Working CLIL
4th INTERNATIONAL COLLOQUIUM

PROGRAMME & BOOK OF ABSTRACTS

30 June & 1 July, 2025

Polytechnic University Castelo Branco - Escola Superior de Educação
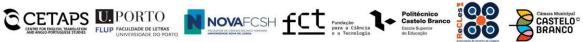
Paper Presentations

Round 1

Round 2

Parallel sessions

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Joint local organisation Instituto Politécnico de Castelo Branco (IPCB), Agrupamento de Escolas Gardunha e Xisto (AEGX) and Agrupamento de Escolas Nuno Álvares (AENA)
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T.J O'Ceallaigh (U. Limerick)
Valentina Piacentini (U. Aveiro)
Víctor Pávon (U. Córdoba)
Virginia Vinuesa Benítez (U. Rey Juan Carlos)

WORKING CLIL

4th International Working CLIL Colloquium

Plurilingual practices through CLIL: helping teachers find their way

Day 1. Monday 30th June

8.30 - 9.30. Registration (Entrance Hall)

9.30. Auditorium - **Opening address** Margarida Morgado

10.00 Keynote presentation - **Professor Virginia Vinuesa Benítez** – Rey Juan Carlos University, Madrid.

The Path to Deeper Learning: CLIL as a bridge between Language and Culture

Chair: Maria Ellison

11.00 - 11.30. Coffee break (Entrance Hall)

11.30 - 12.30. Workshops Round 1

All levels Room: B9	Primary Room: B1	Secondary Room: B6
The Art of CLIL – Engaging Head, Heart, and Hands **Anabel Reis Alves** **Anna Pires** APPI - Cross curricular Iberian SIG	*Coding Tasks and Technologies for Content-Based Language Instruction* **Camille Lund** **Sarah Braden** Utah State University	*Scaffolding new content with (Deep)AI Exploring the potential of AI Tutor Gizmo and Deep AI Einstein in the production of bilingual materials for Physics and Chemistry* **Ana Maria da Silva Cravo** **Célia Maria Antunes Dias** Agrupamento de Escolas Nuno Álvares

12.30 - 14.00. Buffet lunch

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Agrupamento de Escolas Gardunha e Xisto · Agrupamento de Escolas Nuno Álvares Castelo Branco · appi ASSOCIAÇÃO PORTUGUESA DE PROFESSORES DE INGLÊS · Cross Curricular approaches to... Iberian SIG · ÊB Asociación Enseñanza Bilingüe · LeYa · LEIRILIVRO · ENSINO MAGAZINE

WORKING CLIL

14.00-14.30. Auditorium **Panel: Perspectives on plurilingual practices through CLIL in Portugal and Spain**

Ana Xavier (Ministry of Education, Portugal) & **Julie Tice** (British Council, Portugal) representing the Bilingual Schools Programme (PEBI)

Xavier Gisbert - Spanish Bilingual Association (CIEB)

Chair: Margarida Morgado

14.40 – 15.40. Paper presentations Round 1

Auditorium Moderator: Andrew Sampson	Room: B1 Moderator: Paul Melia	Room: B9 Moderator: Teresa Coelho
Teachers' perceptions of CLIL in the changing demographics of classrooms in Portugal **Maria Ellison** University of Porto **Margarida Morgado** Polytechnic University of Castelo Branco **Ramiro Duran** University of Salamanca	*Developing Multimodal Literacy and Plurilingualism in Engineering: A Case Study* **Sarah Braden** Utah State University	*Guardrails & Green Lights: Empowering Teachers to Steer AI in Multilingual Contexts* **Carlos Lindade** University of Porto
It takes a village: The active involvement of parents in CLIL education **Ana Gonçalves** Escola Superior de Hotelaria e Turismo do Estoril	*Exploring historical and pedagogical Perspectives on CLIL in Türkiye* **Şebnem Yalçın** **Yasemin Bayyurt** Boğaziçi University	*Project-Based Learning (PBL) Lesson Plans for Primary CLIL: Teachers' Voices* **Ana Sanandrés Hurtado** University of Extremadura

15.40 – 15.50. Break.

15.50 – 16.50. Workshops Round 2

Primary Room: B1	Upper Primary Room: B9	Primary & Secondary Room: B6
The essential C: Collaboration **Fran Seftel** IH Braga **Ana Demitroff** TESOL-SPAIN / You First Language Centre	*Rocking with Science: A CLIL Approach to Teaching Biomes in a Plurilingual and Intercultural Classroom* **Fernanda Barros Batista** Agrupamento de escolas Gardunha e Xisto – Fundão	*Contributos de metodologias CLIL Para a inclusão curricular de alunos de origem migrante* **Ana Catarina Castro** Politécnico de Leiria

16.50 – 17.10. Coffee break

17.10 – 18.10. Paper presentations Round 2

Auditorium Moderator: Valentina Piacentini	Room: B1 Moderator: Carlos Lindade	Room: B9 Moderator: Ramiro Durán Martínez
Are future CLIL teachers ready to implement intercultural and plurilingual practices in a monolingual social context? **Ignacio Fernández-Portero** University of Extremadura	*Navigating cultural crossroads: Growing plurilingual and intercultural competences through collaboration and creative thinking in CLIL* **María del Carmen Arau Ribeiro** Guarda Polytechnic University & Budapest University of Economics and Business	*Cognitive benefits of CLIL learning: A cross-linguistic analysis of multilingual young learners' mental lexicon* **Marina González de San Pedro Jiménez** University of La Rioja
Evaluation of Bilingual Programmes in Spain: Discursive Functions and Academic Language **Víctor Pavón Vázquez** University of Córdoba **Lola López Navas** **Virginia Vinuesa Benítez** Rey Juan Carlos University	*Fostering peer assessment in CLIL: Benefits and challenges for plurilingual and intercultural practices in higher education* **Marta Martín-Gilete** University of Extremadura	*Bridging Cognition and Communication Development in CLIL* **Sara Isabel Rendón Romero** **Macarena Navarro Pablo** **Yiyi López Gándara** University of Seville

18.10 – 18.15. Break

18.15 – 19.15. Workshops Round 3

All levels Room: B9	Primary Room: B1	Workshop Higher Education Room: B6
MRMIC: Why Not Circus! **Francisco Custodio Jaimez Ortiz** CEIP Santa Mª de Gracia University of Murcia	Together, We Swing Around Continents **Ana Isabel Pires Jacinto Fidalgo Cavalheiro** Agrupamento de Escolas Gardunha e Xisto	*Bridging Disciplines: A Multidisciplinary Approach to Content and Language Integrated Learning (CLIL) at Universitat Jaume I* **Begoña Bellés Fortuño** **Adrián Pla-Ángel** **Sergio Peñalver Férez** **Alba Mingarro Medina** Universitat Jaume I

20.30. Conference Dinner (courtesy of Câmara Municipal de Castelo Branco) **Acqua Lounge Restaurante** Complexo Desportivo Zona de Lazer 6000-775

WORKING
CLIL

Day 2. Tuesday 1st July

8.30 - 9.00. Registration (Entrance Hall)

9.00 Keynote Professor **Ana Piquer-Píriz**- University of Extremadura, Spain

Research-Based Perspectives on CLIL: Insights Across Educational Levels

Chair: Margarida Coelho

10.00 - 10.15. Break

10.15 - 11.15. Parallel sessions

Paper presentation Auditorium Moderator: Ana Gonçalves	Paper presentation Room: B9 Moderator: Lola López Navas	Workshop Room: B6
Teachers' and Students' Insights into Attention to Diversity in Spanish-English Bilingual Primary Schools **Ramiro Durán Martínez** Universidad de Salamanca.	*Understanding Plurilingualism in CLIL: Integrating CEFR's Dynamic Language Repertoires in Multilingual Classrooms* **Miguel Fernández Álvarez** Universidad Politécnica de Madrid **Amanda Montes** Northeastern Illinois University in Chicago	Ingenious Engineers: Developing Students' Language & Engineering Literacies **Sarah Braden** Utah State University
MRMIC: A Pedagogical Approach for Inclusive Bilingual Education **Francisco Custodio Jaimez Ortiz** CEIP Santa Mª de Gracia University of Murcia	*Digital Practices for Plurilingual Learning in CLIL* **Valentina Piacentini** Centro de Investigação em Didática e Tecnologia na Formação de Formadores, Departamento de Educação e Psicologia, Universidade de Aveiro	

11.15 - 11.45. Coffee break

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WORKING CLIL

11.45 - 13.15. Parallel sessions		
Paper presentation **Auditorium** **Moderator: María del Carmen Arau**	**Paper presentation** **Room: B9** **Moderator: Sarah Braden**	**Workshop Higher Education** **Room: B6**
Vocabulary in CLIL settings: an analysis of written input at the primary education level **Irene Castellano-Risco** University of Extremadura	*Harnessing Generative AI for Multilingual and CLIL Classrooms: Opportunities, Risks, and Practical Applications for Teachers* **Margarida Morgado** Polytechnic University of Castelo Branco **Carlos Lindade** University of Porto	*Impact of AI in Engineering Education: CLIL-Based Approaches, New Tools, and Lecturers' Evolving Roles* **Mónica Régio** Polytechnic University of Castelo Branco **Marcelo Rudolfo Calvete Gaspar** Polytechnic Institute of Leiria
Contributos para o ensino-aprendizagem plurilingue **Olga Cristina Silva Alves Heitor** Nova University Lisbon	*Intercultural Citizenship for all through CLIL* **Ana Leão** Nova University, Lisbon	
Implementing an Intervention Plan for Interdisciplinary Collaboration in Plurilingual CLIL Contexts **Isabele Maria Nunes Lavado** Castelo Branco Polytechnic University	*Multiperspectivity: tasks that encourage learners to appreciate other points of view* **Andrew Sampson** University of Porto	

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PLENARY SPEAKERS

June 30, 10:00-11:00

The Path to Deeper Learning: CLIL as a bridge between Language and Culture

Virginia Vinuesa Benítez
Rey Juan Carlos University, Spain

Content and Language Integrated Learning (CLIL) emerged as a powerful educational approach more than two decades ago. However, its full potential remains underexplored, and many educators and policymakers are still unaware of the breadth of its benefits when effectively applied. Challenges such as inadequate teacher training, inconsistent methodologies, and a lack of institutional support have often hindered its optimal implementation. When properly integrated, it serves as a powerful bridge between language and culture, enhancing students' cognitive and communicative abilities while promoting intercultural competence. By merging linguistic and disciplinary content, it encourages learners to engage with authentic materials, think critically, and develop a deeper understanding of both the target language and the cultural contexts in which it is embedded. Furthermore, CLIL supports the development of plurilingualism by enabling students to draw on their full linguistic repertoire, fostering flexible language use and cross-linguistic awareness. In this talk some pedagogical strategies, benefits, and challenges of CLIL will be highlighted, emphasizing the need for a deeper understanding and more widespread adoption of its best practices. All in all, CLIL provides a pathway to meaningful, interdisciplinary education that prepares students for the demands of a globalized and multilingual world.

Virginia Vinuesa Benítez holds a degree in English Philology from the University of Granada and a PhD from Rey Juan Carlos University. With over 25 years of experience in education, she has worked across all educational levels, from Early Childhood to University Education, in both Spain and the United Kingdom. She is currently a faculty member at Rey Juan Carlos University in Madrid, where she lectures on language didactics in the Pre-primary and Primary Education degree bilingual programs, as well as in the master's degree in Secondary Education and the master's degree in Bilingual Teaching in Primary Education.

She has actively participated in training CLIL (Content and Language Integrated Learning) teachers in bilingual schools throughout the Region of Madrid. She has delivered numerous talks in Spain and the United States, focusing on bilingual education and CLIL methodology. In addition to her teaching responsibilities, she coordinates the master's program in Bilingual Education at Rey Juan Carlos University. She serves as the Vice President of the Bilingual Teaching Association and is a co-editor of the American NABE Journal of Research and Practice.

