use the foreign language through the oral production in a real context, a project of a radio broadcast program in the English language based on the principles of the CLIL approach were carried out in an Ecuadorian High School.

In this action research, a control and an experimental group of 15 students each were selected. In the experimental group, were treatment was applied, fifteen (15) students of Social Studies from the CLIL classroom with low language proficiency level were assigned an interview with questions on a topic that was previously taught in the classroom in order that through a deeper analysis, students can share their knowledge and opinions on air during the radio broadcast.

In this way, the researcher could find out if interviews on air during the radio broadcast had caused in participants improvement on content knowledge, self-confidence, and communicative skills.

The experimental group of fifteen (15) participants from the 9th level were divided in different groups of three (3) and (4) students where each group presented their topics in the radio three days per week during two months. Among the collecting data instruments were questionnaires which were a resource to collect information about the students' experiences and feelings when talking on the radio. In the same way, pre-tests and post-tests were applied in the control and experimental group using a CEFR rubric in order to measure the students' level of self-confidence, content knowledge and communicative skills during the oral production before and after the treatment. Data were processed through SPSS software and later was compared and analyzed according to three different patterns: content knowledge, oral skills and confidence to use the foreign language through the oral production. Findings demonstrated that there was a significant and positive impact of the radio interviews on the group of students who had contributed to the interviews on air.

During the post-test applications, participants presented an improvement not only better content understanding and lexical management in the foreign language but also they felt more confident to use the foreign language through their oral production in the contexts different from the radio. Subsequently, there was an evident improvement in some language skill aspects in the experimental group in contrast to the control group.

Therefore, among some pedagogical implications that we

should consider is that CLIL teachers might find in the radio an authentic and helpful learning resource to apply it in the classroom in any CLIL classroom to develop decrease anxiety during oral production and develop the speaking skills. In this way, teachers might find in radio broadcasts a useful resource to reinforce content knowledge, encourage students' autonomy to use the language and motivate learners to get involved with authentic English-speaking context.

KEYWORDS

CLIL approach, radio broadcast, self-confidence and communicative skills.

BIODATA

Mayra Avila Ortiz, is an Ecuadorian educator, researcher, speaker, writer, and radio presenter. During the last years, she has worked as a coordinator, coach in innovative teaching strategies for the Bilingual classroom, and EFL teacher in some high schools in Cuenca-Ecuador.

Recently, she has carried out some action research on topics related to the development of the communicative skills in a foreign language. Her research is mainly focused on areas such as Content and Language Integrated Learning (CLIL), Applied Linguistics and Communicative skills.

Currently, she is a CLIL teacher of the Social Studies subject and leads a project of an online radio broadcast in foreign language at Tecnico Salesiano High School. She is studying a Master Program in Applied Linguistics and Teaching English as a Foreign Language at University of Cuenca-Ecuador.

CLIL PRACTICES OR APPLICATIONS

THE FIRST STEPS TOWARDS THE IMPLEMENTATION OF CLIL THROUGH SILECS (SISTEMA INTEGRADO DE LENGUAS, CULTURAS Y SABERES) IN THE COLOMBIAN CONTEXT - AWARENESS SESSION

RUBEN DARÍO CANO BLANDÓN AND LUISA FERNANDA MESA SILVA /
UNIVERSIDAD PONTIFICIA BOLIVARIANA (COLOMBIA)

Target audience:

Primary, Middle, and High School Teachers and Administrators, Teacher Trainers, Researchers, Curriculum Designers

Transformations in education must be carefully planned since whatever decisions are made, these will affect a whole generation. Educators and language Policy makers have a social responsibility that cannot be neglected for the sake of reputation or economic benefits. Universidad Pontificia Bolivariana University has launched a program named SILECS (Sistema Integrado de Lenguas, Culturas y Saberes) which aims to tackle the issue of bilingualism in schools that make part of the archdioceses. This model has two main aims: to tackle the second language learning and teaching processes, and to pave the way to the implementation of CLIL. The presenters will share the construction of the model, along with their meaningful experiences obtained at two schools regarding the improvement of the communicative competence level in English. They will also bring up the way they conceive CLIL should be implemented in our local context.

KEYWORDS

CLIL, SILECS, bilingualism.

BIODATA

Rubén Darío Cano holds an MA in Learning and Teaching Processes in Second Languages from Universidad Pontificia Bolivariana (UPB) (Medellin, Colombia); and a

Specialization in Didactics and a BA in FL Teaching, both from Universidad de Antioquia (Medellin, Colombia). He is currently the Academic Coordinator of UPB Language Center (Laureles Campus - Medellín), the Coordinator of the Master's Program on Learning and Teaching Processes at UPB, the Academic Coordinator of SILECS project, and a CLIL implementation consultant. He has authored three books: two for language learning, and one for teaching Colombian geography in English. His main research interests are bilingual education and CLIL (Content and Language Integrated Learning).

Luisa Fernanda Mesa Silva holds an MA in Education from Universidad Pontificia Bolivariana (UPB) (Medellín, Colombia). She is currently the Coordinator of the Business Unit at UPB Language Center, a full-time professor at the same university. She is also a passionate teacher. She has served as English teacher at preschool, elementary, secondary and tertiary levels. Her main research interests are early childhood education and CLIL (Content and Language Integrated Learning).

