

CLIL for teachers' professional development

November **16** SAT ▶ **17** SUN, 2024 Sophia University, Yotsuya Campus

Day 1 : Workshops

'Improving skills for classroom data analysis and language assessment'

November **16**, 13:30 - 16:30
Room 411, Building 2

* Only for students and researchers from the TEFL-IP universities
* Please register using the QR code by November 10.



Dr. Tom Morton



Dr. Yuen Yi Lo

TEFL IP CLIL Seminar Day1
▼ Registration



Schedule

- 13:30 - 13:40** Opening remarks
Dr. Makoto Ikeda (Professor, Sophia University)
- 13:40 - 15:00** Workshop 1
Analyzing discourse, interaction and knowledge construction in CLIL classrooms
Dr. Tom Morton (Professor honorario, Universidad Autónoma de Madrid)
- 15:10 - 16:30** Workshop 2
Analyzing linguistic, cognitive and multimodal demands of CLIL assessment
Dr. Yuen Yi Lo (Associate Professor, The University of Hong Kong)
- 16:30** Closing remarks
Dr. Makoto Ikeda (Professor, Sophia University)

Day 2: Lectures

'Promoting CLIL for teachers' professional development'

November **17**, 13:30 - 17:00
Room 410, Building 2

* Lectures, presentations, and a panel discussion targeted at students and researchers from the TEFL-IP universities, and general audience from other universities, schools, etc.

* Please register using the QR code by 10 November 10.

TEFL IP CLIL Seminar Day2
Registration ▶



Dr. Tom Morton



Dr. Yuen Yi Lo



Mr. Kota Kawakami



Dr. Nate Olsen

Schedule

- 13:30-13:40** Opening remarks Dr. Makoto Ikeda
- 13:40-14:30** Lecture 1 Dr. Tom Morton
Developing CLIL teachers' language awareness (TLA) for content and language integration
- 14:30-15:20** Lecture 2 Dr. Yuen Yi Lo
CLIL Assessment and Teacher Assessment Literacy
- 15:30-15:50** Presentation 1
Diffusing Innovation through Collaboration: CLIL as a Catalyst for Professional Development
Dr. Nate Olsen (Assistant professor, Toyo Gakuen University)
- 15:50-16:10** Presentation 2
What does integration look like? - Exploring the co-construction of Cognitive Discourse Functions in a Soft CLIL classroom
Mr. Kota Kawakami (Visiting lecturer, Tamagawa University)
- 16:10-17:00** Panel discussion
- 17:00** Closing remarks Dr. Makoto Ikeda

Seminar outline: The Teaching English as a Foreign Language Initiative Program (TEFL-IP) has been launched by three leading Japanese universities in language education (Tokyo University of Foreign Studies, University of Tsukuba, and Sophia University) to cultivate the academic expertise and professional skills of their postgraduate students. The proposed seminar, as part of TEFL-IP, is organized with the objective of fostering researchers capable not only of practicing CLIL (Content and Language Integrated Learning) but also conducting empirical studies, such as evaluating its effectiveness.



Hosted: the Humanities and Social Sciences Network-type Graduate School Development Project (Ministry of Education, Sports, Science, Culture and Technology)

Co-hosted: Sophia University Graduate School of Linguistics & International Institute for Language Information (SOLIFIC)

■ TOM MORTON

Tom Morton is profesor honorario in the Department of English Philology, Universidad Autónoma de Madrid (UAM), where he is a member of the UAM-CLIL research group. His research focuses on classroom interaction and teacher knowledge, identity and professional development in content and language integrated learning (CLIL) and English Medium Instruction (EMI) contexts. He co-authored (with Ana Llinares and Rachel Whittaker) *The Roles of Language in CLIL* (2012, Cambridge University Press), and (with John Gray) *Social Interaction and English Language Teacher Identity* (2018, Edinburgh University Press). He co-edited (with Ana Llinares) *Applied Linguistics Perspectives on CLIL* (2017, John Benjamins). He is co-founder of the journal *Classroom Discourse*. His recent research combines sociological and discourse analytic frameworks to explore knowledge building in teaching, assessment and professional development in CLIL and EMI contexts and has been published in journals such as *Applied Linguistics*, *TESOL Quarterly*, *Language Awareness*, *Language and Education* and *Journal of English for Academic Purposes*.

■ Yuen Yi Lo

Dr. Yuen Yi Lo is an Associate Professor at the Literacy and Language Unit of the Faculty of Education, The University of Hong Kong. She received her doctorate from the University of Oxford and had worked at the Hong Kong Education University prior to joining the University of Hong Kong. Her research interests include bilingual education, Medium of Instruction policy and classroom interaction. In recent years, she has been investigating the professional development of teachers in Content and Language Integrated Learning (CLIL) and issues related to CLIL assessment. Her research has been published in *Review of Educational Research*, *International Journal of Bilingual Education and Bilingualism* and *Teaching and Teacher Education*, and collected in her book "Professional Development of CLIL Teachers".

■ Nate Olson

Nate Olson is an assistant professor at Toyo Gakuen University in Tokyo and holds a PhD in Linguistics from Sophia University. His research focuses on CLIL, team teaching, teacher development, and communities of practice.