July 1st, 09:00-10:00

Research-Based Perspectives on CLIL: Insights Across Educational Levels

Ana Mª Piquer Píriz, University of Extremadura, Spain

Over the past four decades, Content and Language Integrated Learning (CLIL) has transformed the European educational landscape, evolving from an experimental pedagogical approach into a key strategy for multilingual competence. With the increasing implementation of CLIL, scholars began to call for more empirical, research-based evidence to substantiate its effectiveness as an educational approach (Cenoz et al., 2014; Pérez-Cañado, 2012). In response to these calls, a substantial body of research has since emerged, providing strong support for CLIL's theoretical and practical foundations, as well as identifying areas for further development and improvement. This talk revisits the work conducted by our team, comprising colleagues from the University of Extremadura and partner institutions across Europe, focused on CLIL across different educational levels. Through a combination of regionally funded projects and European collaborations, we have carried out both theoretical and action-based research, from pre-primary to higher education contexts. Our work has examined vocabulary acquisition (Alejo-González & Piquer-Píriz, 2016a, 2016b; Castellano-Risco et al., 2020), teachers' needs (Alejo-González & Piquer-Píriz, 2010; Coelho, 2022; Piquer-Píriz & Castellano-Risco, 2021; Régio, 2024), the influence of context on learning outcomes (Alejo-González & Piquer-Píriz, 2016a), and the integration of CLIL with other pedagogical approaches such as project-based learning (Piquer-Píriz & Pérez-Valenzuela, 2023). Moreover, we have developed practical resources for teachers, including guides for implementing CLIL in primary education (Alejo-González et al., 2021) and at the university level (Piquer-Píriz

et al., 2022). Our research work emphasises the importance of evidence-based practice in CLIL implementation. We have consistently highlighted the need to examine not only the impact on learners—cognitively, linguistically, and motivationally—but also the roles of teachers and the influence of families. Drawing on empirical data, we advocate for informed, context-sensitive CLIL practices that support both language development and content mastery. This talk will highlight key outcomes, methodological challenges, and future directions, showing how research findings can inform effective, inclusive, and sustainable CLIL practices in diverse educational settings.

Ana Mª Piquer-Píriz is a senior lecturer at the Faculty of Education and Psychology (University of Extremadura, Spain). Her research interests concern: 1) EFL learning and teaching, 2) L2 vocabulary acquisition, 3) figurative language, and 4) Content and Language Integrated Learning (CLIL). Her work has appeared in journals such as the Journal of Pragmatics, System, Language, Culture and Curriculum, Language Teaching Research, Review of Cognitive Linguistics, Metaphor and the Social World or VIAL. She has recently published the book E-learning in English Medium Instruction (EMI): Academic language for university students (2023, Peter Lang). She has co-edited three volumes: Metaphor in Foreign Language Instruction (2020, Mouton de Gruyter), Applying Cognitive Linguistics: Figurative language in use, constructions and typology (2018, John Benjamins) and Metaphor in Use: Context, culture, and communication 2012, John Benjamins) as well as several book chapters with John Benjamins, Mouton de Gruyter, Routledge and Springer.

She has taken part in research projects at European (Interdisciplinary collaborative approaches to learning and teaching (INCOLLAB - 2019-1-CZ01-KA203-061163; CLIL for young European citizens (CLIL4YEC - 2019-1-IT02-KA201-063222), national (Metaphor in Academic Talk: L2 metaphor production in Higher Education CLIL discussion Seminars - METCLIL: EuroCoAT Second phase, FFI2017-86320-R; Metaphor use in one-to-one academic consultations in English: Implications for Spanish student mobility in Europe-EuroCoAT FFI2011-22809) and regional levels. She was the PI of the regionally-funded project, Developing virtual collaborative learning environments for content and language integrated learning (CLIL) in Higher Education adapted to the University of Extremadura (ICLUEx IB18055), and is currently also PI of the nationally-funded project, Exploring the EFL productive vocabulary of L2 and L3 (heritage) learners in a secondary school context: the cognitive dimension (HERCOG PID2022-137337NB-C22), in coordination with the University of La Rioja.

Colloquium workshop presentations

Workshops Round 1

June 30, 11.30 - 12.30

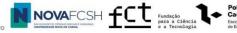**The Art of CLIL – Engaging Head, Heart, and Hands**

Anabel Reis Alves
Anna Pires
APPI - Cross-curricular Iberian SIG, Portugal

Content and Language Integrated Learning (CLIL) is most effective when it engages the whole learner and teacher—the head (cognition), the heart (emotions), and the hands (active learning). This practical workshop brings together two teachers—one experienced in CLIL and the other new to it—to explore how the arts and multimodal approaches can transform CLIL lessons into engaging, meaningful, and dynamic learning experiences across a variety of subjects, not just science. By integrating music, literature, poetry, drama, storytelling, and visual arts, teachers can create rich, multisensory learning environments that enhance content understanding, foster emotional connections, and encourage creativity and student expression. This approach also promotes cross-curricular collaboration, empowering content teachers to work alongside language teachers in project-based learning (PBL) that boosts student agency and voice. This approach not only merges language and content, but also shifts learning from passive to active engagement, creating a safe space for exploration and risk-taking. Through hands-on, arts-based projects, students develop not only language and subject knowledge but also essential 21st-century skills, including collaboration, critical thinking, curiosity, creativity, and cultural awareness. Join us in this motivating session as we explore practical, arts-infused CLIL strategies that will help students think, feel, and create while learning content in a second language. Walk away with the belief that CLIL can be more dynamic, interactive, and motivating for all learners and teachers!

Anabel Reis Alves relies on more than 25 years of classroom experience with different age groups and levels. She has been a teacher trainer for over 10 years and has trained teachers in Portugal, Spain, Tunisia (British Council) and Mexico – both at primary and secondary levels. Anabel holds an MA in Applied Linguistics from the University of Birmingham, U.K. and has a published chapter (University of Porto) on "Hands-on CLIL:

A Project-based Orientated Approach to Geography in Lower Secondary". She is a regular presenter at international conferences, the co-coordinator of a new cross-curricular Iberian Sig, the co-author of a textbook in Portugal and has written material for both Spanish and Portuguese publishers. She is also a co-tutor on two modules of an intercollegiate MA in CLIL.

Anna Pires, originally from Canada, is a DELTA-qualified teacher with 30 years of experience teaching EFL in Portugal, including 25 years with International House. She is an experienced teacher trainer and materials writer, having authored coursebooks, supplementary books, and children's books for Portugal, Angola, Mozambique, Cabo Verde, and East Timor with Porto Editora. Currently, she is the Co-coordinator of the APPI Mindful EFL SIG, where she trains teachers on integrating mindfulness and social-emotional learning into language teaching. Passionate about working with teenagers, she is dedicated to creating engaging, student-centred learning environments that foster both linguistic and personal growth. A regular presenter at international conferences, Anna shares insights on music, multimodal learning, classroom management, and holistic approaches to teaching.

Coding Tasks and Technologies for Content-Based Language Instruction

Camille Lund
Sarah Braden
Utah State University, United States

Our research team explored using computer science as the content area for Content and Language Integrated Learning (CLIL). Teaching coding in bilingual classrooms offers one mechanism to improve learners' STEM literacies and their communicative skills in a target language. In this workshop, we will share our experiences with integrating coding in first- and second-grade Portuguese-English and Spanish-English bilingual classrooms in the United States. Participants will learn ways to use robot coding toys and activities to provide engaging and motivating contexts for students to develop and use language. Participants will experience the coding activities first-hand, view video clips of the US-based team implementing the curriculum, and receive copies of instructional materials in English, Portuguese, and Spanish. Because teachers are often unfamiliar with computer science as a content area, using coding and its technologies to support learning in meaningful ways is often challenging. Hence, we will present information in this session that will explain the synergies among technology, coding, mathematics, and language for supporting students' learning that we have discovered in our research. In particular, we will focus on what the multimodality of these tasks and tools affords CLIL practices in primary classrooms.

Camille Lund is a doctoral student in the School of Teacher Education and Leadership at Utah State University. Her research centers around discourse in elementary mathematics classrooms, teacher decision-making, and student collaboration in STEM contexts.

Sarah Braden is an Associate Professor in the School of Teacher Education and Leadership at Utah State University. Her research explores multilingualism in STEM education contexts.

Scaffolding new content with (Deep)AI: Exploring the potential of AI Tutor Gizmo and Deep AI Einstein in the production of bilingual materials for Physics and Chemistry

Ana Maria da Silva Cravo
Célia Maria Antunes Dias
Agrupamento de Escolas Nuno Álvares, Portugal

Students who arrive in Portugal and are integrated in upper secondary classes have difficulty not only because the content may be new to them, but also because they lack the required language skills. Despatch No 2044/2022, 16 February, establishes the rules to ensure support for students whose mother tongue is not Portuguese, and according to it all students should be given equitable conditions for access to the curriculum and educational success. Among other measures, there is a reference to glossaries, which should be given to students to help them understand the terminology used. This school year, a language teacher has used library time to select, adapt and create materials in English and Portuguese for Chemistry and Physics to help two migrant students from year ten. ChatGPT was used to build bilingual glossaries with relevant terminology, which were then validated by the subject teacher. Both teachers felt this procedure was not enough. The students needed help not only to understand basic concepts of Chemistry and Physics, but also to understand how to solve problems and apply the formulas learned, something the language teacher was not prepared to do on her own during their face-to-face weekly session. Instead of giving up, the language teacher decided to try (Deep) AI Tutors to help scaffold content and create bilingual materials. In this workshop, we are going to present AI Tutor Gizmo and Deep AI Einstein, and we will show how the language teacher worked collaboratively with the subject teacher to scaffold content and with the students to teach them how to interact with the AI Tutors to get the help they needed. Participants will also be invited to test the potential of these two tools.

Ana Maria da Silva Cravo graduated in Modern Languages and Literatures (English and German) from the University of Lisbon and has a master's degree in Supervision from the University of Nottingham. She has a long teaching experience across all educational levels and currently teaches English in Agrupamento de Escolas Nuno Álvares. In the past four years, she has been involved in projects aiming to integrate migrant and refugee students in her school.

Célia Maria Antunes Dias graduated in Chemistry from the University of Coimbra, and has also completed a master's degree in Chemistry at the University of Évora. She has a

long experience as a teacher of Physics and Chemistry to lower and upper secondary students at Agrupamento de Escolas Nuno Álvares (AENA).

Workshops Round 2

June 30, 15.50 – 16.50

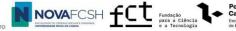**The essential C: Collaboration**

Fran Seftel
IH Braga / APPI, Portugal
Ana Demitroff
TESOL, SPAIN / You First Language Centre

This workshop explores opportunities for collaboration and whole-school approaches in Pre-primary, Primary and Middle School, focusing on how a dynamic, mutually respectful partnership among specialists and language teachers can be fostered. Effective relationships between people must evolve in multidisciplinary teams (Kochhar-Bryant, 2010), and plurilingual or bilingual programmes (Ivanova, 2018). In such environments, all educators bring unique perspectives and expertise. Indeed, CLIL specialists (Marsh, Working CLIL 2022; Schleppegrell, 2018) have reminded us of the need to look beyond the ELT perspective. The session will share examples of successful collaborative practices and how challenges can be overcome. It will also highlight strategies for integrating and reinforcing English while developing general and subject-specific competences, across ages and stages, with snapshots of good practice. We have found it essential to supplement our ELT background with literature and resources from other specialist fields, such as Early Years, Science and Art Education. However, this workshop is not only informed by our extensive reading in different areas, but also our years of experience in a variety of settings and our ongoing dialogues with colleagues. Contact with movements like the Integrated Treatment of Languages (TIL in Spanish) also makes us conscious of the need for dialogue among L1 teachers and CLIL language teachers. Further, our close collaboration with our Early Years colleagues makes us reconsider terms like pluriliteracies (Meyer et al, Council of Europe, December 2015) within a curricular model that is child-up and not content-down.

Fran Seftel is an EFL/CLIL teacher and trainer at International House Braga. She has many years of experience at all levels, but her special interest is teaching pre-school and primary school children through a more holistic approach, integrating English in a range of interconnected areas like sciences, maths, art, music, drama, PE, and IT. In collaboration with other European countries, she has coordinated three Erasmus+ projects about teaching English through stories, play and STE(A)M.
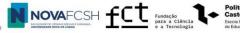
Ana Demitroff no longer counts how many years she has been in the classroom. However, as an experienced CLIL/ELT teacher and trainer, she hasn't stopped learning from those around her, both colleagues and students, whose ages range from 1-3 to adults. Ana has a special interest in age-appropriate and learner-centred CLIL developed by multidisciplinary teams working in collaboration.

