Evaluating and assessing teaching and learning in CLIL/bilingual education

14 & 15 November 2022
Faculdade de Letras, Universidade do Porto

IBMODEL

Admission free

Join us at this event where key issues on evaluating and assessing teaching and learning in CLIL/bilingual education will be addressed by experts in this specific area from Spain and Portugal. In addition to engaging in keynote presentations, you will have the opportunity to participate in workshops and discussion groups with presenters, teachers, school directors and other stakeholders involved in CLIL/bilingual education.

We look forward to welcoming you at this IBModel event.

Link to registration

Learn more about the project **here**.
Contact: uporto@ibmodel.org

SPEAKERS

Ana Otto (U. Complutense de Madrid)

Ana Xavier (DGE)

Andrew Sampson (U. Porto)

Margarida Morgado (IPCB)

Maria Ellison (U. Porto)

Nicolas Hurst (U. Porto)

Victor Pavón (U.Córdoba)

IBmodel partners:
Fundación Santos Mártires, Córdoba
University of Córdoba
University of Porto
Eurolingue language schools, Sicily

U.PORTO   eurolingue school   UNIVERSIDAD DE CÓRDOBA   FUNDACIÓN DIOCESANA SANTOS MÁRTIRES DE CÓRDOBA   WORKING CLIL   Co-funded by the European Union

PROGRAMME

DAY 1. MONDAY 14TH NOVEMBER

9.00 - 9.30. Registration - Welcome desk

9.30 - 9.45. Opening remarks | Anfiteatro Nobre
David Ruz – IBModel Coordinator – Fundación Santos Mártires, Córdoba

9.45 - 10.45. Keynote 1 | Anfiteatro Nobre
Linguistic and Pedagogical Challenges in CLIL Assessment: Lessons from Research and Practice
Ana Otto - Complutense University, Madrid
In this talk the most challenging issues around CLIL assessment will be addressed from both the teachers' and students viewpoints. Starting from the assumption that very often there is a disconnect between class practices and assessment practices, we will focus on the nature of CLIL assessment as continuous, formative, integrative, differentiated and competence-based. The role of home languages will be also explored along with the different ways an assessment task can be adapted to suit both language and content demands. Examples from latest research and practice will be also portrayed, and there will be time for questions and discussion at the end of the session.

10.45 - 11.15. COFFEE BREAK

11.15 - 12.15. Workshops

Workshop I |Sala Reuniões I
CLIL assessment in project-based learning: solutions piloted by teachers
Margarida Morgado - Polytechnic Institute of Castelo Branco
The workshop focuses on curricular project-based learning CLIL in primary (1° e 2° ciclos) and how it can be assessed. Project-based learning adheres to the basic principle of 'learning by doing' in close to real-life situations. Learners find themselves investigating open-ended questions to 'make meaning' and in the process gain knowledge, skills and dispositions (Krauss & Boss, 2013, p. 5). Projects "shift the attention from language and structures per se to meaning and communication" (C4YEC, 2022, p. 17). How can the process and the products of project-based learning be assessed with all its real language input, implicit and incidental learning? How do we assess real peer interaction and interaction with the teacher? The participants will be taken through sample CLIL project-based planning and will be invited to discuss assessment rubrics for teachers and for students designed and piloted by teachers in the framework of the CLIL for YOUNG EUROPEAN CITIZENS.

References
Krauss, J., & Boss, S. (2013). *Thinking through project-based learning: Guiding deeper inquiry*. Corwin Press
Alejo-González, R., Piquer-Píriz, A.M., Castellano-Risco, I., Poves, C. & Romero, M.T. (2022) *Guide Addresses to Teachers on How to Use CLIL in Primary School*. Giunti.

