

# Developing Creativity In Content & Language Integrated Learning

Conference Programme & Abstracts



22- 23 June 2018



Universidad  
de Navarra

**FRIDAY, 22nd June 2018**  
Edificio Amigos

9:00	<b>Registration</b>	
9:30-9:45	<b>Opening Room M01</b>	
9:45-10:45	<b>ENRIQUE LAFUENTE Room M01</b> <i>Adapting CLIL and EFL principles to the Primary Arts and Crafts classroom</i>	
10:45-11:30	<b>Morning Coffee</b>	
11:30-12:00	<b>SESSION 1</b>	<b>Room M07 Teacher Training</b>
		<i>Translanguaging and creativity</i> Susana Aguilera
		<b>Room M01 Primary Sessions</b>
		<i>Engaging the five senses for creativity in writing</i> Nicola Harte
12:00-12:30		<i>Teacher Cognition in Content &amp; Language Integrated Learning.</i> Paz Azparren
12:30-13:00		<i>Creativity, robots and STEM</i> Amaia Alvarez, Maika Goya, Laura Medina & Izaskun Tomasena
12:30-13:00		<i>Towards creative teaching: the Primary Quality</i> Juan Galarraga
13:00-14:00		<i>Projects, experiences and good practices for developing creativity in CLIL</i> Laura Giammattei
13:00-14:00	<b>VICKY GIL Room M01</b> <i>Designing creative CLIL projects</i>	
14:00-15:30	<b>LUNCH (comedores universitarios)</b>	
15:30-16:00	<b>SESSION 2</b>	<b>Room M07 Primary Sessions</b>
		<i>A journey through history</i> Iván Zubillaga
		<b>Room M01 Primary Sessions</b>
16:00-16:30		<i>A CLIL Hands on Activity as a Cootie Catcher to teach about wisely using natural resources</i> Angela Ruotolo & Inmacolata Ercolino
16:00-16:30		<i>Engaging young learners</i> Henri Castleberry
16:30-17:30		<i>Maths lessons in English: towards creativity</i> Isabel Civera, Roser Codina & Carmen Arbonés
16:30-17:30	<b>DIANA LINDSAY Room M01</b> <i>CLIL through stories: Using stories with young learners to develop subject knowledge and communicative and creative competences.</i>	
17:45	<b>Complementary visit to the Museo of Navarre</b>	

## SATURDAY, 23rd June 2018

Edificio Amigos

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	<b>Room M04 Training-Primary</b>	<b>Room M01 Primary Session</b>	<b>Room M06 Teacher Training</b>	
9:15-9:45	<b>SESSION 1</b>	<i>Proyecto Museo</i> Alessandra Agati & Fernando Echarri	<i>English, Arts and Natural Sciences</i> Abel Miguel-Marqués	<i>Mindfulness and creativity</i> Nick Ashley
9:45-10:45		<i>Activities to get them speaking</i> Shawn Redwood	<i>Critical thinking in the CLIL classroom</i> Amanda McLoughlin	-
10:45-11:15	Morning Coffee			
11:15-12:15	<b>SESSION 2</b>	<i>Escape the (Class)room: Increasing Engagement in CLIL and Non-CLIL</i> Edward & Wendy Lockhart	<i>Working with art</i> Betsy Ostrander	-
12:15-12:45		<i>E-twinning projects</i> Elena Osés	<i>Life in a bottle</i> Angela Ruotolo & Inmacolata Ercolino	-
12:45-13:45		<b>MELINDA DOOLY Room M01</b> <i>If you can think it, you can do it: Motivating creative minds through CLIL &amp; technology</i>		
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## Proyecto Museo

Alessandra Agati & Fernando Echarri Iribarren - Universidad de Navarra  
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El *PROYECTO MUSEO* presenta la actividad didáctica del Museo Universidad de Navarra dirigida a los más pequeños y un proyecto de innovación educativa llevado a cabo en el aula de lengua extranjera con la colaboración del Museo.

El proyecto “Cuéntame el museo” pretende desarrollar la transmisión de contenidos y la competencia lingüística en lengua extranjera, a la vez que promueve la colaboración con los museos locales y permite desarrollar otras competencias transversales. El objetivo es grabar un breve vídeo en lengua extranjera para presentar el museo elegido y algunas piezas de su colección. Para alcanzarlo se realizan distintas actividades en clase (preparación de los contenidos y de los recursos lingüísticos para expresarlos) y fuera de ella (visita al museo), que culminarán con una sesión de proyección de los vídeos grabados.

El proyecto piloto se ha llevado a cabo con la colaboración del Museo Universidad de Navarra. Este Museo programa la creatividad como una de sus tres líneas educativas estratégicas, junto al aprender a pensar y la interdisciplinariedad, que incluye la competencia lingüística. Sus programas incluyen todos los niveles educativos. Por ejemplo, para 5º y 6º de Educación Primaria se realiza el programa “Box Project” que pretende desarrollar la creatividad de los más pequeños, centrándose en obras de la colección. Tras la visita a las exposiciones, ya en el espacio de talleres, se realizan diversas actividades creativas individuales y grupales.

**Alessandra AGATI** es lectora de italiano en el Instituto de Idiomas de la Universidad de Navarra. Se ha interesado recientemente por proyectos didácticos relacionados con el italiano médico y el arte.