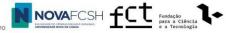# Rocking with Science: A CLIL Approach to Teaching Biomes in a Plurilingual and Intercultural Classroom

Fernanda Barros Batista

Agrupamento de escolas Gardunha e Xisto – Fundão, Portugal

Rocking with Science is an innovative workshop designed to integrate science education within the Programa de Escolas Bilingues em Inglês, an initiative by the Portuguese Ministry of Education. Implemented at Agrupamento de Escolas Gardunha e Xisto in Fundão, this approach embraces Content and Language Integrated Learning (CLIL) and student-centered methodologies, fostering both scientific literacy and language development in a plurilingual, intercultural, and inclusive learning environment. This session focuses on teaching biomes—distinct ecological regions shaped by climate, flora, and fauna—as interconnected systems, aligning with the 6th-grade science curriculum (Aprendizagens Essenciais). Rather than treating these elements separately, the workshop highlights their interdependence, promoting a holistic understanding. Beyond scientific content, the CLIL approach supports plurilingualism by encouraging students to draw from their linguistic repertoire, while fostering intercultural awareness by exploring how diverse communities interact with their environments. Additionally, social inclusion is at the heart of this methodology, ensuring that all students—regardless of linguistic or socio-economic backgrounds—actively participate and engage in learning through differentiated strategies that cater to diverse needs. Participants will engage in hands-on activities, simulating the bilingual classroom experience. They will explore instructional strategies, inclusive and age-appropriate resources, and the specific language used in CLIL-based science lessons. This interactive workshop offers practical insights into making science learning engaging, meaningful, and accessible to all in a plurilingual, intercultural, and socially inclusive setting.

Fernanda Batista é licenciada em Português e Inglês – via Ensino Básico – pela Escola Superior de Educação de Portalegre e mestre em Letras: Estudos Artísticos, Culturais, Linguísticos e Literários pela Universidade da Beira Interior, com ênfase em O Ensino da Gramática Inglesa. Atualmente, leciona no Agrupamento de Escolas Gardunha e Xisto, no Fundão. Entre 2010 e 2015, coordenou o projeto-piloto Projeto de Ensino Bilingue Precoce no 1.º Ciclo do Ensino Básico, promovido pela Direção-Geral da Educação (DGE) e pelo British Council em Portugal, na Escola Básica Nossa Senhora da Conceição, no Fundão. Desde 2015/2016, coordena o Programa de Escolas Bilingues em Inglês. Ao longo da sua carreira, frequentou diversas formações na área da metodologia CLIL/Ensino Bilingue e coordenou e/ou participou no âmbito do Programa Erasmus+.

Contributos de metodologias CLIL Para a inclusão curricular de alunos de origem migrante
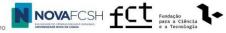
Ana Catarina Castro
Fausto Caels
Politécnico de Leiria

O aumento de 160% no número de alunos estrangeiros no sistema educativo português entre 2018-19 e 2023-24 evidencia transformações demográficas substanciais com forte impacto na vida das escolas, em geral, e nas práticas pedagógicas, em particular. Um dos principais desafios consiste em assegurar aos alunos que não têm o português como língua materna (PLNM) a aprendizagem da língua e, ao mesmo tempo, a aprendizagem do currículo nessa mesma língua. As metodologias CLIL apresentam um potencial muito significativo neste domínio, permitindo desenvolver conhecimentos e competências relevantes às diversas disciplinas, em articulação com a aprendizagem do português enquanto língua de escolarização. O presente workshop destina-se a professores do ensino básico e secundário que trabalham com alunos de origem migrante, seja na disciplina de PLNM, seja noutros contextos e áreas disciplinares. Tem como objetivo explorar um conjunto de estratégias integradas de língua e conteúdo, com particular enfoque na compreensão leitora de textos curriculares. Estes incluem: i) adaptação de textos a diferentes níveis de proficiência, com auxílio de ferramentas em linha, ii) dinamização de atividades de leitura global e respetiva elaboração de diagramas que deem conta de características definidoras de textos e iii) dinamização de momentos estratégicos de leitura detalhada de passagens textuais, para aprofundar a compreensão e servir de base à reescrita, numa linguagem acessível aos alunos, dos principais conteúdos. O workshop permitirá, ainda, partilhar com os participantes um programa de assessoria científica e capacitação de professores, desenvolvido pelos autores, com a designação "Avançar PLNM: Língua, conhecimento e inclusão" (https://sites.ipleiria.pt/avancar-plnm/).

Catarina Castro currently works as an assistant professor at Leiria Polytechnic (IPL-ESECS), Portugal. She is also a researcher in CETAPS at Nova University Lisbon, and a member of their research strand, Teacher Education and Applied Language Studies (TEALS). She holds a PhD in Languages, Literatures and Cultures, with a specialization in Foreign Languages Pedagogy, from the Faculty of Human and Social Sciences at Nova University Lisbon. She has worked as a lecturer at Camões - Instituto da Cooperação e da Língua in the National University of East Timor and Humboldt University and Freie University in Berlin, Germany, and as a visiting lecturer at Universitat Autònoma de Barcelona, Spain.

Fausto Caels

Professor Adjunto na ESECS-IPLeiria e membro integrado do CELGA-ILTEC/UC. Participou em vários projetos na área do PLNM, tendo colaborado com órgãos como a Fundação Calouste Gulbenkian, o Ministério da Educação ou o ACIME. A sua pesquisa atual centra-se no uso do Português enquanto veículo de saberes escolares. É co-autor do Portal dos Géneros Escolares e Académicos, que visa a caracterização da língua portuguesa em diferentes áreas e níveis de ensino, bem como a criação e divulgação de materiais e estratégias para o ensino integrado de língua e conteúdo.

Coordena atualmente o projeto "Avançar PLNM: Língua, Conhecimento e Inclusão" (https://sites.ipleiria.pt/avancar-plnm/), que propõe acompanhamento científico e pedagógico a agrupamentos de escolas para o acolhimento e integração curricular de alunos migrantes, com enfoque na capacitação de professores de diferentes áreas disciplinares.

Workshops Round 3

June 30, 18.15 – 19.15

MRMIC: Why Not Circus!

Francisco Custodio Jaimez Ortiz
CEIP Santa Mª de Gracia
University of Murcia, Spain

The workshop will provide an engaging and hands-on introduction to the MRMICGXXI approach, aimed at addressing diversity in bilingual education. Designed to be both practical and entertaining, the session will take place in the form of an interactive "circus," where participants will move through a series of workstations, each simulating a different educational scenario. These stations are intended to help attendees internalize the key concepts of the approach by experiencing them in action. Participants will be given access to a comprehensive dossier of over 100 pages, which offers detailed strategies and resources for addressing a wide range of learning differences. These include common challenges such as dyslexia, dyscalculia, ADHD, autism, Asperger's, and Down syndrome, as well as strategies for working effectively with deaf and blind students. The entire workshop is grounded in the principles of the 4 Cs of CLIL (Content, Communication, Cognition, and Culture), and aims to demonstrate that no learning difficulty goes unanswered in bilingual contexts when the right tools and approaches are in place. The experience is designed to be not only educational but also fun and memorable, leaving participants equipped and inspired to make inclusive bilingual learning a reality.

Francisco Custodio Jaimez Ortiz has worked at all levels of education and outside of formal education in foster homes such as 'Hermano Mayor', language franchises, and since 1998 has been in formal education from infant to baccalaureate. He has also worked as an educational technician for the Education Department. He works as a teacher of primary-bilingual education at CEIP Sta. María de Gracia in Murcia and is Assistant Professor of the degree of Education - English language mention (Didactics of Phonetics, Didactics of English Language and Design of UUDD in the English classroom) in ISEN university and with Siena Education, Teacher trainer on bilingualism and learning difficulties, Professor within the Montessori master's degree on Learning Difficulties.
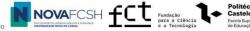
Together, We Swing Around Continents

Ana Isabel Pires Jacinto Fidalgo Cavalheiro
Susana Nunes
Agrupamento de Escolas Gardunha e Xisto, Portugal

The workshop "Together, We Swing Around Continents" begins with a brief introduction and contextualisation of the English Bilingual Schools Programme (PEBI), implemented at Agrupamento de Escolas Gardunha e Xisto in Fundão. The session then adopts a hands-on, experiential format, applying CLIL (Content and Language Integrated Learning) and Project-Based Learning methodologies. Participants will immerse themselves in a dynamic simulation of a 3rd-grade Estudo do Meio project, centred on "Continents, Countries, Nationalities, and Intercultural Awareness." They will collaborate across disciplines - *Estudo do Meio*, Art, Physical Education, and *Oficina do Saber* - mirroring the integrated, English-mediated learning that took place in the classroom. Designed to promote civic education, the project raises awareness of social and cultural diversity and contributing to a more inclusive and equal society. Using a task-based approach, it aims to help children understand the importance of respecting social and cultural differences, fostering global awareness and community well-being. Through an intercultural perspective, it encourages active parental involvement and reinforces values such as solidarity, empathy, and justice. Plurilingualism is a core pillar, highlighting the value of diverse languages and cultures. By integrating English into different subject areas, students not only develop their language skills but also gain a deeper understanding of how languages interact and coexist in a globalised world. This fosters open-mindedness, adaptability, and respect for linguistic diversity. Throughout the session, participants will take on the role of learners, experiencing all phases of a bilingual lesson: classroom language, age-appropriate strategies, and tailored resources - empowering them to adapt and apply these practices in their own contexts.

Ana Cavalheiro e professora do ensino básico, variante de Português e Inglês (desde 1994). Desempenha, actualmente, as suas funções no Agrupamento de Escolas Gardunha e Xisto, no Fundão, como professora de inglês coadjuvante, no Programa Bilingue. Ao longo da sua carreira docente, frequentou diversas formações no âmbito do Ensino Bilingue /CLIL, dinamizadas pela DGE, British Council, Dislexia, Contadores de Histórias, Capacitação Digital, Materiais Didáticos, Programa Coménius, Práticas pedagógicas ativas com recurso às tecnologias digitais na disciplina de inglês, entre tantas outras. Participou em dois projectos Erasmus+, no âmbito do ensino CLIL, colaborando na planificação de diversos planos e produção de materiais didático-pedagógicos. No último Programa Erasmus+ em que participou, planificou e criou

materiais relacionados com Bullying. Este plano e materiais foram desenvolvidos e aplicados nas suas turmas e com crianças e jovens, participantes do Programa Erasmus+, "CLIL for Young European Citizens". Apresentou (maio 2022), o trabalho desenvolvido no âmbito do Bullying, do Projeto Erasmus+, em dois seminários (Fundão e Badajoz).