SUPPORTING SCHOOL WRITING: PROCEDURES, STRATEGIES AND RESOURCES FOR REVISING IDEAS - WORKSHOP

RIGOBERTO CASTILLO / UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS (COLOMBIA)

Target audience:

Tertiary Educators, Secondary School Educators & Teacher Trainers

Most novel writers have little difficulty with editing their work, but they need support to revise content, structure, and style.

The revision of ideas turns into an act of rereading and rewriting; it is a critical process built with and around every text. Revising aims at applying rules of written communication and at producing polished manuscripts that reflect the new writer students become.

Interpreting a text, which is a self-interpretation of my ideas and an extension of them, constitutes a possibility of critical rereading and of formal analysis of some of these aspects of writing: 1. Sense of audience, 2. Purpose, 3. Local coherence, 4. Global coherence, 5. Relevance, 6. Organization, 7. Conciseness, and 8. Proofreading.

This paper discusses key procedures, strategies and resources that can be integrated to one's teaching to help students understand what revision is and how to conduct it effectively.

The session touches upon procedures such as meeting the demands of a genre, peer reviewing, and language awareness workshops. It covers some Top-down and Bottom-up strategies plus resources such as word clouds, checklists, and specialized dictionaries.

KEYWORDS

Academic writing, revising, structure, strategies, style

BIODATA

Rigoberto Castillo holds a Ph.D. in foreign language education from The University of Texas at Austin (UT). Fulbright alumni at the M.A in Applied Linguistics at U.T. He is a Professor at Universidad Distrital Francisco José de Caldas in Bogotá and guest lecturer in graduate programs at other universities. He is preparing a book on academic writing.

CLIL PRACTICES OR APPLICATIONS

PREPARING FUTURE PROFESSIONALS TO TWEET: HOW CLIL MAY HELP BUSINESS STUDENTS WRITE FOR SOCIAL MEDIA - RESEARCH REPORT

TREY COLLIER ERWIN / UNIVERSIDAD DEL NORTE (COLOMBIA)

Target audience:

Tertiary educators

This session will present educators with preliminary data findings from a quantitative study on teaching university Business English students to write business Tweets. While most of today's university students participate in social media in some capacity, the way in which business organizations use social media, and specifically how they write posts, is a separate skill that must be learned in order to do it effectively.

The aim of the study is to observe if students produce higher quality business Tweets after a series of lessons based on CLIL methodology designed to improve their writing for business purposes on social media. The data collection instruments used in the study were student written pre and post Tweets.

The Tweets were assessed on a scale of 1 to 5 according to content, accuracy, and inclusion of an action step. First, I will explain how the study and methods used are rooted in the concept of the 4Cs (Coyle, Hood, & Marsh, 2010), as well as Ball's (2008) notion of conceptual learning through cognitively appropriate procedures.

Second, I will demonstrate the instruments used in data collection and assessment. Finally, I will discuss my findings and plans for future study.

KEYWORDS

Business, Twitter, social media, higher education, writing

BIODATA

Trey Erwin is an instructor of Business English at Universidad del Norte in Barranquilla, Colombia. He holds a BS in business administration from Auburn University and an MEd in ESL from the University of Alabama at Birmingham. His research interests include Twitter and social media in Business English and raising awareness of English varieties

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

THE ROLE OF CLIL IN TIMES OF PEACE AND RECONCILIATION - WORKSHOP

ANA COTES BARROS / BRAINED COACHING EDUCATIVO (COLOMBIA)

Target audience:

Pre-School/Primary Educators, Secondary School Educators, Teacher Trainers, Curriculum Designers, Educational administrators, Researchers

This workshop considers the intersection between the resolution of conflicts and the use of CLIL as a vehicle that drive us to a successful path of an appropriate class environment. The workshop starts by sharing my personal paths to build peace using CLIL, then; I provide general guidelines aiming the construction of social and emotional skills through the use of CLIL and other innovating strategies such as the use of mindfulness to strength the attention and also critical thinking.

The main goal of the workshop is to demonstrate that the synergy of CLIL methodology produces benefits that go beyond its initial intentions, for this reason, the workshop intends to explore more areas that may show the added value of CLIL. To do this, the experiences that attendees will have in the workshop are going to demonstrate how CLIL helps to develop emotional competence and through the emotional competence construct peace and a harmonious class environment.

KEYWORDS

CLIL, mindfulness, social skills, critical thinking, innovation.

BIODATA

Ana Cotes is an academic advisor with extensive experience in the coordination of bilingualism, curriculum development. She is a teacher trainer, especially for kids' teachers. She has worked in the area of communication for business and coaching in Neuropsychology, Multiple Intelligences and Mindfulness applied to Education.

IMPLEMENTING BILINGUAL EDUCATION FROM A NATURAL SCIENCES**PERSPECTIVE - AWARENESS SESSION****LUIS ALEJANDRO DÍAZ / GIMNASIO LOS ANDES (COLOMBIA)***Target audience:**Pre-School/Primary Educators, Secondary School Educators, Teacher Trainers, Curriculum Designers, Educational administrators.*

Seeking to strengthen bilingualism in Gimnasio los Andes, the area of natural sciences began in 2015 a process of implementing Bilingual Education. The process has been rigorous and structured from a methodological perspective. During the session the initial process of implementation will be shared with the audience. Challenges, recommendations and next steps will also be presented.