Workshop II | Sala Reuniões II
Improving reliability in approaches to assessing Cognitive Discourse Functions
Andrew Sampson & Nicolas Hurst - University of Porto
While a great deal of research has investigated the effectiveness of different approaches to assessing spoken and written English in general EFL contexts, the area of assessing the spoken and written academic discourse of young learners has been far less researched. In this presentation, Nic Hurst and Andy Sampson discuss their development of rubrics for teachers to use in order to assess the Cognitive Discourse Functions employed by primary and secondary learners when participating in tasks that require academic language. This presentation will include an opportunity for participants in the session to practise applying the rubrics developed to real samples of learners' language.

12.15- 14.00. LUNCH

PROGRAMME

14.00 - 15.00. Keynote 2 | Anfiteatro Nobre

Assessment for Learning in bilingual education/CLIL: a learning-oriented approach to assessing English language skills and curriculum content

Ana Xavier - Directorate-General for Education/Portuguese Ministry of Education (DGE/ME)

Assessment has often been regarded as a delicate issue in bilingual education and CLIL approaches. Such approaches are relatively new to the Portuguese education system, where summative assessment has traditionally been highly valued and where knowledge of formative assessment practices, which is key in a context where foreign languages are used as a medium of learning, teaching and assessment, is not yet widespread. This session will focus on the design of a principled learning-oriented framework for assessment at early primary level drawing on the needs of teachers working in bilingual/CLIL provisions in Portuguese schools. Resulting from an action research conducted in the scope of Master's thesis presented at FSCH Nova Lisbon, Portugal, in 2016, the framework builds on ways of assessing both language skills and content knowledge with a view to understanding how assessment can actually promote learning.

15.00 - 16.00. Workshops

Workshop III | Sala Reuniões I

Combining Formative and Summative Assessment in CLIL.

Ana Otto - Complutense University, Madrid

Formative Assessment is widely known for its potential to diagnose students' development when learning through an additional language. However, when it comes to real practice, CLIL practitioners often complain that even if formative assessment is recommended by researchers and language policies, its implementation is still scarce in some contexts, as it is often combined with summative assessment techniques and tools. In this workshop we look at practical tips for assessing emergent bilinguals in CLIL Programmes through the combination of Formative and Summative Assessment. Participants will have the opportunity to work in small groups and discuss which type of assessment is best depending on the assessment focus, and we will pool good practices.

Workshop IV | Sala Reuniões II

Sitting Beside Young Learners

Ana Xavier - DGE/Ministry of Education

This workshop will attempt to provide an illustration of how to use the principled learning-oriented framework for bilingual education/CLIL assessment at early primary level discussed in the previous session. Useful guidelines and practical ideas will be presented to support teachers incorporate assessment in their CLIL classroom practice. Learning-oriented assessment will be demonstrated in this framework as the assessment approach which can support CLIL teachers' focus on progress without losing sight of achievement, thus combining assessment for learning with assessment of learning and always putting the learner at the heart of their teaching.

16.00- 16.30. COFFEE BREAK

16.30 - 17.30. Keynote 3 | Anfiteatro Nobre

Assessing academic language proficiency: outcomes of the IBModel digital testing

Victor Pavón - University of Córdoba & Maria Ellison - University of Porto

Currently, there are few studies that have analysed the influence of academic disciplinary language in the acquisition of the contents of the subjects that are taught in a second language. Despite abundant theoretical contributions about its importance, its impact has not been studied with large groups of subjects in bilingual programmes. The results we are presenting provide an overview of how the discursive functions that characterise this type of language influence the understanding and subsequent verbalisation of meaning in diverse academic contexts. We believe this is very useful information for teachers and schools because it will allow them to help students improve the linguistic areas that are needed to learn more effectively.

PROGRAMME

DAY 2. TUESDAY 15TH NOVEMBER

Anfiteatro Nobre

9.00 – 9.30. Registration – Welcome desk

9.30 – 10.30. Keynote 4
Evaluating CLIL/bilingual programmes
Victor Pavón - University of Córdoba
The results of the implementation of a bilingual programme depend on a variety of factors. In its initial stages the potential effectiveness of the programme rests mostly on the right choice of the educational model and later on the establishment of a series of adequate decisions and actions. In order to evaluate the possible success of a bilingual programme, it is necessary to analyse the conditions associated with its implementation and its characteristics. Throughout this talk, key aspects for the effective functioning of the bilingual programme will be explored, in particular with regard to its organisation, the regulatory measures that have been taken and the reasons behind them, the application of a methodological model, the management of human resources, the material conditions or the measures aimed at promoting the use of languages inside and outside the classroom, to mention some of the most relevant aspects.