**Fernando ECHARRI IRIBARREN**, degree in Biological Sciences (University of Navarra, 1989) and PhD in Environmental Education (University of Navarra, 2009). Associate professor in the Department of Environmental Biology of the University of Navarra (Pamplona, Spain), teaching the following subjects: “Ecology”, “Environmental Impact Assessment”, “University Master's Degree in High-Education Teaching” and Master's Degree in “Biodiversity, Landscape and Sustainable Management”. Since 2014 is working at the University of Navarra Museum, as Head of the Educational Department. His subjects of interest are significant learning and significant learning experiences.

## Translanguaging and Creativity

Susana Aguilera Villalobos - UPNA  
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El translanguaging se enmarca dentro del paradigma plurilingüe en el que las barreras entre lenguas son blandas, las llamadas “soft borders”. Los hablantes bilingües o trilingües emergentes surfean entre las lenguas que conocen en el proceso de aprendizaje en función de los actos comunicativos que realizan y utilizando los recursos lingüísticos de que disponen. Esto es una realidad observable en nuestras aulas que analizada desde una perspectiva plurilingüe entendemos como un proceso necesario y positivo.

El estudio realizado en un colegio PAI muestra resultados sobre los principales actos comunicativos que se llevan a cabo en las distintas lenguas, analizando la naturaleza de las prácticas de *translanguaging* espontáneo a lo largo de la etapa primaria y valorando posibles implicaciones pedagógicas.

**Susana AGUILERA VILLALOBOS** Maestra tutora en inglés en el C.P. Doña Mayor de Navarra y profesora colaboradora en la UOC. Ha cursado los estudios de máster sobre educación en contextos multiculturales y plurilingües (EKOMU) en la Universidad de Mondragón, realizando un estudio sobre el *translanguaging* espontáneo en el programa PAI. Ha colaborado como ponente invitada en el curso *Focus on Multilingualism* realizado en la Universidad del País Vasco. Actualmente, investigando sobre la aplicación metodológica del *translanguaging*

## **Creativity, robots and STEM**

Amaia Álvarez, Maika Goya, Laura Medina & Izaskun Tomasena  
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In the last two years we have been trying to adapt our teaching as the skills required in the workplace are continuously changing. We must teach our students the tools they need so that they can use what they learn at school in any future working environment. Hence, in Primary and Secondary we have been implementing P&G BL (Project & Game Based Learning) and STEM methodologies.

Two years ago, we started teaching students robotics in the first level of secondary school. Last year, we expanded the experience to year four and to primary school. In our school, we aim for integrated, transversal learning and this subject allows us to launch this initiative. Not only does it give us the opportunity of linking different subjects such as Physics, Maths or English but it also enables the students to relate the concepts they learn at school to real applications.

Our main purpose has been to introduce the aforementioned methodologies, namely, P&G BL, STEM and Robotics, into the students' learning process by appealing to the role of creativity in our day-to-day teaching. As part of the process, literacy and communication have been some of the important skills in these activities. Moreover, in these classes we have also taken into consideration those students with outstanding technological know-how to ensure that their skills are further strengthened by providing an inspiring and encouraging environment in which students can exploit their potential to the maximum. We have also taken into account the students' aptitudes for Art and Design, as these play a key role in robot-based projects. Our hope is that the outcome of this venture will foster a learning environment in which motivation and creativity will stimulate the learning process of our students.

**Amaia ÁLVAREZ DE LUIS** is a teacher at Liceo Monjardín. She has a degree in Biology and in Biochemistry, a post-graduate degree in Cellular and Molecular Biology from the University of Navarre and a PHD in Social Anthropology for the University of Murcia. She has been teaching Science, Chemistry, Physics, Maths and Robotics for the last 10 years. She has been coordinating an Erasmus+ project for two years and trying to introduce STEM methodology into the students' learning process.

**Maika GOYA ESPRONCEDA** is a teacher at Liceo Monjardín. She has a degree in Pedagogy from the University of Navarra and a degree in foreign language education from the University of La Rioja. She has been teaching English, Science and Arts for the last 14 years, trying to create a rich and meaningful context that stimulates the creativity and the interest of her students for their learning process.

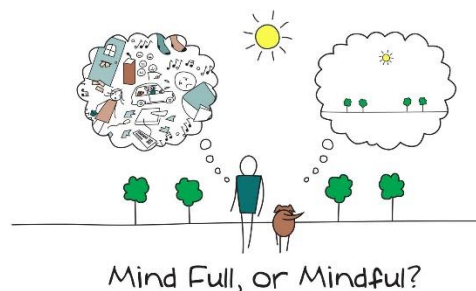
**Laura MEDINA CABELLO** is a teacher at Liceo Monjardín. She qualified as a Primary School teacher, specialising in foreign languages (English), at the University of Valladolid. She is an English, Science and Arts teacher. She is keen on learning about robotics pedagogy and lesson plan applications in an interdisciplinary way to ensure meaningful learning for her students.