KEYWORDS

CLIL, SIOP, materials adaptation, science, english as a medium of instruction (EMI)

BIODATA

Luis is a biologist from Universidad Javeriana. He holds postgraduate studies in Ecology and Sustainable Development from Universidad Militar. He has experience in pest control research and plant species in xerophyte environments. He has been an elementary and secondary teacher at Gimnasio Los Andes where he has had the opportunity to develop skills and practices in the use of technologies and the teaching of Science to English Language Learners.

UNDERSTANDING THE CULTURAL DIMENSION OF CLIL IN SCIENCE LESSONS THROUGH SCIENTIFIC CITIZENSHIP - RESEARCH REPORT**EDGAR GARZÓN DÍAZ / UNIVERSIDAD DE LOS ANDES (COLOMBIA)***Target audience:**Pre-School/Primary Educators, Tertiary Educators, Secondary School Educators, Teacher Trainers, Curriculum Designers, Educational administrators, Researchers.*

The current presentation will focus on an action research study that analyses how students and teachers have understood the role of culture in science lessons. The study was situated in a public school where both language and content teachers worked together to support students' development of scientific literacy. For some science teachers the concept of culture is vague and sometimes unimportant.

However, for others, culture is a fundamental dimension to be considered in teaching and learning processes since it defines the context where learning takes place. Contextual factors are fundamental in Content and Language Integrated Learning (CLIL). CLIL embraces a holistic approach where content, language, and thinking skills are infused with cultural aspects of learning.

The cultural dimension of CLIL was found in the study to be filtered through the lens of scientific citizenship. It is claimed that CLIL, Project-based Learning (PBL), and Information and Communication Technology (ICT) support pedagogic dialogue to negotiate meaning in the classroom. This support is key to understand the role of culture in science lessons. This presentation seeks to provide learners, teachers, and researchers with evidence of good CLIL practices that have the potential to transform participants' perceptions of the cultural dimension of CLIL while doing science.

KEYWORDS

Scientific citizenship, culture, science, projects, ICT

BIODATA

Edgar Garzón-Díaz is a member of the IUCN Commission on Education and Communication, a former professor at the Department of Foreign Languages and Cultures at La Sabana University and a Science teacher at SED Bogotá Colombia. Mr. Garzón-Díaz is currently a PhD candidate from University of Los Andes; he holds a Masters' degree in ELT from La Sabana University and an ICELT certificate from Cambridge University. His main interests are CLIL, ICT, Action Research, Biliteracy, Bilingualism and Multilingualism, Biology, Environmental Science, and Global Environmental Change.

CULTURE AND/OR INTERCULTURALITY THROUGH CLIL

TEACHING CULTURAL PERSPECTIVES IN THE FOREIGN LANGUAGE CLASSROOM

- AWARENESS SESSION

DIANA GÓMEZ PEREIRA / UNIVERSIDAD DE LA SABANA (COLOMBIA)

Target audience:

Secondary School Educators / Teacher Trainers / Researchers

This awareness session aims to provide foreign language teacher with ideas about how to integrate cultural perspectives into their regular language instruction classes. The IMAGE model (Donato & Glisan, 2017) provides in-service and pre-service teachers with clear steps to implement this model in their classes and engage students in a dialogic conversation to study cultural perspectives of the target language. Participants will explore a successful implementation of this model in the context of the teaching of English as a foreign language and the teaching of Chinese as a foreign language. Lesson plans and templates will be shared in this session.

KEYWORDS

Culture, language instruction, IMAGE model, products, practices and perspectives.

BIODATA

Diana Gómez-Pereira is a faculty member and a teaching fellow at the University of Pittsburgh School of Education where she is teaching pre-service teachers enrolled in the Master of Arts and teaching. Some of her research interests are: bilingualism, pedagogy, cultural responsive pedagogy, English language teaching, academic writing, systemic functional linguistics amongst others. Diana is a current doctoral student at the University of Pittsburgh in the Doctorate in Education with an emphasis in language, literacy and culture.

RESEARCH ADDRESSING ASSESSMENT OR INTERCULTURAL ELEMENTS OF CLIL

PILOTING WRITING LAB FOR BUSINESS ENGLISH-FROM DIAGNOSTIC EXAM TO INDIVIDUALIZED INSTRUCTION - RESEARCH REPORT**REBECCA N. GRAHAM / TECNOLÓGICO DE MONTERREY -CAMPUS SANTA FE (MEXICO)***Target audience:**Tertiary Educators/ Secondary School Educators/ Curriculum Designers/ Researchers*

Session attendees will leave with concrete and practical ideas for how to begin the process of integrating a PBL framework in the CLIL classroom.

KEYWORDS

ESP, business English, writing, Individualized instruction

BIODATA

Rebecca Graham is currently a Foreign Visiting English professor at the Instituto Tecnológico y de Estudios Superiores de Monterrey campus Santa Fe in Mexico City. She holds a Master of Science in Education-Literacy and ESL from the University of Southern Maine and a Master of Arts in Teaching-Foreign Language from the University of Maine. She has experience with international curriculum development with Chung Dahm Language Institute in Seoul, South Korea and worked with the WIDA Consortium to develop ELL assessment used in by many states in the USA. Her focus is adult language learning and writing and looks to effectively incorporate vocabulary instruction.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

GIVING STUDENTS THE CHANCE TO MAKE CURRENT MEANINGFUL AND RELEVANT CLIL MATERIALS - HOT TOPIC SESSION**CONOR KEOGH / UNIVERSIDAD DEL NORTE (COLOMBIA)***Target audience:**Tertiary Educators, Secondary School Educators, Curriculum Designers*

The recent presidential elections in Colombia continued the trend of divisive political campaigns at a global level (BREXIT, Colombian Peace Agreement Plebiscite, and US Presidential Elections among others), where the population is polarized and misleading information abounds. Such situations have led to political decisions being made based not on the available information, but on emotion and the personalities of those involved in the campaigns. To the presenter and many of his students in an International Relations English program, it was apparent that the proposals of the principal presidential candidates were often furthest from the public discourse, with the focus instead on the personalities involved and the emotion they generate. In response to this situation, it was decided that the presenter and a group of students from the program would create a series of videos named "Candidates Cards on the Table" in which the proposals of the candidates would be presented and briefly discussed without initially revealing the identities of the candidates. These student generated materials were made available to English language teachers and shared online with the broader population in the hope of contributing to a richer public discourse on the relevant issues involved.