Susana Nunes e professora do ensino básico, variante Matemática e Ciências (desde 1999). Desempenha, há 11 anos, as suas funções no Agrupamento de Escolas Gardunha e Xisto, no Fundão, como professora titular de turma, do 1.º Ciclo, no Programa Bilingue. Atualmente, trabalha com uma turma multicultural, com alunos de 7 nacionalidades diferentes. Frequentou algumas formações no âmbito do Ensino Bilingue /CLIL, dinamizadas pela DGE, British Council. Participou em dois projetos Erasmus+, no âmbito do ensino CLIL, num deles colaborando na planificação de diversos planos e produção de materiais didático-pedagógicos e noutro através da aplicação nas suas turmas participantes do Programa Erasmus+, "CLIL for Young European Citizens". Participou no presente ano letivo no projeto Erasmus "Innovating to Learn, Learning to Innovate".
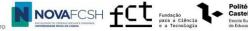
Bridging Disciplines: A Multidisciplinary Approach to Content and Language Integrated Learning (CLIL) at Universitat Jaume I

Begoña Bellés Fortuño
Adrián Pla-Ángel
Sergio Peñalver Férez
Alba Mingarro Medina
Universitat Jaume I, Spain

This paper investigates the challenges of English-medium instruction (EMI) in STEM fields at Universitat Jaume I in Spain carried out by the innovative educational group CLHIOS. While the number of content courses taught in English has increased (Maljers et al., 2007), corresponding curricular adaptations and clear methodological frameworks for integrating content and language learning are often lacking. This study analyzes the difficulties students and lecturers encounter in EMI contexts at a Higher Education (HE) level, exploring issues such as language proficiency, specialized terminology, and pedagogical approaches. A key component of this research is the project carried out by the innovation group CLHIOS, a multidisciplinary initiative designed to enhance EMI at a HE level through collaborative efforts between language and science lecturers. CLHIOS innovation group facilitates a comprehensive review of teaching materials, provides targeted resources, and fosters interdisciplinary collaboration across Technology (Mota-Babiloni et al., Bellés-Fortuño et al., 2021), Health Sciences and Biology (Bellés-Fortuño et al., 2019). This proposed workshop will examine the specific challenges within Biology, Engineering, and Health Sciences CLIL/EMI practices, and will explore how the CLHIOS project is addressing these needs, aiming to offer practical recommendations for improving EMI practices in HE. Our objective is to analyse the problems that teaching in English presents for tertiary education students and lecturers in different STEM modules. One of pedagogical initiatives includes the production of oral assessment rubrics in Nursing degrees conducted by language and content experts, with a particular focus on clinical interviews. By closely examining the adjustment of assessment criteria, paying special attention to language communication aspects and how these influence students' language development, communication skills, and overall performance. Within the Engineering frame we include CLIL-based design and implementation of three innovative activities, which were introduced in the *HVAC and Refrigeration Installations* modules at a Spanish university as part of the Mechanical Engineering Bachelor's degree. Under the CLIL/EMI methodology, a focus is made on the instruction of technical content, enhanced with a focus on target language fluency, vocabulary acquisition, and written and oral comprehension. The activities included designing multiple-choice

questionnaires, creating a glossary, and participating in an online discussion forum for presentations. As for the Biology module we include the elaboration of English materials when working in laboratory sessions. A preliminary guide to language materials and OERs has been generated and provided for the students. Some preliminary findings on these pedagogical initiatives have shown that multidisciplinary teamwork has indeed motivated the STEM and language-based lecturers as well as the students to face the sessions delivered in English in Engineering, Biology and Nursing. This workshop provides thus useful ideas and displays the activities already described in the areas above mentioned, motivating educators to enhance the practice of CLIL/EMI practices in the educational sphere.

Begoña Bellés Fortuño is a senior lecturer in the Department of English Studies at Universitat Jaume I, Spain, where she lectures English Studies degree students as well as in degree of Medicine. She is currently the Director of the Interuniversity Institute of Modern Applied Languages (IULMA) at Universitat Jaume I. Her research interests are focused on Medical Discourse Analysis, and clinical setting communication encounters. In the educational side, she runs a multidisciplinary project on CLIL and COIL experiences in the university classroom.
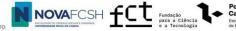
Adrián Pla-Ángel is a part-time lecturer in English Studies and a PhD student in Applied Linguistics, Literature and Translation at Universitat Jaume I. He holds a BA in English Studies and an MA in Secondary Education. A member of the IULMA research institute and GENTT research group, he has also collaborated with the CHLIOS innovation group. His research explores corpus linguistics and discourse analysis of textual and digital genres within health sciences, using digital resources.

Sergio Peñalver-Férez is a part-time lecturer in the Department of English Studies and a PhD student in the Applied Linguistics, Literature, and Translation program at Universitat Jaume I. They also hold an MA in Linguistics and a BA with honors. They are also a member of the IULMA research institute and a collaborating member of the GENTT research group. Their research interests focus on the field of applied language acquisition and instruction aided by technologies, gender diversity, equity, and queer theory in higher education.

Alba Mingarro Medina is a part-time lecturer in the Department of English Studies at Universitat Jaume I (Spain). She holds an MA in Intercultural Studies. She is a prospective PhD student in the Applied Languages, Literature, and Translation doctoral program at Universitat Jaume I. She is currently a member of the innovation research group CLHIOS at the modern applied languages research institute IULMA. Her line of research follows the use of augmented and virtual reality in the field of education, specifically its implementation in English language teaching across disciplines, CLIL and ESP.

Panel

Perspectives on plurilingual practices through CLIL in Portugal and Spain

Ana Xavier
Direção-Geral da Educação/Ministério da Educação, Ciência e Inovação (DGE/MECI)
Julie Tice
British Council Portugal, Lisbon, Portugal

In this panel, we will be sharing the perspectives of both the Ministry of Education, Science and Innovation and the British Council on plurilingual practices through CLIL in Portugal. In doing so, we will discuss the potential of the recent Council of Europe recommendation on the importance of plurilingual and cultural competence for democratic culture for the Portuguese education system and the increasing relevance of plurilingualism in Portugal today. There will be an opportunity to reflect on how this can positively impact on foreign language curricula and education policy more generally, but also on the challenges this may entail. In the end, PEBI will be revisited as a starting point that can help tackle both challenges and opportunities in plurilingualism/pluriculturalism.

Ana Xavier is a teacher working for the DGE/ME, where she has been involved in the implementation of bilingual education in Portuguese state preschools and schools with the British Council Portugal since 2011. This has entailed joint coordination, producing reference documents, and organising monitoring and training activities. She participated in national and international teacher training in CLIL and bilingual education and has a Master's degree in English Language Teaching from FCSH/UNL – NOVA Lisbon, focusing on CLIL assessment at the lower primary level. Ana has recently contributed to chapters in three publications, namely Assessment and Learning in CLIL Classrooms: Approaches and Conceptualisations, Contexts and Conditions for Successful CLIL in Portugal and Handbook of CLIL in Pre-primary Education

Julie Tice is currently Cluster Academic Lead for the British Council Portugal. She has been involved in the introduction of bilingual education to state schools in Portugal in collaboration with DGE/ME since the beginning of the project. This grew from her early interest in second language acquisition and later working experience in Spain, where she became familiar with the well-established British Council/Spanish Ministry of Education Bilingual Education Programme. In Portugal, she has worked closely with DGE/ME on the development of the programme, in particular leading on, planning and delivering the training programme for teachers with a team of British Council trainers. She has recently

contributed to chapters in two publications, Contexts and Conditions for Successful CLIL in Portugal and Handbook of CLIL in Pre-primary Education

Plurilingualism and CLIL
Xavier Gisbert
Spanish Bilingual Association (CIEB), Spain

An essential objective of any educational system is to ensure that all students reach high levels of linguistic competence. But how to proceed? What is the formula? The term plurilingualism tries to impose itself over any other term. It seems that "pluri" and "multi" is the future. But what do we mean by plurilingualism? Is it applied in the same way in all the countries around us? In this session we will try to address the differences between bilingual and multilingual teaching, its treatment in schools and the advantages and disadvantages of its application depending on the approach chosen.

Xavier Gisbert da Cruz holds a degree in French Philology from the Complutense University of Madrid. In Madrid, he has been responsible for the development of bilingual education in primary and secondary education, and of specific teacher training. He is Director of the CIEB International Conferences on Bilingual Education. He is currently President of the Asociación Enseñanza Bilingüe.

Parallel sessions

Workshops

July 1, 10.15 – 11.15

Ingenious Engineers: Developing Students' Language & Engineering Literacies

Sarah Braden
Colby Tofel-Grehl
Edgar Díaz
Tyler Hansen
Gulnur Ozbekbayeva
Utah State University, United States

In the United States and Portugal, secondary education in STEM focuses on the core sciences (e.g., physics, biology, chemistry), and youth have little exposure to engineering disciplines within their school-based coursework. Integrating engineering education into language-based programming has the potential to grow students' linguistic repertoires while also giving them vital learning experiences in engineering. In this workshop, teachers and teacher educators will learn how one team of US-based scholars is implementing plurilingual learning opportunities and applying a CLIL framework to the design of engineering instruction. We will offer an overview of the engineering design challenges we've used with youth, which include: (a) optimizing a process for producing raspados (a Latin American dessert); (b) designing a windmill and iterating the design to increase electrical output; and (c) designing and building a self-watering window garden. Learners in these challenges are exposed to the engineering design cycle as well as tools like 3D printing and block coding with language scaffolds to support their participation (e.g., deliberate L2 scaffolding, multilingual materials, multilingual adults). Workshop attendees will experience the windmill design challenge and will receive copies of curricular materials in English to adapt for their own teaching contexts.

Sarah Braden is an associate professor of cultural studies in the School of Teacher Education and Leadership at Utah State University. Her research explores the language socialization and science learning trajectories of multilingual youth through design-based research in science and engineering education contexts.

Colby Tofel-Grehl is the Vice Dean for Teacher Education and School & Community Partnerships at Teachers College, Columbia University and associate professor of science education.

Edgar Díaz is an assistant professor of social studies education at Utah State University and his research utilizes Systemic Functional Linguistic (SFL) as an analytical framework.

Tyler Hansen is a recent graduate of Utah State University and a science teacher educator focusing on environmental education.

Gulnur Ozbekbayeva is a PhD student in science education and a graduate research assistant.

July 1, 10.45 – 13.15

Impact of AI in Engineering Education: CLIL-Based Approaches, New Tools, and Lecturers' Evolving Roles

Mónica Régio
Polytechnic University Castelo Branco, Portugal
Marcelo Rudolfo Calvete Gaspar, Portugal
Polytechnic Institute of Leiria, Portugal

The integration of Artificial Intelligence (AI) in engineering education is challenging traditional teaching and learning paradigms. Considering the new Higher Education landscape, it is urgent to discuss the lecturers' new roles affected by the recent outcomes of AI integration in formal and non-formal learning contexts. Based on a hands-on approach, the participants will experience and discuss the use of new AI tools to enhance plurilingual and intercultural practices in a dedicated CLIL engineering education module. This workshop will explore the latest AI-driven tools and their applications in higher education, including intelligent tutoring systems, generative AI for content creation, and data-driven student performance analytics. It will also address how AI can enhance student engagement by promoting plurilingual competence and intercultural understanding and foster enhanced teaching and learning experiences while implementing CLIL in engineering education. Additionally, the session will discuss the evolving role of lecturers, considering the new AI tools and advancements. As AI takes on more automated functions, educators must redefine their tasks, focusing on critical thinking development, AI literacy, and the ethical implications of AI-enhanced learning. Finally, the participants will engage in discussions on best practices, challenges, and future directions for AI in engineering education. Participants will also be able to experiment with AI tools. The aim is to provide teachers with strategies to address AI's potential while maintaining academic integrity, promoting human-AI collaboration for enhanced plurilingual and intercultural learning outcomes, and fostering a student-centered learning environment.

Mónica Régio is a PhD in Language Didactics, Specialisation in English Language Teaching. Her PhD thesis explores teacher collaboration through ICLHE in higher education. She is a Lecturer of English at the Polytechnic University of Castelo Branco for fifteen years. She integrated a pilot RECLES (Associação em Rede dos Centros de Línguas do Ensino Superior) project on CLIL. She was also part of the Incollab Erasmus+ Project and now integrates the SHUTTLE Erasmus+ Project IPCB team. Her research focuses on Content and Language Integrated Learning, English Foreign Language Teaching and Intercultural Education.

Paper Presentation Round 1

June 30, 14:40 - 15.40

Teachers' perceptions of CLIL in the changing demographics of classrooms in Portugal
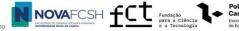
Maria Ellison
University of Porto, Portugal
Margarida Morgado
Polytechnic University Castelo Branco, Portugal
Ramiro Duran
University of Salamanca, Spain

In recent years, the unprecedented rate at which numbers of non-Portuguese-speaking children are reaching schools in Portugal has far outweighed preparedness and support available. Where there are bilingual /CLIL programmes there are additional layers of complexity which include both positive and negative aspects. In this paper we present the results of a preliminary study into the perceived challenges and benefits of teachers using the CLIL approach in plurilingual/pluricultural classroom contexts. Data were gathered from a recorded Zoom focus group consisting of seven Portuguese teachers of first and second cycle subjects involved in bilingual education at a school cluster in which there are students from diverse nationalities. From this preliminary analysis some tentative results were obtained: 1) after an initial period in which students' needs were supported beyond the classroom, it is left to the teachers themselves to determine what support strategies are required - emotional, linguistic, cultural; 2) the CLIL approach allowed non-Portuguese-speaking children to flourish particularly when they were able to communicate through English; 3) the heightened focus on interaction and cooperation in the CLIL lessons enhanced the development of an inclusive atmosphere; 4) where children did not speak English or Portuguese, the pedagogic demands of the approach were usually considered excessive and difficult for teachers and students to cope with; 5) there was also resistance to learning Portuguese by some specific learner profiles. Implications of the study point to the need for continual professional development which addresses pedagogical, linguistic and intercultural practices.