**Izaskun TOMASENA HERMOSO DE MENDOZA** is a teacher at Liceo Monjardín. She qualified as a Primary School teacher, specialising in foreign languages (English), at the Public University of Navarra. She has been teaching English, Science and Arts for the last 11 years. She is keen on learning about new different methods and applying them in order to keep motivating her students in their learning process.

## Mindfulness and Creativity

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We spend most of our lives not being fully present. Thinking is very useful but much of the time it is neither convenient nor necessary to be doing it. Our minds get tired and burnt out (just as our bodies do without rest), and they can't function properly when they really need to. As a result, we are absent minded, distracted, stressed, and often unable to concentrate, focus and use our minds for creative purposes when we need them.

This is even worse in this digital age of more and more communication, information and distractions, and this is why mindfulness has become so in vogue, not just in education but, for the same reasons, in sport, performing arts and many professions. And there is a lot of scientific evidence to indicate that it works.

In short, mindfulness is the capacity to be fully conscious of the present moment, like the dog in the cartoon. But since we're not dogs, we need to cultivate it, and the best way to do that is through meditation. Meditation is simply being conscious of our breath and being very patient and compassionate with all the interruptions of thought. That's all. There's nothing hippy or flaky about it. On the contrary, the whole idea is to help us to function better when we need to and be of more use in this crazy world.

And in fact, I would go as far as to say that it is precisely what Jesus referred to when he talked about coming here so that we might live abundantly (John 10:10). The abundance he referred to was being aware of the miracle of our lives at every moment. And when we live from that dimension, mindfulness is, as its “father” Jon abat Zinn puts it, “a radical act of love and sanity.”

So, the short answer to this question is that mindfulness is useful not only for creativity but for every single aspect of life. Specifically, for teachers, being able to calm down, concentrate, pay full attention to colleagues and pupils, and also be creative. For pupils, the same principle holds: they need the ability to study, control their emotions, and also be creative. The actual potential improvement in creativity is only one of the many spin offs.

## **Teacher cognition in Content and Language Integrated Learning**

María Paz Azparren Legarre - Universidad de Navarra

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CLIL teachers at schools are content teachers who teach both content and language. That language is English, as English is normally the language of instruction. It is widely known that, in order to be a good CLIL teacher, teachers need to master English and need to know what CLIL is about. Both requirements are normally achieved through training. However, a recent trend in CLIL studies states that teacher cognition plays an essential role when it comes to applying CLIL well in the classroom. According to some scholars, teachers’ beliefs have a clear impact on elements of great importance in the classroom like methodology, focus when teaching, and the teacher’s role – not to mention that of the student. Therefore, good English and being aware of the CLIL method mean nothing if teacher cognition does not go hand in hand to what teaching CLIL as a whole implies. CLIL teachers are content teachers whose beliefs make them focus on teaching content, leaving aside the language of instruction. Many teachers simply do not give importance to teaching the language “through” which students will learn the content. CLIL implies a greater change, a deeper evolution in the teaching methodologies and in the teachers’ mindset. Congruence between what teaching and learning a language is and what teachers think teaching and learning a language is must exist for CLIL to be successful in the classroom. The evolution will not take place if we do not start by re-educating teachers’ beliefs. Many CLIL teachers who know about the method simply do not apply it because it does not match what they think teaching and learning a language is. Nevertheless, beliefs are not static but dynamic and they can be modified as a result of teacher instruction. As Borg says, “prior learning experiences shape teachers’ cognitions and instructional decisions” and teacher education can have a clear impact on trainees’ cognition. Society as a whole, public institutions, universities and schools must be aware of the positive impact teacher training has in CLIL. Teacher training will help CLIL teachers integrate the teaching of both content and language as it will operate a more profound change in the teachers’ beliefs. It will re-shape the teachers’ CLIL instructional beliefs into a more genuine and enduring type of practice. And we will all benefit from this - not only students and teachers but society as a whole.

**M<sup>a</sup> Paz AZPARREN LEGARRE** graduated in English Philology from the University of Zaragoza and obtained a Master’s Degree in Teaching. She is currently combining her work in a Secondary School in Navarra, Spain, with postgraduate research on CLIL.



## **Engaging Young Learners**

Henri Castleberry - UPV/EHU

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Having young EFL learners engaged in their own learning process is more than just having them participate in the traditional classroom activities. It's about having the students draw on their own perspectives to help them with their language and content learning. Students need to come to our classrooms feeling happy and comfortable, so they are more likely to retain what they have learned.

During this workshop you will be presented with successful CLIL projects that have been carried out with preschoolers and primary students. We will also be discussing different techniques that will help teachers build creative CLIL lesson plans that motivate young learners to want to learn English. You will be longing to go back to your classroom so you can teach them more *fun things*. You will see how preschoolers learn about the different jobs within a hospital and what primary students did to learn about ancient Rome. Finally, we will do some hands-on easy-to-do activities to motivate your students in class.

**Henri CASTLEBERRY** is a PhD candidate at the University of the Basque Country and a member of the research group LASLAB which is a multidisciplinary research group also based in the University of the Basque Country that investigates issues concerning speech and language acquisition. Additionally, he is the Director of the English Department at NClíc School in Vitoria where they have incorporated English as a medium of instruction and the CLIL approach into their curriculum

### **Maths lessons in English: towards creativity**

Isabel Civera, Roser Codina & Carmen Arbonés

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Over the past years, many schools in Catalonia have developed and implemented Content and Language Integrated Learning (CLIL) programmes and initiatives of very different types with varying degrees of success. Integrating content and a foreign language presents a great challenge to teachers who need to plan, implement and evaluate units of study coherent with 21<sup>st</sup> century teaching and learning objectives. Language teacher educators need to address these challenges and develop responsive programmes for initial teacher education and further professional development.