■ Kota Kawakami

Kota Kawakami is an English instructor at Toshimagaoka Joshigakuen Junior and Senior High School, as well as at the Center for English as a Lingua Franca at Tamagawa University. He completed a master's degree in TESOL at the University of Edinburgh in 2024, with a focus on CLIL (Content and Language Integrated Learning) pedagogy. His research interest centers on how content and language learning can be integrated through dialogic interaction.

Teaching English as a Foreign Language Initiative Program
英語教育学イニシアティブ・プログラム



<https://www.tufs.ac.jp/education/pg/exchange/tefl-ip/>



Day 1 : November 16th (Saturday)

Workshop 1

Dr. Tom Morton (Professor honorario, Universidad Autónoma de Madrid)

Title: **Analyzing discourse, interaction and knowledge construction in CLIL classrooms**

Abstract:

This workshop equips students and researchers with tools to conduct and evaluate small-scale studies in Content and Language Integrated Learning (CLIL) classrooms. It begins with an overview of classroom discourse and interaction (CDI) as a research field, focusing on its application in CLIL contexts. Moving on to knowledge-building in content areas, participants will be introduced to the construct of Cognitive Discourse Functions (CDFs), which link learning objectives with their linguistic realisations. We will then look at the methodology and results of recent CLIL classroom studies utilizing CDFs, focusing on the insights they provide into the interplay of discourse, interaction, cognition, and knowledge construction. By the end, attendees will have a practical, theoretically grounded understanding of the complex relationships between language use, cognitive processes, and content learning, enabling them to design and critically assess classroom research studies in CLIL settings.

Workshop 2

Dr. Yuen Yi Lo (Associate professor, The University of Hong Kong)

Title: **Analysing linguistic, cognitive and multimodal demands of CLIL assessment**

Abstract

This workshop will focus on assessment analysis and design in Content and Language Integrated Learning (CLIL) programmes. The speaker will first introduce an analytical framework to understand the linguistic, cognitive and multimodal demands of assessment tasks in CLIL, and then demonstrate how teachers can make use of the framework to analyse and design assessment tasks. The speaker will also share some examples of using GenAI tools to accommodate students' language needs when designing assessment questions and marking rubrics

Day 2 : November 17th (Sunday)

Lecture 1

Dr. Tom Morton (Professor honorario, Universidad Autónoma de Madrid)

Title: **Developing CLIL teachers' language awareness (TLA) for content and language integration**

Abstract:

In this lecture, I will provide a conceptual overview of the knowledge base for content and language integration (CLI) in CLIL and similar settings around the world. I will briefly review the main issues affecting teacher education and professional development of CLIL teachers, highlighting where the main gaps in research and practice lie. I will then focus on a key aspect of teachers' knowledge for CLIL settings, Teacher Language Awareness for Content and Language Integration (TLACLI). I will briefly review how TLA has been conceptualized and developed in second and foreign language education, and how it has been adapted to CLIL contexts. I will draw on and extend the "user", "analyst" and "teacher" dimensions of TLA, and outline recent studies which show how it can be developed in interventions and collaborations between researchers, teacher educators, CLIL and language teachers



Day 2 : November 17th (Sunday)

Lecture 2

Dr. Yuen Yi Lo (Associate professor, The University of Hong Kong)

Title: **CLIL Assessment and Teacher Assessment Literacy**

Abstract

In Content and Language Integrated Learning (CLIL) programmes, students are learning non-language content subjects through their additional language (L2). It follows that their academic achievement is often assessed in their less proficient L2, which raises concerns over the validity and fairness of assessment for these students. At the same time, teachers have not received sufficient professional support in terms of designing assessment for these students. In this lecture, the speaker will share her recent work on assessment for bilingual students studying through English in Hong Kong secondary schools. She will first illustrate the cognitive, linguistic and multimodal demands imposed by high-stakes examination questions on bilingual students, and how these may affect students' academic achievement. She will then introduce a conceptual framework and associated inventory for CLIL teacher assessment literacy and discuss how these can facilitate future research and professional development in this field.

Presentation 1

Dr. Nate Olsen (Assistant professor, Toyo Gakuen University)

Title: **Diffusing Innovation through Collaboration: CLIL as a Catalyst for Professional Development**

Abstract:

This presentation explores the role of team-taught CLIL in promoting professional growth and educational innovation in Japanese secondary schools. Using diffusion of innovations theory and the concept of communities of practice, I examine the experiences of team teachers as they implement Soft CLIL for the first time. Through collaborative action research and reflective lesson observations, the study shows that despite initial hurdles, team-taught CLIL can foster robust professional learning communities. This approach not only aids in adapting and implementing Soft CLIL locally but also offers potential for reinvigorating team teaching practices in Japan, ultimately enhancing English language education.

Presentation 2

Mr. Kota Kawakami (Visiting lecturer, Tamagawa University)

Title: **What does integration look like?: Exploring the co-construction of Cognitive Discourse Functions in a Soft CLIL classroom**

Abstract:

Despite the growing interest in CLIL in Japan, the issue of integration has not been examined thoroughly in classroom-based research. The construct of Cognitive Discourse Functions (CDF) is a theoretical framework that visualises integration in the form of transparent learning goals. This presentation introduces a small-scale study, exploring the application of CDF-informed pedagogy through professional dialogue between teacher and researcher. The study found that the principles of dialogic teaching played a crucial role in facilitating the realisation of CDFs in classroom interaction. It also highlights that CDFs can serve as a common language in professional learning conversations to transform pedagogical practice.