KEYWORDS

CLIL, audio-visual materials, active citizenship

BIODATA

Conor Keogh has a BA in History and Sociology from University College Dublin, as well an MA in Education from the Open University. He is currently a teacher and coordinator in the International Relations English program at Universidad del Norte in Barranquilla. His research interests include the use of technology in education and he has previously presented at both the CLIL Symposium in Barranquilla and the Mobile Learning Conference in Lisbon in relation to this area.

CLIL TEACHER DEVELOPMENT

CLT OR CLIL: HOW DIFFERENT ARE THEY? - AWARENESS SESSION

LEE MACKENZIE / UNIVERSIDAD DEL NORTE (COLOMBIA)

Target audience:

Pre-School/Primary educators, Tertiary Educators, Secondary School Educators, Teacher trainers, Curriculum Designers.

This session explores the differences and similarities between communicative language teaching (CLT) and CLIL. Participants will be asked to brainstorm the differences between CLT and CLIL. The presenter will then give a short demonstration lesson using CLT or CLIL methodology. The demo lesson will be based on the loop input model of experiential learning. Following the demo lesson, participants will reflect on whether the lesson was a CLT lesson or a CLIL lesson and will be asked to give their reasons for this. The principles of CLT and CLIL will subsequently be compared and conclusions drawn as to the methodology used in the demo lesson. Specific attention will be paid to techniques and materials used by the presenter. There will be a discussion of how these techniques and materials could be used in other contexts and what adaptations would need to be made. All participants will be provided with a full lesson plan for the demo lesson and the materials used.

KEYWORDS

Communicative language teaching, methodology, loop input CLIL

BIODATA

Lee Mackenzie has worked as a CELTA tutor for Cambridge English on four continents and has additionally worked as a teacher trainer for MacMillan, International House, and the British Council in various locations. He holds a DELTA and an MA in TESOL and is currently undertaking his PhD in Education. Research interests include teaching unplugged, reflection, teacher development and social justice.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

ENGAGING TEACHERS AND STUDENTS TOWARDS THE IMPLEMENTATION OF CLIL AS A STRATEGY TO IMPROVE ENGLISH LANGUAGE SKILLS - AWARENESS SESSION**SARA ISABEL MONTOYA TOBÓN AND CAROLINA SALAMANCA LEGUIZAMÓN /****FUNDACIÓN UNIVERSITARIA DEL SAN GIL (UNISANGIL) (COLOMBIA)***Target audience:**Tertiary Educators.*

From research in the classroom, various concerns have emerged about how to bring the English language to students in an innovative way while also encouraging the participation of teachers from content areas, as well as considering that communicative skills in English are seldom well developed amongst either teachers or students in regional and Colombian contexts.

Accordingly, this presentation discusses how applications integrating the English language in student learning processes through different subjects were carried out and developed in a research context.

The objective was to evaluate the effectiveness of the use of CLIL through an institutional project. There have been two key findings. First, students and teachers had a positive perception of CLIL as a stimulating and motivating strategy for learning English.

Second, an adaptation of the technique proposed by Do Coyle, LOCIT (Lesson Observation and Critical Incident Technique) encouraged cooperative work between a language teacher specialized in CLIL and teachers of other subjects, with the CLIL-specialized language teacher accompanying and advising the content teachers on adaptations and planning for teaching language and content, as well as applications in the classroom.

KEYWORDS

CLIL, LOCIT, motivation, strategy.

BIODATA

Sara Montoya is a Bachelor in Arts and a Specialist in Bilingual Education who works as researcher and English teacher at the Fundación Universitaria de San Gil (Unisangil, Colombia). Her pedagogical interests include developing different projects using arts and English to promote creativity and motivation to learn, as well as innovative practices including language and content. She is a member of the research group ICES of Unisangil (registered with Colciencias in category C).

Carolina Salamanca Leguizamón is a Bachelor in Chemistry, a Specialist in Bilingual Education, and a Magister in Education. She is a teacher at the Fundación Universitaria de San Gil (Unisangil, Colombia), Coordinator of the Specialization in Didactics to Integrate English in Educational Processes, and Director of the Bilingual Projects seedbed group in the same institution. She is a researcher in the ICES group of Unisangil (registered with Colciencias in category C).

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

ENHANCING LEARNER AGENCY IN THE CLIL SPANISH CLASSROOM: INTEGRATING MEANINGFUL CONTENT THAT MOTIVATES THE L2 LEARNER -**AWARENESS SESSION****PABLO M OLIVA PARERA / MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES-MONTERREY (USA)***Target audience:**Tertiary Educators.*

Research has shown that language learning does not occur in a vacuum. One way to sustain our students' interest in the L2 classroom is through academic content that is relevant to their professional interests and needs.