CLIL is powerful, engaging and empowering. CLIL classrooms use English to teach real world content. Teachers have to cater for the learning of concepts from different areas of the curriculum, as well as for the development of language skills. This implies scaffolding the students' learning, always providing language support.

This communication reports on a research and innovation project (ARMIF 2017) conducted at the Faculty of Education, in the University of Barcelona, involving the development of mathematics activities which offer opportunities for meaningful interaction. It presents a project

developed, in collaboration, by lecturers in Mathematics and in Foreign Language Education, for Double Degree students in their fourth year of study.

The aims of the study are:

- to contribute towards a better understanding of effective and innovative instructional practices,
- to discuss ways in which meaningful classroom activities can support children's discourse skills development,
- to sensitize future CLIL teachers on the importance of designing meaningful and creative tasks for the teaching of mathematics.

The project provides opportunities for learner centred collaborative work. Some examples of tasks developed in the last two years by teacher educators, as well as by trainee teachers, will be discussed. The results offer some valuable insights into pre-service teacher's conceptions about scaffolding language, content and learning skills development, learner autonomy and self-esteem or critical and creative thinking.

**Isabel Civera López** is a Senior Lecturer in Primary and Secondary ELT at the Faculty of Education, University of Barcelona. She coordinates the English language section of the ELL-DCEM department, and the specialty of Primary and Preschool EFL Teaching. She is a member of the PLURAL research group (Plurilingualism, Schools and Language Learning). She specializes in teacher cognition in language teaching and learning, ethnography and reflective journals and Content and Language Integrated Learning (CLIL). She is currently involved in the ARMIF project: *“Millora del coneixement i ús de les estratègies del discurs que promouen el desenvolupament de les habilitats cognitives superiors.”*

**Roser Codina Pascual** is a Senior Lecturer in Mathematics Education at the Faculty of Education, University of Barcelona. She has been involved in the design and implementation of different Teacher Education Programmes. She coordinates the Mathematics section of the ELL-DCEM department. She specializes in problem solving, didactics of geometry and visualisation. She is currently involved in the ARMIF project: *“Millora del coneixement i ús de les estratègies del discurs que promouen el desenvolupament de les habilitats cognitives superiors.”*

**Carmen Arbonés Solá** is a Senior Lecturer in Primary and Secondary ELT at the Faculty of Education, University of Barcelona. She has been involved in the design and implementation of different Teacher Education Programmes. She coordinates the Secondary English Teachers Master's Course. She is a member of the FRAC research group (Formació Receptora - Anàlisi de Competències). She specializes in second language acquisition, language teaching and learning, multimodal texts and Content and Language Integrated Learning (CLIL).

**If you can think it, you can do it:  
Motivating creative minds through CLIL & technology**

Dr. Melinda Dooly - Universitat Autònoma de Barcelona

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It is common to hear debates about the future of education. Occasionally the discourse tends to the euphoric, sometimes it strays more to the dystopic. Often times these talks centre on how educators can and should meet society's demands in the globalized, interconnected voicing their

concern about learners as future ‘global’, ‘digitalized’ citizens. What skills and competencies should they have? What key knowledge should they acquire? Whether there is agreement or not on these issues, there does seem to be a general consensus that education is going to be transformed in the next decades as we accommodate rapid technological, socio-political, geographical, and environmental changes in the world.

This talk will engage with this ongoing debate by first interrogating what is meant by ‘knowledge’ and then exploring ways in which teachers might encourage ‘transformative knowledge’ through carefully designed, interdisciplinary learning environments that promote students’ ability to analyse evidence, synthesize ideas, develop solid criteria and apply critical thinking in order to generate new and creative ideas of their own.

**Melinda DOOLEY** is Senior Lecturer (Serra Húnter Fellow) at the Department of Language, Literature and Social Sciences Education, Faculty of Education, Universitat Autònoma de Barcelona. She is the lead researcher of the publically funded Research Centre for Plurilingual Teaching & Interaction (<http://grupsderecerca.uab.cat/greip/en>). She has been leading researcher on several nationally and internationally funded research projects and has participated as team member of over 20 other projects. Dr. Dooly has published widely in journals, books and chapters on multilingual education, technology and teaching practices. She was honorary lecturer at the Institute of Education, University College London in 2016.

### **Towards creative teaching: The Primary Science Quality Mark**

Juan Galarraga - Colegio Irabia-Izaga, Pamplona  
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*What is PSQM?* The Primary Science Quality Mark is a highly successful, unique British award programme to develop and celebrate the profile of science teaching, learning and leadership in primary schools. Science subject leaders join a local PSQM hub and are supported by professional development to achieve the PSQM award, PSQM Gilt award or PSQM Outreach award for their schools.