Maria Ellison is Assistant Professor of didactics of languages at the Faculty of Arts and Humanities, University of Porto where she teaches about CLIL on master's degrees in teaching languages and doctoral programmes as well as in-service teacher development

courses. She is director of the Master's in Teaching English in the 1st Cycle of Basic Education and the Master's in Teaching English and Spanish or French or German in the 3rd Cycle of Basic Education and Secondary Education at FLUP. Her Ph.D thesis focused on CLIL as a Catalyst for developing Reflective Practices in Foreign Language Teacher Education. She has coordinated CLIL projects across educational levels in Portugal. She is convenor of the Working CLIL Research Strand of CETAPS.

Margarida Morgado is full professor of English studies at the Polytechnic University of Castelo Branco. She has been involved in teacher education and applied research in the area of intercultural education, CLIL in primary and in higher education, and is currently developing a European project (SHUUTLE) on digital environments for learning. She is a member of the Working CLIL research strand of CETAPS.

Ramiro Durán-Martínez is an associate professor in the English Studies Department at the University of Salamanca. He started his career as an Official School of Languages teacher and since 1997 he has dedicated his time to training ESOL teachers in the Primary and Secondary education sector. He has collaborated in international teaching placement schemes and participated in postgraduate courses in the areas of English Language Teaching and Bilingual Programs. He has published in the areas of English Language Teaching, Intercultural Competence, Attention to Diversity and Bilingual Education. He is currently the main researcher of the research project titled La atención a la diversidad en los programas bilingües de educación primaria (EBYAD) funded by the Spanish Ministry of Science and Innovation.

WORKING CLIL

It takes a village: **The active involvement of parents in CLIL education**

Ana Gonçalves
Escola Superior de Hotelaria e Turismo do Estoril
Centre of Geographical Studies, Associated Laboratory TERRA,
IGOT, ULisboa, Portugal

The increasing interest in Content and Language Integrated Learning (CLIL) highlights the critical involvement of parents and their role in supporting their children's learning at home, an area that remains relatively underexplored in scientific research, despite few exceptions in recent years. This presentation contends that a more active role of parents could facilitate their children's language and plurilingual and intercultural development at home, on an everyday basis and in informal learning contexts. It emphasises the importance of providing parents with the necessary guidelines and practical strategies and tools to foster a CLIL-oriented home environment. These might include: i) engaging in conversation with their children in multiple languages during daily routines, such as meal preparation, grocery shopping, or household chores, to model language use in context, helping children see the practical application of what they learn in the classroom; ii) introducing children's literature, newspapers, and magazines in different languages, to expose children to a diverse breadth of vocabulary and cultural narratives; iii) exposing children to a wide range of multicultural resources, such as music, films, art from various cultures or even trips to other countries; or iv) setting up "language theme activities" at home that use the target language (e.g. reading a recipe and cooking a traditional meal). Recognising the influence and impact that the home environment has on learners' language attitudes empowers parents and strengthens school-family relationships. This holistic approach to CLIL education helps learners find their way as confident plurilingual speakers and enhances their overall learning outcomes.

Ana Gonçalves is a senior lecturer in the Arts, Humanities and Foreign Languages at the Escola Superior de Hotelaria e Turismo do Estoril (ESHTE) since 2004 and a senior researcher at the Centre of Geographical Studies (ULisboa) for the past 12 years. She is a founding member of ReCLes.pt, the Network Association of Language Centres of Higher Education in Portugal, and a member of its executive committee since 2021. She conducts research in foreign language learning, active and affective pedagogy, urban cultural studies and tourism. She has been engaged in CLIL training and research for the past decade.

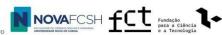# Developing Multimodal Literacy and Plurilingualism in Engineering:
A Case Study

Sarah Braden
Utah State University, United States

In the United States, Spanish is the most common non-English language spoken in schools. However, in schools with English as a Second Language (ESL) programming, plurilingual classrooms exhibiting broader linguistic diversity are common. In this mixed methods case study, we report findings from implementing an engineering curriculum within a high school ESL class in which students spoke six languages including English. The engineering curriculum was designed using an asset-based framework in which students navigated three design challenges that were intended to be personally relevant. As the students completed the challenges, they reflected in writing and conversation on their own cultural, linguistic, and experiential knowledge and skills, their "assets," that they used while solving the challenges. While the initial versions of the curriculum were designed to serve Spanish-English bilingual students, we revised the curriculum and, specifically, the windmill challenge for the ESL context following CLIL principles and layering in scaffolds for supporting students in developing the Cognitive Discourse Function (CDF) of explain. In this presentation, we share a description of the plurilingual language practices that we observed and audio-recorded in the classroom as a result of implementing the curriculum. We show the diversity of ways that students interacted with our various scaffolds and how they expressed multimodal disciplinary learning through language and embodied actions (e.g., building and revising physical models). We triangulate classroom discourse findings with survey and interview data to offer an example of how CLIL instruction can foster the participation of migrant youth in engineering.

Sarah Braden is an associate professor of cultural studies in the School of Teacher Education and Leadership at Utah State University. Her research explores the language socialization and science learning trajectories of multilingual youth through design-based research in science and engineering education contexts.

Exploring historical and pedagogical Perspectives on CLIL in Türkiye

Şebnem Yalçin
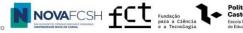
Yasemin Bayyurt

Boğaziçi University, Turkey

Content and Language Integrated Learning (CLIL) has evolved within broader historical shifts in language education, from early grammar-translation methods to communicative approaches and, more recently, bilingual and immersion-based programs in Türkiye. The Anatolian high school model stands out as the earliest and most successful example of content-based instruction (CBI) in Türkiye, integrating subject-matter learning with English-medium instruction and influencing later bilingual education initiatives. More recently, private schools have adopted CLIL-based approaches often integrating international curricula (e.g., IB, Cambridge, and AP) and bilingual instruction to enhance students' academic content learning and English proficiency. This study adopts an historical/interpretive approach to examine policy documents, curriculum guidelines, ministry reforms, and school-level initiatives to demonstrate the historical trajectory and pedagogical implications of CLIL in Türkiye. The study traces how CLIL has developed within the Turkish education system and how it aligns with CBI in North America where content-based instruction is implemented through immersion programs, sheltered instruction, and English for Specific Purposes (ESP) courses and CLIL in Europe, which is often integrated into multilingual education policies. Through thematic analysis, the study identifies key trends in *Hard* and *Soft* CLIL implementation, with a particular focus on their alignment with contemporary language teaching methodologies. By situating CLIL within a historical and pedagogical framework, this presentation highlights CLIL's potential to bridge local educational needs with global English usage.

Şebnem Yalçin (PhD) received her Ph.D. in Second language education from Ontario Institute for Studies in Education, University of Toronto, Canada. Her research interests include instructed second/foreign language acquisition, form-focused instruction, and the effects of individual learner differences (i.e., aptitude and working memory) in foreign language classrooms. She has been teaching in the Department of Foreign Language Education at Boğaziçi University, Istanbul since 2012.

Yasemin Bayyurt is professor of Applied Linguistics at Boğaziçi University, Istanbul, Türkiye, and one of the pioneering researchers in pedagogy of ELF and ELF-awareness within English Language Teaching (ELT). Her current research projects focus on English as medium of instruction (EMI) in higher education supported by Turkish Scientific and Technological Association (TUBITAK), and bi-/multi-disciplinary literacies supported by
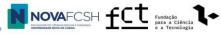
COST Action project "CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies". She has extensively researched WE-/ELF-awareness in ELT; ELF-aware teacher education, multilingualism and linguistic landscape.

Her publications include articles in various indexed journals (e.g., Language Culture and Curriculum, Journal of Multilingual and Multicultural Development, ...); edited books and book chapters published by national/international publishers.

Guardrails & Green Lights: Empowering Teachers to Steer AI in Multilingual Contexts

Carlos Lindade
University of Porto, Portugal

Generative artificial intelligence has the ability to draft multilingual vocabulary banks, re-level texts, and synthesise multimodal input in seconds, altering the ecology of material development. However, the pedagogical benefits of such tools are inseparable from ethical, linguistic and even legal risks. This conceptual paper proposes a traffic-light protocol that assists teachers in classifying everyday AI uses as green (automatable, low-stakes), amber (human-in-the-loop, context-dependent), or red (prohibited without institutional safeguards). Grounded in socio-constructivist views and aligned with the risk tiers of the EU AI Act, the protocol empowers teachers to engage in scenario mapping, bias auditing and learner focus dialogs. These low-threshold approaches allow educators to surface discipline-specific risks (e.g., cultural stereotyping in History prompts) and opportunities (e.g., multilingual glossary generation in Science) without ceding control to opaque systems. The paper synthesises emergent scholarship on AI-mediated material development, delineates criteria for allocating tasks to each colour zone, and presents model prompts, reflection checklists and open-access templates suitable for secondary and tertiary contexts. By codifying where human expertise remains non-negotiable and where AI can safely be embedded in classroom practices, the proposed framework reframes "AI policy" as an iterative, collegial practice rather than a top-down edict. Attendees will leave with a manageable blueprint for negotiating guardrails that keep the green light focused on plurilingual innovation.

Carlos Lindade is a Portuguese Canadian ELT professional who is heavily involved in training EFL teachers. He holds a PhD in Advanced English Studies from the University of Vigo and lectures full-time at the Faculty of Arts and Humanities of the University of Porto (FLUP). He is a member of the Centre for English, Translation, and Anglo-Portuguese Studies (CETAPS) and of the APPIforma pedagogic committee.

Project-Based Learning (PBL) Lesson Plans for Primary CLIL: Teachers' Voices
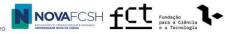
Ana Sanandrés Hurtado
University of Extremadura, Spain

In an increasingly interconnected world, proficiency in English has become essential for everyone and is being introduced at progressively younger ages. In response to this demand, the combination of project work promoted in Project-based Learning (PBL) with the learning of contents through language intended in Content and Language Integrated Learning (CLIL) can be particularly beneficial for enhancing the learning of second languages at young ages (Coyle et al., 2010; Piquer-Píriz, Pérez-Valenzuela, 2023). This was one of the aims of the EU-funded project CLIL for young European Citizenships (CLIL4YEC). Within the project, 18 lesson plans on citizenship, environmental and basic financial education aimed at 5- to 12 year-olds were developed by a team of language educators and teachers from four different countries. All the lesson plans were piloted in different classrooms. In this paper, I present an analysis of a teaching proposal related to the topic of needs and wants. The piloting was implemented in Italy, and the teachers who conducted it concluded that the contents of the lesson plan were meaningful and motivating for students; however, students at lower levels experienced difficulties. On the basis of this analysis, I present a teaching proposal suggesting additional pedagogical strategies aimed at promoting the contents of needs and wants, together with goods and services, budgeting, supply and demand and online security for students at higher levels. This teaching proposal can serve as a guide to immerse Primary CLIL learners in real-world economic situations where they can employ the contents learned in the second language (Frisancho, 2020; Kaiser & Menkhoff, 2020).

Ana Sanandrés Hurtado is a researcher in the Department of English Philology at the University of Extremadura. She has recently graduated in Primary Education with a specialization in English teaching and is a forthcoming graduate in English Studies. Currently, she is pursuing a Master's Degree in Humanities Research with a focus on Foreign Languages. She has participated in an exchange program at the Norwegian University of Science and Technology and has experience as a Primary school teacher. Her research interests include the teaching of contents in English as a second language and she is committed to advancements in the field of English linguistics.

Paper Presentation Round 2

June 30, 17.10 – 18.10

Are future CLIL teachers ready to implement intercultural and plurilingual practices in a monolingual social context?