10.30 – 11.00. COFFEE BREAK

11.00 – 12.30. Focus group discussion

Closing remarks

Co-funded by the European Union

SPEAKER BIONOTES
(in alphabetical order)

Ana Otto holds a degree in English Studies, a Masters' Degree in Teaching English as a Foreign Language, and a PhD in Modern Languages and Education for her research on assessment practices in Madrid bilingual sections.She currently teaches English and Didactics at Complutense University, and supervises teaching practices and Masters' Thesis. She has wide experience in secondary education and Escuela Oficial de Idiomas as well as in higher education in numerous universities where she has taught in the degrees of English Studies, Translation, Education and several Masters' Programs of Bilingual Education. Her main research interests are Bilingual Education, Program Evaluation and Assessment.

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. 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 lower primary level. She has recently written a chapter in an edited volume on assessment for learning in CLIL, which helps to understand the essential principles and concepts in CLIL Assessment.

Andrew Sampson has taught English and trained language teachers at universities and language schools in Europe and Latin America. He currently teaches at the University of Porto, where he also participates as a researcher in the "Towards a Bilingual Model" Erasmus project. Andrew's papers on learning and teaching have been published in peer–reviewed international journals including System and ELTJ. He holds a PhD in Applied Linguistics from the University of Lancaster in the UK, in addition to CELTA and DELTA.

Margarida Morgado is Coordinating Professor of English Cultural Studies at the Polytechnic Institute of Castelo Branco, Portugal and head of English Studies. She is affiliated to the Faculty of Education and researches in Content and Language Integrated Learning (CLIL), children's fiction and intercultural communication and mediation. She is also affiliated with CETAPS, the Centre for English, Translation and Anglo-Portuguese Studies of Nova University Lisbon and Porto University. She is involved in several European funded applied research projects in teacher education online, sustainable change in education, and content–based learning. She has published internationally on CLIL, children's fiction and intercultural education.

SPEAKER BIONOTES
(in alphabetical order)

Maria Ellison is Assistant Professor of Didactics of Languages at the Faculty of Arts and Humanities, University of Porto where she teaches about didactics on Master's degrees in teaching English as a foreign language in primary and secondary schools, and supervises teaching practica of student-teachers. Her main research areas include action research in pre-service teacher education, dimensions of teacher reflection, teaching English to young learners, and CLIL. She has experience of coordinating and monitoring CLIL projects in primary, secondary and higher education in Portugal. She is the convener of the Working CLIL network in Portugal which connects communities of researchers and teachers of CLIL across the country.

Nicolas Hurst has been, since 1989, a lecturer in English Language, Linguistics, Culture and ELT Methodology at the Faculty of Arts and Humanities, the University of Porto, Portugal. He teaches full-time at various levels; he is currently responsible for the delivery of general English courses to first year undergraduates and has additional responsibilities related to post-graduate teacher education courses and practicum supervision. He defended his doctoral thesis in 2014, under the title: Cultural Representation in Portuguese–Produced ELT Coursebooks (1981-2006). He was appointed Assistant Professor in English Studies in September 2015. He has published numerous articles/chapters in various European countries and the USA. He is a regular speaker at local and international conferences.

Víctor Pavón-Vázquez is Assistant Professor at the University of Córdoba (Spain). He is a member of the Committee for Language Accreditation within the CRUE (the national association of Rectors of Spanish Universities), and current Director of Language Policy and Director of the UCOidiomas language centre at the UCO. His current interests focus on research and development for capacity building of teaching staff to support the implementation of bilingual education programmes, and on the evaluation of such programmes.