**Juan GALARRAGA** is a primary school teacher at Colegio Irabia-Izaga in Pamplona. His current teaching involves Science and English as a second language with 10-12-year-old primary students. He earned a teacher training degree from the Public University of Navarra (UPNA) and a certificate as a Thinking Based Learning Teacher-Coach from the National Center for Teaching Thinking.

### **Projects, experiences and good practices for developing creativity in CLIL**

Laura Giammattei - I.C. Adelaide Ristori School in Napoli  
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This paper reports on results obtained from an experimental project carried out for the last 3 years in a class of 10/11 years old students of Italian mother language. The project concerns Lab science sessions which include CLIL methodology in a creative and successful way. In fact, an assorted collection of fun hands-on scientific activities are injected in CLIL resources on a wide range of curriculum science topics. The goal of the paper is to share experiences and promote good practices with teachers and researchers in the field. The paper describes several interactive

Lab sessions of about 1 hour each, intended to be performed during the school year in agreement with the advancement of the teaching activity. Each Lab session is based on a detailed description of one experiment that each student performs on his/her own under the teacher's supervision. The teacher shows and mimics what he/she is saying in English, and language is kept at an easy level. The strength of the proposed approach is that it is based on the use of everyday objects and tools and it requires only low-cost materials. The project has been popular among students since it is innovative and creative because students are involved in the whole experimental activity. Students' involvement starts even before the session since their curiosity is aroused in the search for the materials needed for the experiment. They enjoy performing the practical fun experiment and after having solved the written exercises proposed on the CLIL activity sheet they can perform an extension activity. They also have some time to compare their results with each other and to manipulate and combine objects and ideas in their own ways. Everything together help to deepen the pupils' understanding, to support their language acquisition, to get "hand on" with the science they are learning about and to develop creative thinking skills.

**Laura GIAMMATTEI** has a degree in geological sciences and she teaches both maths and science. She has 18 years of teaching experience with 10-13-year-old students in schools from Naples, Italy. She has been always interested in highlighting links between science and everyday life, and now she focuses on innovative Lab Science projects while using the CLIL method which incorporates English as a second language.

## **Designing Creative Content Language Integrated Learning Projects for Twenty First Century Primary School Learners.**

Vicky Gil - Universidad de Zaragoza

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Innovation in the EFL and CLIL classroom calls for a significant positive change in the way we lead and facilitate our students' learning. Project Based Learning and active methodologies that engage learners and promote collaboration, creativity and critical thinking seem to offer many advantages and effective tools for our bilingual or plurilingual context. However, integrating content and language requires changes and adaptations in methodologies, strategies and tools that have proven to work well in L1 classrooms. A simple straightforward transfer of PBL or other methodologies and strategies for the development of learning and thinking skills is not enough to promote real and deep communicative learning in our current CLIL classrooms.

This presentation will address the need to bring together the elements of Second Language Acquisition Theories and the design of Project Based Learning, proposing a learning journey that takes students through different stages. The stages and examples of the activities that present multimodal input, interaction and output in a safe, engaging and creative climate will be discussed. Participants will be able to see how the teaching and learning processes proposed in "Project Based Language Learning" and "CLIL-Pro" aim to ensure that children in CLIL/EFL classes develop the knowledge, understandings and skills that allow them to be competent global communicators and creative citizens of the twenty-first century.

**Vicky GIL** was born in the USA where she obtained her BA from Rutgers University. She also holds a degree in English Philology from the University of Zaragoza with a Diploma in Advanced Studies (DEA). She has been an EFL and CLIL teacher for over 25 years in contexts ranging from Pre-school to Post-Secondary and is currently a pre-service and in-service teacher trainer and professor, both freelance and at the University of Zaragoza. She has organized and led professional development

workshops and English Language Immersions throughout Spain. Her areas of interest are CLIL, Differentiated Instruction, Cooperative Learning, Whole Brain Teaching and Project Based Language Learning.

Vicky Gil has published research on Bilingualism in American Literature and Film and has coauthored *Super Me and Teddy's Train*, TEFL textbooks for Young Learners from Pre-school to Year 2 Primary, published by Oxford University Press. More recently, she has co-authored a collection of CLIL textbooks and teacher guides for the integrated teaching of Arts and English at Pre-school and Primary level entitled *Communicative Arts and Crafts*, published by Editorial Sapiens.

### **Engaging the five senses for creativity in writing**

Nicola Harte - British School of Navarra

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Descriptive writing is all about conveying an experience, and we experience things in a number of different ways – through our sight, smell, touch, taste and sound. Sometimes students can feel stuck and apprehensive when faced with a descriptive writing task and so this talk aims to break down that task into the five senses to make it more accessible for students, and to help improve their writing. Engaging the five senses also offers a fantastic opportunity for fun in the classroom, so we will discuss a variety of practical ideas and activities to get students exploring their creativity and expanding their vocabulary.