Ignacio Fernández-Portero
University of Extremadura, Spain

According to the European Commission, plurilingualism refers to the use of multiple languages by an individual, and a plurilingual society consists of people able to express themselves in various languages at different levels. Spain has 17 regions; six are plurilingual, while 11, including Extremadura, are monolingual. Until 2021, no studies had explored interculturality and plurilingualism in Extremadura. That year, the University of Extremadura's Interdisciplinary Research Group in Education launched a three-year project titled *Development of Plurilingualism in Extremadura: Analysis of Effective, Linguistic, and Disciplinary Aspects*. Key actions included designing Likert-type data collection tools to analyze relevant variables and conducting statistical analysis. The study used a non-probabilistic convenience sample of 137 undergraduate and postgraduate students from UEX. This presentation focuses on the knowledge and attitudes of future CLIL (Content and Language Integrated Learning) teachers of primary and secondary education in Extremadura regarding plurilingualism and intercultural practices. The results show, in general, a set of beliefs in line with the assumptions of plurilingual education, and intercultural and plurilingual practices. However, the participants think that some improvements can be made in terms of teacher training and in the development of plurilingual education. Consistent with other studies, the female gender is significantly correlated with more positive beliefs about multilingualism, and, in terms of intercultural practices, foreign people and their culture are accepted, an effort is made to favor communication, and linguistic and cultural diversity are well valued by participants, who would be willing to promote such practices with their future students.

Ignacio Fernández-Portero (PhD) is a Lecturer at the Teacher Training College (University of Extremadura, Spain). He is a member of the Department of English and researches current issues in bilingualism and multilingualism as a member of the Interdisciplinary Research Group in Education. His main research lines are Bilingual Education, Inclusive Education, Plurilingual Education, Curriculum Design, and Teacher Education.

Evaluation of Bilingual Programmes in Spain:
Discursive Functions and Academic Language

Víctor Pavón Vázquez
University of Córdoba, Spain
Lola López-Navas
Virginia Vinuesa Benítez
University Rey Juan Carlos, Spain

This talk presents the results of the largest study ever carried out in Spain on linguistic learning outcomes in bilingual programmes. The primary objective of this study was to analyse the role of language in the comprehension, assimilation, and subsequent application of academic content in the bilingual classroom. A key premise underlying this study is that examining the relationship between language and content cannot rely solely on assessments of general linguistic competence. Therefore, measuring learners' academic language proficiency is crucial for evaluating the quality and effectiveness of bilingual programs. To this end, the seven Cognitive Discourse Functions (CDF) developed by Dalton-Puffer (2013) were adopted as its theoretical framework for the study: "[the CDF are used as] prototypical communicative intentions about cognitive steps that are necessary for dealing with knowledge" (p. 233). The study gathers results from approximately 4,000 students enrolled in bilingual programs across 100 public and state-subsidized primary and secondary schools. This representative sample provides a comprehensive overview of students' ability to succeed in bilingual education in Spain. In summary, the data indicate that students demonstrate a strong command of cognitive-discourse functions in listening, speaking, and writing tasks. However, while listening and reading comprehension tasks show generally positive trends in success rates and grades, oral and written production display greater variability in outcomes, particularly in primary education. This highlights the need to focus educational efforts on enhancing discourse cohesion and coherence in both oral and written production, ensuring the consistent development of these cognitive-discursive skills.

Víctor Pavón-Vázquez is Full Professor at the University of Córdoba (Spain), where he teaches in the areas of EFL methodology and bilingual education. He is a member of the Committee for Language Accreditation within the CRUE (the national association of Rectors of Spanish Universities), current Director General of Language Policy and Director of the UCO idiomas language centre at the University of Córdoba. His current interests focus on research and development for capacity building, and subsequent linguistic competence building of bilingual education teachers, and on the delineation of language policies in an international context.

Lola López-Navas holds a BA in English (University of Valencia), MA in Applied Linguistics (University of Sheffield), MA in Language Testing (University of Lancaster), and PhD (Polytechnic University of Valencia). With 20 years' experience in the field of foreign language teaching, she has developed her professional career at a variety of educational levels both in the UK and Spain. She is currently a lecturer at the International University of Valencia, where she teaches on the MA in Bilingual Education, of which she is also Director. In parallel to her teaching and research work, she has coordinated the design and quality control of ACLES exams and has participated in teacher training in the Valencian Region, teaching courses on CLIL assessment. Research interests: foreign language assessment, CLIL, democratic competence.

Virginia Vinuesa Benítez holds a degree in English Philology from the University of Granada and a PhD from Rey Juan Carlos University. With over 25 years of experience in education, she has worked across all educational levels, from Early Childhood to University Education, in both Spain and the United Kingdom. She is currently a faculty member at Rey Juan Carlos University in Madrid, where she lectures on language didactics in the Pre-primary and Primary Education degree bilingual programs, as well as in the master's degree in Secondary Education and the master's degree in Bilingual Teaching in Primary Education.

Navigating cultural crossroads: Growing plurilingual and intercultural competences through collaboration and creative thinking in CLIL

María del Carmen Arau Ribeiro
Guarda Polytechnic University, Portugal
Agnes Pál
Budapest University of Economics and Business, Hungary

This paper explores the synergistic potential of collaborative work in CLIL classrooms to cultivate plurilingual and intercultural competences, aligning with the "SuperTeam" concept where human collaboration is amplified by technology. We argue that successful intercultural collaboration depends on intertwined creative and critical thinking, and communication skills, with CLIL providing a natural environment for their development. Examining intercultural communicative competence theory, including Byram's model, we highlight the cognitive and social benefits of diverse perspectives in creative projects. Initiatives like Blended Intensive Programs, mentorship, and student teaching are shared as adaptable CLIL contexts to promote plurilingual development through collaborative language use and the SuperTeam ethos. Acknowledging challenges in creative collaboration, intercultural communication, critically-examined digital partnerships, and CLIL-specific issues, we reframe these challenges as growth opportunities, especially for digital skills and understanding AI's collaborative role. Student perspectives are key; focus group interviews with 90 students from Hungarian and Portuguese universities, along with a supporting survey, reveal their awareness of the need for integrated teamwork and Generative AI in education. A proposed "CLIL Teacher's Toolkit" will offer practical strategies, tools, and resources for leveraging diversity, facilitating dialogue, and scaffolding collaborative work, including integrating technology and AI. Beyond project outcomes demonstrating improved communication and engagement, we call for empowering CLIL teachers through targeted training and inclusive collaborative frameworks, encouraging them to realize the potential of collaborative, tech-integrated work to grow plurilingualism, intercultural understanding, and creative expression, preparing learners for future workplaces.

María del Carmen Arau Ribeiro teaches English language/cultures and teacher training at Guarda Polytechnic University (IPG – Instituto Politécnico da Guarda). As a former European Language Council Board Member (2018-2022), DAAD consultant (2014-2018), and coordinator of CercleS Focus Groups in CLIL – Content and Language Integrated Learning in Higher Education, she is a founding member of the CETAPS Working CLIL

research group and the Network Association of Language Centers in Higher Education (ReCLes.pt, since 2009) and the Portuguese Association of Foreign Language Teachers in Higher Education (AproLíngu@s, 2004-2014). Her EU projects with Erasmus consortiums cover task-based learning (PETALL), intercultural communicative competence (ICCAge), autonomous language learning (CORALL), design and creative thinking (DT.Uni and CT.uni), and entrepreneurship/sustainability (SEED).

Agnes Pál directs international affairs and teaches business communication at the Faculty of Commerce, Hospitality and Tourism, Budapest University of Economics and Business. Her research interests include language teaching methodology and innovation, learner autonomy, and interdisciplinary collaboration. Since 2019, as a lecturer at the faculty, she has been coordinating Erasmus projects (KA103, KA107, KA171, KA2 strategic partnership projects) She has coordinated/designs/implements EU projects, like INCOLLAB (2019-2021), promoting CLIL in higher education through digital technologies enhancing interdisciplinary approaches, and CORALL (2020-2022), where coaching-oriented online resources were created for the autonomous learning of languages for specific purposes (LSP).

Fostering peer assessment in CLIL: Benefits and challenges for plurilingual and intercultural practices in higher education

Marta Martín-Gilete
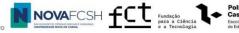University of Extremadura, Spain

Internationalisation at home enhances students' intercultural and plurilingual skills within their university context (Beelen & Jones, 2015). English plays a central role in interdisciplinary education by supporting students' academic language and skills, and promoting intercultural communication competencies, which are vital in a globalised educational environment (Macaro et al., 2019). While research has explored students' perceptions and linguistic needs in CLIL-based higher education (Aguilar & Rodríguez, 2012; Jiang et al., 2016; Macaro, 2018), less attention has been paid to their training needs, particularly in designing materials for academic language development (Aguilar & Rodríguez, 2012; Piquer-Píriz & Castellano-Risco, 2021). Addressing this gap, a set of adjunct-CLIL Open Educational Resources —the ICLUEx modules— were designed to enhance academic vocabulary and skills through self-study e-learning (Piquer-Píriz, 2023; Piquer-Píriz et al., 2022). This presentation examines peer assessment within the ICLUEx modules to support academic linguistic development in CLIL. Specifically, it compares peer assessment, teacher assessment, and self-assessment. Thirty-one second-year BA English Studies students, all native speakers of Spanish, completed "The Language of Presentations" module as part of an English Literature course before delivering individual in-person presentations on syllabus authors. A comparative analysis in R (2024) found that peer assessment scores exceeded teacher assessments, particularly in content and language aspects (fluency, pronunciation), possibly due to peer empathy and recognition of effort. Self-assessment closely aligned with teacher evaluations, indicating realistic self-evaluation. These findings will be discussed regarding the benefits and limitations of peer assessment in CLIL, emphasising its role in fostering academic language development in higher education.

Marta Martín-Gilete holds a PhD in English Linguistics from the University of Extremadura (Cum Laude with International Mention and the Extraordinary Doctorate Award). She is a lecturer in the Department of English Studies, where she teaches undergraduate courses on the English language and applied linguistics at the Teacher Training College. Her main research interests include cognitive linguistics, applied linguistics, and figurative language. She is also a member of the English Language and Applied Linguistics research team at the University of Extremadura, which comprises researchers with a background in applied metaphor research, L2 vocabulary acquisition, and discourse analysis. She has been involved in various, funded research projects on metaphor, L2/L3 vocabulary, and CLIL, working with local and international colleagues.

Cognitive benefits of CLIL learning: A cross-linguistic analysis of multilingual young learners' mental lexicón

Marina González de San Pedro Jiménez
University of La Rioja, Spain

The introduction of Content and Language Integrated Learning (CLIL) programmes into educational systems has become an international trend. CLIL not only fosters the acquisition of communicative competence in English among foreign language learners but also enhances students' cognitive flexibility since translanguaging is one of their most common practices. In contexts where two local languages coexist, CLIL programmes can grant students the opportunity to develop a multilingual profile. The objective of this small-scale study is to explore whether further exposure to English as a Foreign Language (EFL) through CLIL learning has cognitive benefits on the organization of students' mental lexicon across their linguistic repertoire. For this purpose, a lexical fluency task was distributed in two 6th grade primary education classrooms in Navarre, but only one was dedicated to CLIL. All students (n=12) were Spanish-Basque bilinguals and learned EFL. Lexical availability graphs (LAGs), resulting from the data retrieved from the lexical fluency tasks, have been qualitatively analysed, and the lexical-semantic patterns of centrality and/or node interconnection were examined. The results showed no significant differences between the two groups in Spanish (L1). Nevertheless, CLIL students outperformed their non-CLIL peers in both Basque (L2) and EFL in centrality and the interconnectedness of the nodes forming word clusters. These preliminary findings suggest that learning EFL in a meaningful context may have a positive cognitive impact on young learners' mental lexicons in their non-native languages.

Marina González De San Pedro Jiménez finished her Degree on Translation and Interpreting in 2021 at the University of the Basque Country. Afterwards, she completed her Degree in English Studies in 2024 at the University of La Rioja after having studied during the 2022-2023 academic year at Maynooth University (Ireland). She is currently studying a Master's Degree in Education at the University of La Rioja.