In this “hot topic session” presentation, we will be describing ways to promote learner agency in the context of language learning and partnered academic disciplines.

We will be focusing mainly on criteria to select appropriate and meaningful authentic content, the tasks/scaffolding of language and academic content (environment, human rights, gender, international education, identity, etc.).

We will also be showing innovative ways to assess this content and language in our Spanish class.

KEYWORDS

Learner agency, CLIL, academic content, scaffolding, assessment

BIODATA

Pablo M. Oliva is an associate professor and coordinator of Hispanic Studies in the Language Studies Department at the Middlebury Institute of International Studies at Monterey, California. He holds a Ph.D. in Foreign Languages Education (Spanish), with a Concentration in Applied Linguistics from Universidad de Granada (2016). He obtained a Master of Arts in Educational Leadership from East Carolina University (NC) and his bachelors from Instituto Nacional Superior del Profesorado de Paraná. His areas of interests are integrating relevant content (international policy, environment, human rights) with the teaching of CLIL, L2 motivation, identity, applied linguistics.

CLIL TEACHER DEVELOPMENT

CONTENT LANGUAGE INTEGRATED LEARNING: FROM TEACHERS' PERCEPTIONS TO TEACHER TRAINING - RESEARCH REPORT**DANNY PISSARELLO AND JERMAINE S. MCDUGALD / UNIVERSIDAD DE LA SABANA (COLOMBIA)***Target audience:**Pre-School/Primary Educators, Teacher Trainers, Researchers.*

This research report is part of a macro "CLIL State of the Art" project in Colombia, aimed at collecting data about CLIL (Content Language Integrated Learning) implementation in Colombian educational Latin American institutions. The study in mention sought to gather data on the beliefs, previous knowledge, attitudes toward, perceptions of, and experiences with CLIL of 26 content-based teachers teaching at a private school in Valledupar, Colombia. Surveys and questionnaires were used to collect information about teacher training expectations and topics of interest in which teachers transitioning towards bilingual educational model might have.

The study also focused on the extent to which these attitudes, perceptions, expectations and knowledge change and develop within a three-month period, time during which trainees participated in an online CLIL training program that was designed based on the needs of the context and the expectations of the teachers. It gathered information about teachers' expectations for future CLIL teacher training.

The findings revealed that while teachers know little about CLIL, they have been teaching nonlinguistic subjects through English, most teachers are interested in knowing more about CLIL and would like to participate in training programs and CLIL research. Results also showed that after the training sessions, teachers feel that they understand the fundamentals of CLIL but the final test and feedback from the survey taken by trainees at the end of

the course show that they still have doubts referred to CLIL fundamentals, CLIL lesson planning, and CLIL assessment.

KEYWORDS

CLIL, teacher training, perceptions, attitudes, bilingual education.

BIODATA

Danny Pissarello holds a master's degree in English Language Teaching for Self-Directed Learning from Universidad de La Sabana, and a Graduate Diploma in TESOL from Anaheim University, California. Since 1989 he has been a teacher, Academic Coordinator, Center Director, Manager, TEFL trainer, and academic consultant. His consultancy work has involved the delivery of academic presentations and workshops throughout Colombia and the Americas. His research interests include CLIL (Content & Language Integrated Learning), SIOP (Sheltered Instruction Observation Protocol), assessment, bilingualism and the state of bilingual education in Colombia.

Jermaine S. McDougald is the Director of Faculty and Research, Department of Foreign Languages and Cultures at Universidad de La Sabana (Colombia) and Editor of the Latin American Journal of Content & Language Integrated Learning. He has published book chapters and articles in different journals nationally and internationally on topics related to CLIL, teacher training and the use of ICTs in language teaching. He has trained hundreds of teachers in Colombia and throughout Latin America on the integration of content and language. His current research interest includes CLIL, ICTs in ELT, Teacher Training and International Education. He is the director of the research group: LALETUS - Language Learning and Teaching.

COMMERCIAL: PRODUCT PRESENTATION

PEARSON AND THE BBC: THE PERFECT LEARNING EXPERIENCE FOR TEENAGERS - HOT TOPIC SESSION

MAURICIO RIVERA JIMÉNEZ / PEARSON

Target audience:
Secondary School Educators

Wider World is the portal to a fascinating world of English language knowledge and skills for 21st Century learners. The combination of authentic and engaging videos from the BBC, combined with Pearson's ELT expertise, gives teenage learners everything they need to achieve their goals in the wider world. Wider World is a global, 5-level English course for teenagers equipped with the authentic and engaging videos from the BBC and quality content from Pearson to provide teenage students with the knowledge and skills they require to succeed in their education and in their lives in general.

KEYWORDS

BBC, 21st century skills, ELT, teenage

BIODATA

Mauricio Rivera has a Bachelor degree in Journalism and a postgraduate degree in International Affairs from Universidad Jorge Tadeo Lozano with 18-year experience in English teaching and teacher training for different universities and PLS's in Bogotá. He is presently working as ELT Specialist & VIP's for ELT at Pearson Colombia.

CLIL PRACTICES OR APPLICATIONS

MAKING CONTENT COMPREHENSIBLE: SIOP STRATEGIES - WORKSHOP

MONICA RODRÍGUEZ BONCES / PEARSON

Target audience:
Pre-School/Primary educators, Secondary School Educators, Curriculum Designers.