### **Adapting CLIL and EFL principles to the Primary Arts and Crafts classroom**

Enrique la Fuente - University of Zaragoza, Spain

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A large number of Primary Schools are now turning to Arts and Crafts as an advantageous alternative to integrate the learning of content and L2. Yet, the way the teaching of Arts and Crafts has traditionally been approached at school has major limitations in a CLIL context. In terms of content, the emphasis has often been placed on the development of skills connected to drawing and painting, with little or no focus on the world of Art and little room for creativity. In terms of language, the activities students usually engaged in afforded very few opportunities for natural communication or focus on form. Therefore, in order to teach Arts and Crafts and the L2, we need to explore other ways to design our lessons. One way to go about this is to use certain principles and strategies of CLT to supplement Arts and Crafts activities so as to ensure sufficient exposure and practice in the L2. Another alternative is for higher levels of Primary to increase our focus on subject matter concepts, as well as to study and acquire specific Arts & Crafts techniques via L2 use. In addition, investigating works by relevant artistic movements and styles, using appropriate thinking tools and cooperative learning structures, can allow teachers to apply the principles of CLIL methodology more effectively.

**Enrique LA FUENTE MILLÁN** is a senior lecturer at the Faculty of Education of Zaragoza and has been teaching in the area of ESL methodology for over 15 years. His areas of teaching also include CLIL, English Phonetics and Second Language Acquisition. His research has focused on Applied Linguistics, and he has published several articles in national and international journals. He has been a visiting scholar at the University of Michigan (USA) and Deakin University (Melbourne, Vic), and has worked as a lecturer at the School of Languages and Linguistics of the University of Melbourne.

Enrique Lafuente has given a number of courses and lectures in the area of CLIL and he is the director of the *Posgrado de Experto Universitario en CLIL e Innovación en el aula de Inglés de Ed. Primaria* (Universidad de Zaragoza). He has also co-authored a collection of textbooks and teacher guides for the integrated teaching of Arts and English in Primary Education entitled *Communicative Arts and Crafts* (Ed. Plastica Sapiens).

## **CLIL through stories: Using stories with young learners to develop subject knowledge and communicative and creative competences.**

Diana Lindsay - Basque Country  
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Are the secrets of science or the mysteries of maths only for more proficient language users? In this workshop, we will see how the use of stories can lead into further exploration of subject content for younger learners. No prior knowledge of CLIL is required for teachers to come and experience how we develop creativity, cognition and communication through stories.

**Outline:** The main aim of the workshop is to share, with pre-primary and primary teachers, ideas for the development of subject content; science, math, art etc. through the use of real story books, story-telling and dramatization.

The rationale for the workshop is based on three (language) learning approaches: CLIL, story-based learning and task or project work.

CLIL (Content Language Integrated learning) is currently enjoying an unprecedented boom in Spain with many primary, secondary and tertiary institutions experimenting with teaching subjects through the medium of English. The practical, cognitive and communicative benefits are increasingly apparent.

The use of stories and drama with young learners also has a well-tested pedigree in primary education, and the organization of pre-primary and primary classes through tasks and projects has long been recognized as a coherent and meaningful means of motivating young learners.

In this workshop we will see, through some practical examples, how to combine the magic of story-telling with the emergent content of different subject areas. The stories can be used as enjoyable and worthwhile supplements by themselves, or as the focus of a whole project or unit of work. We will work look at examples from the world of science, maths and art.

Teachers will have the opportunity to experience the stories at first hand and then reflect on the inherent pedagogical issues.

The workshop should be of interest to primary and pre-primary teachers who are looking at more meaningful and creative ways of connecting with their pupils, who want to explore ways of responding to the different interests, learning styles and intelligences of their pupils and who are interested in developing their own lesson planning and repertoire.

**Diana LINDSAY** is a teacher, teacher trainer and materials writer based in the San Sebastian. She has also lived and worked in Africa, the U.K., Italy, China and Qatar. In the Basque Country, she has worked for thirty years in teacher education, and curriculum and materials' design; with the British Council, the Basque Government, the University of the Basque Country, the Federation of Ikastolas,

the University of Deusto and Kristau Eskola. She is co-author of a number of project-based and CLIL school materials. Current interests include English-medium subject instruction from Primary to Higher Education, and professional standards for teachers.

## **Escape the (Class)room: Increasing Engagement in CLIL and Non-CLIL**

Edward & Wendy Lockhart

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In this session we will be experiencing how to cater for mixed-ability groups, how to foster communicative competence, how to promote group work and collaboration and how to exploit the five skills through a gamified learning experience. The experience will be tailored to English teachers (the content will be related to this field), but it could be readapted to suit many different teaching situations. The session will be mainly hands-on, but there will be a moment at the end to reflect on the pedagogical elements of this proposal and on how to design escape-room-like situations to motivate and surprise learners every now and then.

**Edward LOCKHART** is a lecturer and coordinator of the English minor in the educational degrees at the Universitat Rovira i Virgili. He is a teacher trainer for the Departament d'Ensenyament, a freelance English teacher and a teacher trainer. He has a PhD in English Language Teaching Methodology and a Master's in Teaching English as a Foreign Language. He is a board member of APAC (Association of Catalan Teachers of English).

**Wendy LOCKHART** has been the director of Servicios Lingüísticos Lockhart since 2002. She has been an English teacher for over 29 years, teaching all levels and ages, and she has been training teachers for the last five years. She is a certified coach.