Bridging Cognition and Communication Development in CLIL

Sara Isabel Rendón Romero
Macarena Navarro Pablo
Yiyi López Gándara
University of Seville, Spain

Exploring bilingual learning development through cognitive processes provides valuable insights into how learning can be made more efficient (Coyle, Hood & Marsh, 2010). The importance of cognition and communication grew significantly following the Cognitive Revolution (Broadbent, 1958). However, the interrelation between cognition and communicative competence within CLIL (Content and Language Integrated Learning) has been underexplored. The study aims to: analyse the cognitive processes involved in reading and writing activities in both English and Spanish; compare and analyse the development of these cognitive processes from primary to secondary education; establish connections between the development of communicative competence and cognitive processes; analyse the intercultural connections of the texts and how students deal with them through cognitive processes; and explore how all these processes can be transferred from one language to another (Cummins, 2001). The research was conducted in seven bilingual primary and secondary schools implementing the CLIL methodology in southeastern Andalusia, Spain. The instruments used were validated by the ADIBE project (Pérez Cañado, Rascón, & Cueva, 2021). Bloom's Taxonomy is applied to assess lower and higher-order thinking skills (Anderson & Krathwoh, 2013), while the Cognitive Discourse Functions framework (Dalton-Puffer, 2013) and a thematic analysis approach (Braun & Clarke, 2006) guide the analysis of the data. This paper will present results on how the adequacy of texts, their intercultural connections and the cognitive processes involved are crucial for enhancing learning development and improving communicative competence in CLIL contexts.
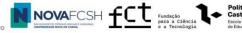
Sara Rendón Romero is a Lecturer at the University of Seville, where she obtained her BA in English Studies, MA in Teaching and her International PhD in Education. Her lessons focus on teaching English pronunciation, teaching methods and English didactics. Her research interests focus on biliteracy processes, teaching methods, English phonetics and phonology and creation and analysis of teaching materials. She is currently participating in a project called Jolly Bilingüe focused on the creation of new teaching materials to work on the biliteracy process.

Macarena Navarro Pablo is teacher trainer in Early Childhood and Primary Education teacher´s degrees at the University of Seville, where she has worked for over 20 years. Her main teaching and research interests include reflection on methods for teaching

language skills development, improving language competence, analysis and design of teaching sequences, resources and materials for language teaching. Her research spans studies of first and second language teaching and learning, bilingual education and biliterate development. She has presented at more than 40 conferences and is the author of different national and international research articles, books and chapters in these fields. She has participated in a number of projects on bilingual education, literacy as a social practice, and attention to diversity.

Yiyi López Gándara (BA Hons English; BA Hispanic Studies; MA Distinction Comparative Literature, University of London; PhD English) is a Lecturer at the Department of Language Education of Universidad de Sevilla, Spain. She lectures on TEFL, CLIL and research in language education. Her research focuses on the field of bilingual education, where she has published on the use of digital resources and materials in and outside the bilingual classroom and the effects of CLIL programmes on L1 competence development. Other research interests include critical approaches to language education and learner empowerment. She is currently engaged in research that explores the intersections of language, power and identity in the literacy practices of Roma primary learners in low-income areas.

Parallel sessions

Paper presentations

July 1, 10.15 – 11.15

**Teachers' and Students' Insights into Attention to Diversity
in Spanish-English Bilingual Primary Schools**

Ramiro Durán Martínez
Universidad de Salamanca, Spain

Addressing diversity is currently one of the primary challenges for bilingual education programs (Durán-Martínez et al., 2024; Pérez-Cañado, 2020, 2021). In response, the EBYAD project (https://ebyad.usal.es/) aims to evaluate the inclusive practices implemented in bilingual programs in primary schools across Spain. This study has two main objectives: (1) to investigate, from teachers' perspectives, whether the most common teaching practices in bilingual education programs are implemented with an inclusive approach; and (2) to examine, based on students' perceptions, how frequently teachers apply these inclusive practices. A total of 300 teachers and 2,714 students participated by completing surveys (Barbero, 2025). The analysis reveals that teachers most frequently identify inclusive practices such as adapting communication in English, using diverse input modes, and ensuring active participation from all students. Conversely, less frequent and less inclusive practices include encouraging communication in English only with highly competent students, using Spanish to communicate with those who struggle with English, and forming homogeneous groups. From the students' perspective, certain supportive teaching practices were always observed by a high proportion of them, such as personalized explanations to clarify instructions, the use of lexical and syntactic scaffolding to support L2 communication, and a positive use of feedback. However, other inclusive practices were never observed by a significant number of students, such as using varied tasks to ensure participation, adjusting assessment timings, and incorporating support teachers in bilingual classrooms.

Ramiro Durán-Martínez is an associate professor in the English Studies Department at the University of Salamanca. He started his career as an Official School of Languages teacher and since 1997 he has dedicated his time to training ESOL teachers in the Primary
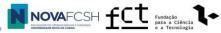
and Secondary education sector. He has collaborated in international teaching placement schemes and participated in postgraduate courses in the areas of English Language Teaching and Bilingual Programs. He has published in the areas of English Language Teaching, Intercultural Competence, Attention to Diversity and Bilingual Education. He is currently the main researcher of the research project titled La atención a la diversidad en los programas bilingües de educación primaria (EBYAD) funded by the Spanish Ministry of Science and Innovation.

MRMIC: A Pedagogical Approach for Inclusive Bilingual Education

Francisco Custodio Jaimez Ortiz
CEIP Santa Mª de Gracia
University of Murcia, Spain

In today's increasingly diverse educational landscape, inclusive methodologies are essential to ensure meaningful learning for all students, regardless of their cognitive, linguistic, or neurodevelopmental profiles (Mesas, 2023; Pérez-Cañado, 2024). The Multidimensional Teaching and Learning Method for Inclusive Classrooms in the 21st Century (MRMIC) represents a paradigm shift in bilingual education, grounded in the principles of Content and Language Integrated Learning (CLIL) and aligned with the UN Sustainable Development Goal #4—promoting inclusive, equitable, and quality education for all (United Nations, 2015). MRMIC reconceptualizes the adapted curriculum as a shared one, centering the needs and potential of neurodivergent learners while encouraging neurotypical peers to participate in a collaborative, supportive learning environment. Drawing from sociocultural theory and inclusive pedagogy, the method fosters intercultural competence, empathy, and mutual respect through peer interaction, differentiated instruction, and formative assessment cycles. The rationale behind this approach lies in its goal-oriented, adaptable structure, which supports learners facing challenges in acquiring a second language, thus promoting both linguistic and social inclusion. Teacher reflections collected from pilot studies underscore the method's practicality and flexibility: educators report increased student engagement, refined instructional strategies, and enhanced classroom cohesion based on continuous feedback and formative assessments. Preliminary outcomes from classroom implementations indicate that approximately 80% of each 25-student cohort reach holistic language proficiency across all four skills, while the remaining 20% attain functional communicative competence, enabling them to navigate everyday situations effectively. These findings suggest MRMIC contributes to reducing educational disparities and enhancing bilingual education outcomes through inclusive, research-informed practices.

Francisco Custodio Jaimez Ortiz has worked at all levels of education and outside of formal education in foster homes such as 'Hermano Mayor', language franchises, and since 1998 has been in formal education from infant to baccalaureate. He has also worked as an educational technician for the Education Department. He works as a teacher of primary-bilingual education at CEIP Sta. María de Gracia in Murcia and is Assistant Professor of the degree of Education - English language mention (Didactics of Phonetics, Didactics of English Language and Design of UUDD in the English classroom)

in ISEN university and with Siena Education, Teacher trainer on bilingualism and learning difficulties, Professor within the Montessori master's degree on Learning Difficulties.

Understanding Plurilingualism in CLIL: Integrating CEFR's Dynamic Language Repertoires in Multilingual Classrooms

Miguel Fernández Álvarez
Universidad Politécnica de Madrid, Spain
Amanda Montes
Northeastern Illinois University in Chicago, United States

The proposed presentation will focus on understanding plurilingualism through CLIL, using insights from the CEFR Companion Volume to explore dynamic language repertoires in the classroom. The Common European Framework of Reference for Languages (CEFR) Companion Volume shifts the perspective on language learning from rigid monolingual paradigms to a fluid and integrative view of language use. In CLIL settings, this expanded approach is particularly relevant as students engage with multiple languages for both academic and social purposes. This presentation will explore innovative strategies for fostering plurilingual awareness in CLIL classrooms by drawing on CEFR's descriptors for plurilingual comprehension and building on plurilingual repertoire. One of the key arguments is that plurilingual students do not separate languages into isolated compartments but instead develop dynamic linguistic repertoires that allow them to flexibly navigate languages based on context and communicative needs. Using CEFR's mediation descriptors, the presentation will introduce plurilingual scaffolding techniques, including translanguaging tasks, collaborative knowledge construction, and multimodal resources, to help teachers design assessment and learning activities that reflect authentic language use. Additionally, the session will examine how CEFR's new scales, including mediation and online interaction, provide a more inclusive framework for assessing students from diverse linguistic backgrounds. By integrating these CEFR principles into CLIL instruction, teachers can rethink assessment and instructional design, ensuring that students' full linguistic repertoires are recognized as assets rather than obstacles. The presentation will conclude with classroom-based projects and digital tools that support plurilingual practices, reinforcing CEFR's role in shaping equitable and inclusive language education.

Miguel Fernández Álvarez is an Associate Professor in the Department of Linguistics Applied to Science and Technology at the Universidad Politécnica de Madrid. He holds a Ph.D. in English Philology from the University of Granada and two master's degrees in Education and Language Testing. His research focuses on bilingual education, second language acquisition, and language testing. He is the author of A Test Impact Study under the No Child Left Behind Act: The Case of the ACCESS for ELLs and has published over twenty articles on language acquisition and assessment. His work explores the impact of

language policies on education and the role of testing in multilingual learning environments.

Amanda Montes is an Associate Professor in the Bilingual-Bicultural Studies program at Northeastern Illinois University in Chicago. She holds a Ph.D. in Applied Linguistics from Arizona State University. Her research focuses on bilingual educators from culturally and linguistically diverse backgrounds, language attitudes, cultural competence, and arts integration in bilingual education. With over 16 years of experience in bilingual education, she has worked in elementary and higher education, as well as in professional development and technical assistance for school districts. Her work aims to support bilingual educators and enhance culturally responsive teaching practices in multilingual learning environments.

Digital Practices for Plurilingual Learning in CLIL

Valentina Piacentini

Centro de Investigação em Didática e Tecnologia na Formação de Formadores, Departamento de Educação e Psicologia, Universidade de Aveiro, Portugal

This study draws on findings from the Digital Literacy Student Survey (DLSS) conducted within the COST Action CA21114 CLILNetLE as part of Working Group 4 (Ghamarian et al., 2024), which explores the digital practices and resources that CLIL learners engage with in their CLIL languages outside of school. The analysis of Portuguese data, in dialogue with broader European trends (from 4229 valid responses, spanning 11 countries), reveals that CLIL learners widely use social media, mobile apps, instant messaging and online video platforms, to support their language learning beyond the classroom, with English, French and German being the dominant CLIL languages. Similarly, Shafirova and Araújo e Sá (2023) suggest that video practices foster encounters with multiple languages, particularly English and Romance languages, making them valuable tools for enhancing students' plurilingual repertoires. These extramural practices shape students' engagement with plurilingual and multimodal resources, presenting an opportunity for educators to bridge in-school and out-of-school digital language use. These insights highlight the potential of digital practices/resources to support plurilingual learning, prompting recommendations for educators to leverage students' digital habits to inform classroom activities and incorporating interactive technologies like digital storytelling, multiplayer games and social media to align with students' digital realities. By recognising and integrating students' extramural digital literacies, CLIL educators can create more engaging, inclusive and plurilingual learning experiences. This presentation will discuss key research insights and pedagogical implications to enhance digital and plurilingual competences in CLIL settings.

Valentina Piacentini is a researcher at the CIDTFF research unit, coordinating the development of educational resources and spaces within the interdisciplinary "Smart Knowledge Garden" project [financially supported by National Funds through FCT, under the projects UIDB/00194/2020 (https://doi.org/10.54499/UIDB/00194/2020) and UIDP/00194/2020 (https://doi.org/10.54499/UIDP/00194/2020)], and supervising students in this context. She holds a degree in Biology from the University of "La Sapienza" in Rome (2003) and has taught Mathematics+Science in the Italian education system. She earned a PhD in Education from the University of Aveiro (2020), where she studies the integration of subject-specific teaching (Science) and foreign languages (eg:

English) through the CLIL approach. She is involved in the COST Action "CLILNetLE - Network for Languages in Education" and "EuroCitizen - socio-scientific issues".