Sheltered Instruction Observation Protocol is widely recognized as an effective practice for ELLs. How appropriate is it at our context? A series of instructional activities incorporating features of SIOP model will be presented. Teachers will reflect on current practices and plan for future ones incorporating new ideas for delivering content to ELLs through SIOP.

Keywords: SIOP, Content Based Instruction, English Language Learner

KEYWORDS

SIOP, Content-based instruction, English language learner

BIODATA

Mónica Rodríguez-Bonces holds a PhD in Regional and Economic Integration and Development; in the area of Education with emphasis in Curriculum Development and Bilingual Education. She holds a M.A in Applied Linguistics and a B.A. in Spanish and Languages. Monica was a school teacher in the USA where she was named teacher of the year. Monica has also been teaching in both graduate and undergraduate programs. She has been a department chair, academic dean, research director and also an international academic consultant. She has done recognized research on Autonomy, Culture, Bilingual Ed. and Professional Development. Part of this experience can be read in some publications. Monica is currently a research tutor and Head of Academic Consultancy for Pearson.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

INTERINSTITUTIONAL COLLABORATION TO IMPLEMENT CLIL IN A NANOTECHNOLOGY COURSE - WORKSHOP**CAROLINA RODRÍGUEZ BUITRAGO AND ALIS PATAQUIVA /****INSTITUCIÓN UNIVERSITARIA COLOMBO AMERICANA - UNICA AND UNIVERSIDAD JORGE TADEO LOZANO (COLOMBIA)***Target audience:**Teacher Trainers/ Curriculum Designers/ Researchers/Educational administrators.*

Universities in Bogota are facing the challenge of requiring professors in all the content areas to teach their courses in English either partially or totally. Besides, many educators are not familiar with new instructional approaches that can strengthen content and language learning in a parallel way. Thus, some content professors still conform with offering materials in the target language to students expecting higher levels of student engagement than possible.

At least, this was the initial situation at Universidad Jorge Tadeo Lozano. However, the administration understood the true value of the integration of content and language through CLIL, and approached the Institución Universitaria Colombo Americana -UNICA to design and execute a teacher training program that could help bridge the instructional gap that language learning has created in the institution.

In this workshop/awareness session, the presenters will first immerse attendees in an introductory nanotechnology lesson for them to experience what students feel and learn thanks to CLIL.

And, secondly, they will share their experience collaborating to merge their different perspectives and expertise in order to create a robust CLIL program.

KEYWORDS

Higher education, flipped learning, nanotechnology

BIODATA

Carolina is a teacher educator at Institución Universitaria Colombo Americana - UNICA. She works full time at UNICA with both, the undergraduate and the specialist programs. She also participates in UNICA's outreach projects for teacher training in the city. Carolina is the associate editor for the Education and Learning Research Journal - GiST.

She holds an MA in Educational Technology and TESOL from the University of Manchester. Her research interests include flipped learning, CLIL and teacher education. She was appointed as one of FLGI 50 which recognizes the 50 most influential higher-education professionals in the field of flipped learning worldwide.

Alis is a chemical engineer from Universidad Nacional de Colombia. Her interests include nanotechnology, biomaterials and innovation in the teaching of engineering. She holds a MA from the University of Sao Paulo (Brasil) where she work in the production of biodegradable plastic in Airlift bioreactors. Her PhD studies were conducted in the University of Porto (Portugal) carrying out an important part of her job at Harvard Medical School and the MIT (US) in the area of Tissue Engineering.

She earned her PhD with Distinction from the Institute of Engenharia Biomédica. Regarding academic production, Alis has scientific publications in international indexed journals and an international patent.

CLIL TEACHER DEVELOPMENT

BEGINNER STUDENTS: CREATING SPACE FOR LANGUAGE ACQUISITION, CULTURAL CONSCIOUSNESS RAISING AND TEACHER FORMATION- HOT TOPIC**JAMES WILLIAM STUBBS AND YULI TORRES / FUNDES (COLOMBIA)***Target audience:**Teacher Trainers/ Curriculum Designers/ Researchers/Educational administrators*

Of the many pedagogical concerns connected with the formation of teachers, two most heavily rested upon us. Firstly, despite everything we said about pedagogical practice, our biggest influence would be as models of teaching practice. Secondly, to allow the students the chance to construct themselves as reflexive learners and practitioners who focused on strategies for improving language process, rather than just the memorization of declarative knowledge.

We were convinced that the best way to provide the students with this model, and the space for language acquisition, was by adopting CLIL from the very beginning. Could languages be acquired, from the start, by investigating the culture of English speaking countries? There has been much written about the importance of understanding other cultures, but the general assumption seems to be that you must first gain a knowledge of the language and this will then open the doors to the culture.

We found, when strategies for different skills were modelled, students did become more independent in their learning habits and were able to take charge of guiding the direction of their projects.

That when you show people you have faith in them as the pilots of their own projects that they are willing to take on challenges that many would have thought beyond them and find ways of succeeding.

The indication is, despite the resistance often found to the idea, CLIL can be used with students from day one of their language acquisition process.

KEYWORDS

Language and culture, licenciatura programs, beginners.

BIODATA

James Stubbs, teacher at FUNDES and master's candidate in Applied Linguistics and the teaching English as a foreign language

Yuli Lorena Torres Bocanegra is a student on the degree in teaching English as a foreign language at FUNDES, Espinal, Tolima.