## **Critical thinking in the CLIL classroom**

Amanda McLoughlin - British Council

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Promoting critical thinking is becoming an essential part of any curriculum nowadays, but is it relevant to the primary CLIL classroom? How can primary CLIL teachers incorporate the same types of creative tasks into their classrooms that other non-CLIL teachers do? In this talk we will examine a few very simple ways primary CLIL teachers can create critical thinking activities for their classrooms too. We will start by looking at what critical thinking is with regards to the classroom. We will discuss what the audience think it means and compare their ideas to accepted definitions. Then, we will look at five simple generic activities that develop these skills in different ways. The activities will be simple and adaptable to different ages or subjects. In order to understand the activities from the learners' point of view, the audience will be expected to participate in the activities. Finally, we will spend some time reflecting on what we have seen and think about how the activities can be adapted to the teaching contexts of the audience.

**Amanda MC LOUGHLIN** is a freelance teacher trainer and materials writer based in the Bilbao area in the north of Spain. She taught EFL and science in a primary school near Bilbao for 8 years and has

been training teachers for the British Council for the last 10 years, specializing in CLIL and EFL methodology. More recently, she has been working as an author of primary and secondary CLIL textbooks for the Spanish market.

### **English, Arts and Natural Science**

Abel Miguel-Marqués - Colegio Miravalles-Redín, Pamplona

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This idea arose at the beginning of the year when I was looking at a way to combine English, Natural Science and Arts in year 1 so that one could reinforce the other. The main problem was with Arts, because we wanted it to be linked more closely with the other subjects. In order to give more importance to Arts, I started using it as a support subject for English and Science.

An example of this is that when we had to learn the seasons of the year in the English subject, we also did it in Science and used the Arts lessons to reinforce the concepts. I included some collaborative and group work techniques as cross-curricular contents. This proved a very productive way to teach English in year one in a clear and easy manner.

**Abel MIGUEL-MARQUÉS** is a primary teacher giving classes in Natural Science, Arts and Crafts and English at Colegio de Fomento Miravalles–El Redín, in Pamplona.

### **E-twinning projects**

Elena Osés - Universidad de Navarra

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E-Twinning offers a free platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and be part of a truly European learning community.

In this talk, I will explain the basic principles of eTwinning, and show some recent projects in which schools have used the platform to carry out interesting projects with schools in other European countries. In this way, they use English for real educational and communicative purposes, and benefit from contact with pupils in other countries. This approach leads to creative new ways of using technologies and virtual spaces.

**Elena OSÉS** es maestra de Educación Primaria con plaza en el CPEIP Rochapea de Pamplona, aunque desde septiembre de 2016 trabaja en la Sección de Integración y Explotación de las Tecnologías Educativas en el Departamento de Educación del Gobierno de Navarra como asesora técnica docente. Su trabajo se centra en el desarrollo de la competencia digital tanto del alumnado como del profesorado, y participa en diferentes proyectos de integración de la tecnología en el aula. Desde el año 2015 es embajadora e-Twinning y Future Classroom Lab por Navarra. Sus funciones son las de dar a conocer estas iniciativas europeas y acompañar a los docentes y/o centros educativos que estén interesados en iniciarse en estos proyectos.



## Working with Art

Elizabeth Ostrander - Colegio Miravalles el Redín, Pamplona  
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This workshop introduces techniques of teaching creativity in the arts to the elementary Art and Music classroom. Participants will be given handouts describing the five artistic focuses of an educational topic and a worksheet for lesson planning. The workshop will start with a presentation based on this creativity-based method. The workshop progresses to 20-30-minute *practicum* of a sample unit, in this case “**Australia: Aboriginal Art and Animals**” (designed for the 3<sup>rd</sup> and 4<sup>th</sup> graders). These practical sessions entail (1) *Classroom Introduction* PowerPoint, (2) *Art Classroom* session, (3) *Music Making* with group vocal and instrumental music, (4,5) *Directed Listening* and *Children’s Literature* and (6) *Art/Music Lab* project. In each *practicum* the participants will be given classroom art material (2,6) and the sheet music/ sources of the chosen book and orchestral work (3,4,5).

**Elizabeth OSTRANDER** was born in Ithaca, New York where she obtained her B.S. and M.S. from Ithaca College. She started her teaching as an English conversation coach in the Primary and Secondary levels and has been a music and art instructor in Miravalles–El Redín, Pamplona, Navarra, at the Primary School level for over five years. She has prepared special vocal music projects for children in Pamplona and performs and teaches violin on occasion. Her interest in teaching children is combining the arts in comprehensive units. She has developed a unique system of including visual arts, music, children’s literature and poetry, sculpture, etc. into each artistic. She has co-authored the current ESC Summer Vacation Books, 3<sup>rd</sup> to 6<sup>th</sup> Grades.

## Activities to get them speaking

Shawn Redwood  
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The purpose of this talk is to give participants activities that they can use in the classroom through the use of prompts, videos and pictures to foster critical thinking skills and stimulate conversation. Participants will be guided on how to use each activity and will work in groups to share ideas and answers.

**Shawn REDWOOD** has been teaching English as a Foreign Language for more than 14 years in Spain. He has worked at many public and charter bilingual schools in Madrid as an English Language Assistant, and has extensive experience preparing students for Cambridge Assessment English Qualifications. His principal areas of interest are bilingual and international education, as well as CLIL, in both Primary and Secondary School, visual literacy, and implementing authentic material in the EFL classroom.