July 1, 11.45 – 13.15

Vocabulary in CLIL settings: an analysis of written input at the primary education level

Irene Castellano-Risco
University of Extremadura, Spain

The implementation of Content and Language Integrated Learning (CLIL) approaches has brought new ways of learning a foreign language by using additional languages in content subjects to simultaneously develop both the foreign language and the subject content (Coyle, et al., 2010; Mehisto et al., 2008). Research has shown the benefits of CLIL on lexical competence (Agustín-Llach & Canga Alonso 2016; Jiménez Catalán & Agustín-Llach 2017; Sylvén 2019; Xanthou 2010). However, despite the considerable attention the impact of CLIL on language learning has received, the literature on the specific lexical features that characterise the CLIL approach is less abundant. Given the relevance exposure has in L2 and lexical development (González-Fernández & Schmitt 2017), it seems essential to explore this issue in further detail. This paper presents an analysis of CLIL input by focusing on the lexical features of a corpus of written material in CLIL Primary Education settings. In particular, it examines the vocabulary found in a set of CLIL textbooks (corpus total size = 750,000 tokens) for the subjects of Natural Science, Social Science, Music and Arts and Crafts. The data were examined using AntWord Profiler (Anthony 2022) programme, with comparisons made among subjects and grades. Results show large variations across disciplines and grades with increases in the number of tokens, types, and lexical load per grade. Differences are also found when comparing materials from different disciplines. Findings will be discussed in relation to implications for CLIL instructional practice.

Irene Castellano-Risco (PhD, 2021, University of Extremadura) is a lecturer at the University of Extremadura, Spain, where she teaches undergraduate modules related to English for Specific Purposes. Her research focuses on exploring lexical and metaphorical competence development, and the impact of content-based instruction on language learning. She is a member of the UEx research team English Language and Applied Linguistics and has participated in several research projects financed by the Spanish Ministry of Education and the regional authorities in Extremadura. Her main publications are related to lexical development in second language acquisition, second language teaching and figurative language in education and they have been published in journals such as VIAL, System, ES Review, or Onomázein.

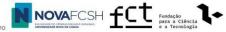# Contributos para o ensino-aprendizagem plurilingüe

Olga Cristina Silva Alves Heitor

Nova University Lisbon, Portugal

Perante a realidade plurilingue e multicultural da Europa, este trabalho centra-se no contexto português, analisando os desafios inerentes ao ensino e à aprendizagem da língua. Para tal, fundamentamo-nos nos conceitos de Português Língua Estrangeira (PLE), Língua Não Materna (PLNM), Segunda Língua (PL2), Língua de Acolhimento (PLA) e Língua de Herança (PLH) (cf. Almeida e Flores, 2017; Madeira, 2017; Oliveira, 2021). A nossa investigação inscreve-se na abordagem CLIL, promovendo o trabalho colaborativo, a interação e a valorização da diversidade cultural. Apresentam-se reflexões e propostas resultantes da docência em PLE na NOVA FCSH, com especial enfoque na turma do programa pré-universitário; bem como da investigação e colaboração nos projetos europeus CLIL in Languages other than English (LOTE) e RE.MA.C. (Reinventing Mainstream classrooms). Estes projetos evidenciam a irreversibilidade das transformações na Escola decorrentes das migrações e os desafios daí emergentes para os estudantes e para professores, em diferentes planos. As abordagens são diversificadas, tendo em conta diferentes contextos educativos. No âmbito do projeto CLIL in LOTE, foram delineadas recomendações para a implementação de CLIL em diferentes níveis de ensino e disciplinas, (re)desenhando atividades que facilitam a transição e progressão nas várias fases do ensino (cf. Petra Daryai-Hnasen et al. 2023; Meyer, O. et. al. 2015). O projeto RE.MA.C, por sua vez, integra uma interface de e-Learning e um conjunto de ferramentas digitais inovadoras, para professores e alunos, promovendo igualdade de oportunidades nas salas de aula. A diversificação de recursos e estratégias didáticas fomenta o trabalho colaborativo, promove a interação e reforça o respeito pela diversidade linguística e cultural, contribuindo para a aceitação, a inclusão e a equidade, potenciando assim a qualidade do ensino multicultural e plurilingue.

Olga Heitor is a Portuguese as a Foreign Language teacher at FCSH, NOVA University of Lisbon. She has taught Portuguese L1, L2, and PFL in primary and secondary schools. She is a collaborator at the Linguistics Research Centre of NOVA University of Lisbon and is currently conducting research in PFL, CLIL, and PFE. She participated in the CLIL in languages other than English project at the European Centre for Modern Languages, as well as in the Re.ma.c. – Reinventing Mainstream Classrooms project, collaborating with the team from the Portuguese partner institution, the University of Algarve. She is a PhD candidate in Language Didactics, specializing in Portuguese as a Foreign Language with a CLIL approach, at Universidade Aberta and NOVA FCSH.

Implementing an Intervention Plan for Interdisciplinary Collaboration in Plurilingual CLIL Contexts
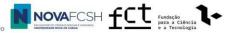
Isabele Maria Nunes Lavado
Castelo Branco Polytechnic University, Portugal

This paper presents a research-based intervention plan to support teachers in integrating content and language in higher education (ICLHE). Developed as part of an ongoing PhD thesis, the plan emerged directly from teacher reflections and classroom experiences, addressing challenges and identifying strategies for effective ICLHE instruction. The study captures the complexities of integrating language and content learning in interdisciplinary settings through qualitative and quantitative data, including teacher interviews, student assessments, and collaborative discussions. Teacher reflections played a crucial role in shaping the intervention, revealing initial difficulties in balancing subject instruction with language scaffolding, student engagement, and assessment concerns. However, educators also reported transformative experiences, including increased confidence in using plurilingual resources, enhancing students' linguistic and disciplinary understanding, and fostering intercultural dialogue. A particularly valuable outcome was the emergence of intercultural dialogue through classroom discussions that explored how vocabulary, symbols, and disciplinary language are interpreted differently across cultural and linguistic backgrounds. These reflections enabled students to question assumptions, consider alternative meanings, and understand how cultural perspectives shape knowledge. Teachers noted that this learning dimension deepened students' comprehension of technical content and supported more inclusive and reflective classroom practices. Their insights informed key components of the intervention plan, such as structured teacher collaboration, adaptive pedagogical strategies, and targeted professional development. By centering teacher voices, this study offers a practical framework for navigating ICLHE's challenges while contributing to the broader goals of plurilingual and intercultural education.

Isabele Lavado was born in London in the United Kingdom and holds a degree in Law and Marketing from De Montfort University in Leicester. She is currently teaching at the Polytechnic University of Castelo Branco as an English language teacher and is a researcher in academic English and English for specific purposes. She is currently preparing to complete a PhD in Language Sciences at the University of Porto. Isabele´s other research interests are Integrated Content and Language in Higher Education and Language Awareness. Isabele has over 25 years' of experience in translation into English, interpreting and proofreading texts in English of a legal, academic, narrative and scientific nature, and 30 years' of experience in teaching English.

Harnessing Generative AI for Multilingual and CLIL Classrooms:

Opportunities, Risks, and Practical Applications for Teachers

Margarida Morgado
Polytechnic University Castelo Branco, Portugal
Carlos Lindade
University of Porto, Portugal

Generative Artificial Intelligence (GenAI) is transforming education, offering new tools to support teachers in planning lessons and designing teaching and learning materials, as well as to provide individualised student support. GenAI tools like ChatGPT assist in creating lesson materials tailored to students' linguistic levels. Quizlet AI and Wordwall can generate dynamic vocabulary sets, while Canva Magic Write helps produce customized instructional language, to name but a few available tools. This presentation looks into the potential of GenAI to support CLIL teachers and teachers who find themselves in multilingual classrooms and might learn from CLIL strategies. It also points to how GenAI can reduce teachers' workload and enhance efficiency, but it raises concerns about over-reliance, reduced creativity, data privacy, and algorithmic bias. The session emphasizes a balanced approach, encouraging teachers to integrate GenAI as a collaborative tool rather than a substitute for professional expertise. It gives some examples of how teachers can enhance their teaching practice, bridge linguistic gaps, and foster inclusive, multilingual learning environments.

Margarida Morgado is full professor of English studies at the Polytechnic University of Castelo Branco. She has been involved in teacher education and applied research in the area of intercultural education, CLIL in primary and in higher education, and is currently developing a European project (SHUUTLE) on digital environments for learning. She is a member of the Working CLIL research strand of CETAPS.

Carlos Lindade is a Portuguese Canadian ELT professional who is heavily involved in training EFL teachers. He holds a PhD in Advanced English Studies from the University of Vigo and lectures full-time at the Faculty of Arts and Humanities of the University of Porto (FLUP). He is a member of the Centre for English, Translation, and Anglo-Portuguese Studies (CETAPS) and of the APPIforma pedagogic committee.

Intercultural Citizenship for all through CLIL

Ana Leão
Nova University, Lisbon, Portugal

UNESCO's call (2017) to promote a culture of peace, non-violence, global citizenship, and appreciation of cultural diversity through education has become increasingly relevant in today's world. To navigate culturally diverse democratic societies, young people must develop the ability to mediate, collaborate, and contribute to a more inclusive, just, and peaceful global community. One way to respond to this educational challenge is through an interdisciplinary approach that removes rigid boundaries between subjects such as Citizenship and English. Several researchers advocate for innovative synergies between Foreign Language Teaching (FLT) and Citizenship Education (CE) through Content and Language Integrated Learning (CLIL) to foster a deeper understanding of citizenship. However, in Portugal, CLIL projects are primarily implemented in subjects other than Citizenship, with a predominant focus on developing English and content knowledge learning. This presentation examines an empirical study involving two eighth-year classes of disengaged and low-achieving learners. Through two CLIL models, this study provides evidence that, in mandatory schooling in Portugal, it is crucial to create more opportunities for learners, especially those who are disadvantaged, to learn English and Intercultural Citizenship through CLIL. This approach helps them develop key competences for active, democratic participation at a time when rising nationalism, political polarisation, and challenges to democratic values make such skills more essential than ever.

Ana Leão is an invited Assistant Professor at NOVA University, Lisbon and the University of the Azores. She has extensive experience teaching English within Portugal's mandatory education system and has also taught English and Portuguese in Iceland and Spain, where she engaged professionally as a translator and interpreter. She holds a PhD in Foreign Language Didactics, with a research focus on intercultural citizenship education. She is a member of CETAPS (Centre for English, Translation and Anglo-Portuguese Studies).

Multiperspectivity: tasks that encourage learners to appreciate other points of view

Andrew Sampson
University of Porto, Portugal

Our world appears to be increasingly characterised by a lack of understanding and tolerance, as evidenced by wars that rage across the globe and the increasing polarisation of viewpoints on a range of social and cultural issues. What often appears to be lacking is multiperspectivity, "the ability to decentre from one's own perspective and to take other people's perspectives into consideration in addition to one's own" (Huber & Reynolds, 2014, p. 20). Multiperspectivity is at the heart of Michael Byram's (1997) model of Intercultural Communicative Competence (ICC), which describes the qualities of competent intercultural agents, namely the ability to know, value, interpret, relate to, discover and interact with people, places and artefacts that are distinct from one's own; in other words, the ability to appreciate and value otherness. This presentation explores practical ideas for pedagogic tasks, such as information gap speaking tasks, jigsaw listening and reading tasks, diaries written from multiple perspectives, and role-play interviews, which language and content teachers at primary and secondary levels can employ in order to encourage learners to consider and understand other perspectives on the world. The tasks practise a range of language skills and can be adapted to fit any thematic content within a variety of subject areas.

Andy Sampson has taught EFL and trained language teachers for over twenty-five years in Ecuador, Colombia, Spain, the UK, and most recently, Portugal. He currently works on Masters' courses for primary and secondary teaching at the *Faculdade de Letras da Universidade do Porto*, and teaches a module on Cultural and Intercultural Dynamics in Primary Classrooms. His research has been published in journals including System, ELTJ and the International Journal of Educational Research, and also in teachers' magazines such as ETP, MET and the APPI Journal. Andy holds a PhD in Applied Linguistics from the University of Lancaster in the UK, in addition to CELTA, DELTA, and an MA in TESOL.