CLIL TEACHER DEVELOPMENT

MEDIATING BREACHES IN CLIL PROFESSIONAL DEVELOPMENT AND PRACTICE: INSIGHTS FROM FIVE COLOMBIAN SCHOOLS - RESEARCH REPORT

JUAN CARLOS TORRES AND LILIANA CUESTA MEDINA / SANTILLANA AND UNIVERSIDAD DE LA SABANA (COLOMBIA)

Target audience:

Teacher Trainers/ Curriculum Designers/ Researchers/Educational administrators/ Pre-School/Primary educators, Secondary School Educators.

This study, conducted with five groups of private school teachers from Colombian cities and towns (Bogotá, Girardot, Facatativá, Chía, and Tenjo) explored the conditions affecting the implementation of CLIL in diverse educational contexts. Data were collected through interviews, surveys, and field notes.

Data analysis procedures included the use of triangulation and validation procedures framed upon the grounded theory approach. Findings revealed a large gap between teachers' theoretical knowledge and classroom practice, suggesting a need for additional teacher training and development to support systematic CLIL implementation.

Although it was found that teachers had a relatively clear theoretical conceptualization of CLIL, their approach to implementing CLIL lessons was diffuse and guided more by intuition and textbook dependence, than by principles based on such theory, leading to problems such as faulty design, development, and assessment. Ultimately, they struggled to integrate content and language effectively, prioritizing certain language areas/skills (e.g. vocabulary) over the comprehensive development of communicative competences and the effective processing and generation of knowledge in the target content area.

Such challenges could be addressed through systematic planning, continuous scaffolding, the use of inquiry-based

learning, and self-regulatory practice, helping teachers better situate their CLIL practice to enrich their professional development and enhance learning in their educational communities.

KEYWORDS

Teacher development, CLIL breaches, CLIL systematic planning.

BIODATA

Juan Carlos Torres is an academic coach in Santillana, an international publishing house. He works in teacher training programs that include methodology and usage of teacher resources (printed and digital) for education. He is a candidate in the Masters' in English Language Teaching for Self-directed Learning. His areas of interest include CLIL, 21st century skills, ICT and design thinking.

Dr. Liliana Cuesta Medina is a professor in the Masters' programs at the Department of Foreign Languages & Cultures, Universidad de La Sabana (Chía, Colombia). She holds a PhD in English Philology from the Universidad Nacional de Educación a Distancia (UNED-Madrid, Spain). Her research areas include CALL, CLIL, teacher education, academic writing, and self-regulation in blended/virtual learning environments, on which topics she has published in a number of indexed journals.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

USING FILM STUDIES TO BUILD PRODUCTIVE SKILLS IN THE CLIL CLASSROOM**- HOT TOPIC****GEOFF YOUNG / UNIVERSIDAD DEL NORTE (COLOMBIA)***Target audience:**Tertiary Educators.*

This session will detail a series of lessons incorporated into a university EFL course (CEFR B1) that were geared around film theory.

Participants will find that the meaningful implementation and scrupulous analysis of motion pictures lends itself quite well to the four Cs of CLIL (Coyle, 1999), as “[film brings] the outside world into the classroom and [provides] a stimulating framework for classroom communication and discussion” (Stempleski & Tomalin, 2001).

Explicit instruction of film techniques is an undeniably engaging topic for a wide variety of students, as anyone can apply this knowledge in their everyday lives—we all watch movies, and an advanced understanding of how they are made can only increase our enjoyment of them.

Among other topics, the presenter will share how the examination of methods of storytelling in cinema was used to develop students’ presentational mode of communication (Shrum & Glisan, 2010).

Participants will depart from this session with some useful and easily adaptable ideas for the implementation of film in the CLIL classroom.

KEYWORDS

Film, arts and culture, writing, speaking

BIODATA

Geoff Young is an EFL professor at Universidad del Norte (Barranquilla, Colombia). He earned his BA in Music from Cleveland State University (Cleveland, Ohio) and his MA in Applied Second Language Acquisition from Carnegie Mellon University (Pittsburgh, Pennsylvania). His research interests include academic writing, computer-assisted language learning, and the application of mobile technology in the language classroom.

INNOVATIVE CLIL SOLUTIONS OR PRACTICES

CLIL INTERSECTIONS: BLENDING MATH AND ENGLISH IN EARLY CHILDHOOD - AWARENESS SESSION

ADRIANA MILENA VILLAMARÍN CÁCERES AND SANDRA JANETH RODRIGUEZ ORJUELA / COLEGIO AGUSTINIANO NORTE (COLOMBIA) AND UNIVERSIDAD EL BOSQUE (COLOMBIA)

Target audience:

Pre-School/Primary Educators

This session presents the results from a collaborative action research study on training 12 pre-service English-language teachers at a university in Bogotá to teach math at a first-grade level.

These pre-service teachers leave university with a strong background in language but little background in teaching subjects through English. The pedagogical intervention drew on early childhood mathematics (ECME) striking a balance between a very direct, didactic, and teacher-centered approach to ECME and a play-based, child-centered, non-didactic approach.

Trainees worked on the principles, strategies, standards, and vocabulary for math operations, geometry, measurement, and problem solving. Data was collected through observations, interviews, and questionnaires to examine what happened during and after the training (etic perspective) and on how the participants felt about what happened (emic perspective).

The findings indicated that, as a result of the pedagogical intervention, the participants' English language proficiency and math teaching competencies made substantial gains and so did their self-confidence.