## **A CLIL Hands on Activity as a Cootie Catcher to teach about wisely using natural resources**

Angela Ruotolo -University of Bari

Immacolata Ercolino - University of Camerino (MC), Italy

Daniela Amendola- University of Camerino (MC), Italy

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This session focuses on how students learn science better by actively engaging in hands-on activities. Fostering pupils' curiosity is very important. We want to demonstrate that through science laboratory experiments and inventing toys (a cootie catcher as teaching tool) we can promote citizenship. Citizens make every day personal and community decisions and conclusions so it is better for children to grow with a strong knowledge of science and scientific methodology in order to make decisions supported by scientific information. We want to boost pupils' interest focusing their attention on a 3R CLIL teaching unit on "Recycling Reduce Reuse" in primary school. Recycling papers, glass and metal used at home helps children to learn about protecting and conserving the earth's natural resources.

**Angela RUOTOLO**, born in Andria (Italy), works as Teacher and coordinator-Tutor at the Faculty of Education Sciences, Psychology and Communication in the Aldo Moro University (Bari). She has also been a teacher in primary school at the Verdi-Cafaro Institute in Andria for thirty-five years. In primary school, she has held numerous positions of responsibility and was deputy director for a few years. She is a specialist in Clinical Pedagogy (Master's Degree II Level). She teaches parents, methods and techniques to facilitate communication among family members. She is an official collaborator of INVALSI as an expert evaluator of educational Institutes. She organizes ICT courses for teachers and pupils. She is president of the UCIIM section of Andria, which is a national association that promotes qualified training for teachers. She also collaborates with the INDIRE national research and innovation agency. Its teaching areas are: Italian Language, science, history, geography, and technology applied to teaching. She has published part of a manual for the preparation for the school leadership competition in Italy, some articles on clinical pedagogy, a vertical course for primary and secondary schools on the values of grammar for INDIRE, a multimedia CD on Italian literature for primary school classes, and many experimental teaching activities in various fields.

**Immacolata ERCOLINO** is a PhD candidate at Camerino University (MC), Italy in Life Science teaching. The aim of her doctoral project is to create a platform in order to help teachers and learners to become more confident in Science teaching with CLIL methodology. In fact, her research project focuses on CLIL in Science teaching so she is very interested to meet other members of the international teachers' community to share ideas and projects. She has been a Science teacher for more than 29 years in a Science High School in Naples, Italy, and she is particularly interested in education and hands-on activities in Science. She had been a SISS supervisor for many years at University of Salerno and Suor Orsola Benincasa University in Naples and now she is Tutor Coordinator of TFA as a Science teacher trainer at the University of Naples "Federico II". She has expertise in hands-on activities, and as a Science expert in more than 30 PON Projects with teachers and students from the primary school to the high school. She has experience also as an ICT teacher trainer. She worked as an expert in the INVALSI school's evaluation teams (NEV), and also as teacher trainer and author of teaching materials for MIUR (Italy). She has also had experience abroad in Europe, where she was trained (EMBL and EMBO courses), and in Japan, where she participated with some students for three years in a science school contest in Shizuoka.

## **Life in a Bottle**

Angela Ruotolo & Immacolata Ercolino

We developed a new way of teaching natural science to children using CLIL methodology, which is a learning-by-doing methodology focused on developing the manual skills of our alumni and inducing social and ecological responsibility and awareness towards our environment, through the detailed and accurate description and constitution of a real 'closed ecosystem', made of worms, insects, plants, woods, grass, water and gases, which coexist and work together to let the entire natural cycle take place.

With this project we want to make the children aware of the fact that each animate or inanimate member of our ecosystem plays an important role in it, and without one or more of them, nature would not be able to exist. This idea can also be transposed to our society. To the children we would like to teach indirectly also that as in nature each element has its own meaning in an eco-cycle, in the same way, each one of us plays an important role in our society and we should never discriminate against anybody or exclude him/her from our social 'ecosystem' because we are all important together in this world. In this way we want also to join the campaign against bullying, a social plague, which is ruining our schools, our children and the future citizens of this world. We need more inclusion programs aimed to establish and fortify our social, civil, inclusive and ecological conscience for the future generations of our planet.

## **A journey through history**

Ivan Zubillaga - Colegio Miravalles-Redín, Pamplona

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The aim of this project is to make children work in an active way, letting them be the ones that create their knowledge by finding information and solving problems related to what they are learning. The teacher's role is as a support to help pupils find the best way of working.

There are three classes in 4<sup>th</sup> of primary school, and each class has chosen a period of history. They work on it, finding out as much as they can about it (ways of life, clothing, tools, most important events or people...). They bring information to school on PowerPoints, some writing reports, so they can explain to their class all the information, practise speaking, and become a teacher for their classmates. They also make a mural in each class, with the most important information so they can act as tour guides for the other classes. They also decorate the class with flags, castles, bridges, tools, prehistoric animals, etc., which proves very motivating for them. In the drama course, they prepare a short story, travelling to their period of history and becoming a citizen of that period.

At the end of this project, they make a timeline around the school, with all the periods in history and some famous events, so that other year groups can get involved and maintain their interest in history.



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