This session shares these results with regard to certain aspects of CLIL (the six stages of reflection, mind mapping,

and lesson planning) with a focus on the intersection of the didactics of EFL and of the didactics of mathematics. Given the growing demand for self-contained and bilingual content-area teachers, the results show how teacher trainers and trainees in pre-service teacher education can co-construct an approach to CLIL.

KEYWORDS

CLIL, didactics, English, Math, strategies, elementary school.

BIODATA

Adriana Milena Villamarin Caceres is a preschool and primary-level teacher at the Colegio Agustiniiano Norte (Colombia) as a self-contained teacher. She holds a Magister in Education (Didactics for the Teaching of Foreign Languages) and a Specialist degree in applied linguistics for the teaching of English. Her research interests include the teaching of content subjects in bilingual settings.

Sandra Janeth Rodriguez Orjuela is a full time professor in the Bilingual Education program at the Universidad El Bosque (Bogotá, Colombia). She participates in the outreach programme The Teaching of English to Young Learners and teaches the course Herramientas Web para el Éxito Estudiantil. She holds a Magister in Education (Didactics for the Teaching of English) and a Specialization in University Teaching.

2018 CLIL BIENNIAL SYMPOSIUM



AUTHORS

ANA COTES BARROS, BRAINED COACHING EDUCATIVO, COLOMBIA.	69
LUIS ALEJANDRO DÍAZ, GIMNASIO LOS ANDES, COLOMBIA.	70
EDGAR GARZÓN-DÍAZ, UNIVERSIDAD DE LOS ANDES, COLOMBIA.	71
DIANA GÓMEZ-PEREIRA, UNIVERSIDAD DE LA SABANA, COLOMBIA.	73
REBECCA N. GRAHAM, TECNOLÓGICO DE MONTERREY -CAMPUS SANTA FE, MEXICO.	74
CONOR KEOGH, UNIVERSIDAD DEL NORTE, COLOMBIA.	75
LEE MACKENZIE, UNIVERSIDAD DEL NORTE, COLOMBIA.	76
SARA ISABEL MONTOYA TOBÓN AND CAROLINA SALAMANCA LEGUIZAMÓN, FUNDACIÓN UNIVERSITARIA DEL SAN GIL , COLOMBIA.	78
PABLO M OLIVA PARERA, MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES- MONTERREY , USA.	80
DANNY PISSARELLO AND JERMAINE S. MCDUGALD, UNIVERSIDAD DE LA SABANA, COLOMBIA.	82
MAURICIO RIVERA JIMÉNEZ, PEARSON.	84
MONICA RODRÍGUEZ BONCES, PEARSON.	85
CAROLINA RODRÍGUEZ BUITRAGO AND ALIS PATAQUIVA, INSTITUCIÓN UNIVERSITARIA COLOMBO AMERICANA - UNICA AND UNIVERSIDAD JORGE TADEO LOZANO , COLOMBIA.	86
JAMES WILLIAM STUBBS, FUNDES, COLOMBIA.	88
JUAN CARLOS TORRES AND LILIANA CUESTA MEDINA, RICHMOND PUBLISHERS AND UNIVERSIDAD DE LA SABANA, COLOMBIA.	90

GEOFF YOUNG, UNIVERSIDAD DEL NORTE, COLOMBIA.	92
ADRIANA MILENA VILLAMARÍN CÁCERES AND SANDRA JANETH RODRIGUEZ ORJUELA, COLEGIO AGUSTINIANO NORTE AND UNIVERSIDAD EL BOSQUE , COLOMBIA.	94
CHRISTIANE DALTON-PUFFER, DEPARTMENT OF ENGLISH & CENTRE FOR TEACHER EDUCATION UNIVERSITÄT WIEN, AUSTRIA.	42
DARIO LUIS BANEGAS, MINISTERIO DE EDUCACIÓN DEL CHUBUT (ARGENTINA), ASSOCIATE FELLOW- UNIVERSITY OF WARWICK, UK.	48
ESTER J. DE JONG ,UNIVERSITY OF FLORIDA , FLORIDA.	50
KRISTINE ADAMS, PAIGE POOLE AND ROSA DENE DAVID, UNIVERSIDAD DEL NORTE AND UNIVERSIDAD DE LA SABANA, COLOMBIA.	54
MAYRA ELIZABETH AVILA ORTIZ, UNIDAD EDUCATIVA TÉCNICO SALESIANO, ECUADOR.	60
MIGUEL ANGEL ARÉVALO, ADRIÁN NARVÁEZ AND XIMENA ORELLANA, UNIVERSIDAD DE CUENCA, ECUADOR.	58
RAUL ALBUQUERQUE PARANÁ ,UNIVERSITY OF JYVÄSKYLÄ, FINLAND.	98
RIGOBERTO CASTILLO, UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS, COLOMBIA.	65
RUBEN DARÍO CANO BLANDÓN AND LUISA FERNANDA MESA SILVA, UNIVERSIDAD PONTIFICIA BOLIVARIANA, COLOMBIA.	63
SARAH LYNN ,HARVARD UNIVERSITY'S CENTER FOR WORKPLACE DEVELOPMENT , USA.	45
TREY COLLIER ERWIN, UNIVERSIDAD DEL NORTE, COLOMBIA.	57



7TH BIENNIAL

CLIL SYMPOSIUM

MAKING CLIL
WORK IN YOUR
CONTEXT

SEPTEMBER 7-8, 2018

UNIVERSIDAD DE LA SABANA