CLIL
MAGAZINE

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From the editor

Let me start by thanking you for reading this magazine! I received quite a few responses when the previous issue was not published from people who were sorry an issue had to be skipped. That is why I am proud and happy to be able to publish this new edition of CLIL Magazine: Spring 2016.

You will notice a few changes in the lay-out and design of the magazine. I hope you like them, please feel free to let me know your thoughts. We are working hard to improve the magazine and make sure it delivers on what I promise CLIL Magazine to be: A CLIL resource for every teacher! It should be both easy to read as well as provide a need for more in depth articles. The summary on the back of the magazine should provide a quick overview for those who just want to scan the content and the lay-out was changed to allow for easier reading of longer articles. Another change is the way the table of content is organised. By sorting the articles per category it should be easier to navigate and find what you interests you most even easier.

I am happy to be able to say that a wide variety of CLIL experts have contributed to this edition of CLIL Magazine again. Teachers, authors and researchers make sure you can find something suits your need.

Maybe you did not know it yet, but I also publish weekly articles on a blog. You can find it on www.clilmedia.com. If you sign up for the newsletter you will receive an overview of all the posts I wrote in a month.

Unlike previous issues, this edition of CLIL Magazine does not have an 'general theme'. Because of this, a wider range of articles could be allowed for publication. Do you have certain topics you would like to see discussed in future editions of CLIL Magazine? Feel free to let me know and I'll see what I can do.
Enjoy this issue!

Patrick de Boer
Chief Editor
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Table of content

Research wanted

Have you conducted research on CLIL practice for a thesis, a dissertation or your own professional development? If so, we would love to read it.

Researchers from Leiden University are currently preparing to publish a review of published and unpublished studies into CLIL pedagogies in practice. The idea is to create an overview of what CLIL actually LOOKS like in actual classroom practice, rather than focusing on just its outcomes or the theories behind it. We are interested in studies conducted in the Netherlands or elsewhere. Action research and small-scale studies are welcome as well as larger or more 'traditional' ones.

If you are interested in having your work included in our review, please get in touch:
Tessa Mearns - t.l.mearns@iclon.leidenuniv.nl
Evelyn van Kampen - e.van.kampen@iclon.leidenuniv.nl

Colophon

A potted history of CLIL in 3 phases

By Phil Ball

The first phase

I think that CLIL is in a '3rd phase'. Although it arose in the 1990s from the amalgam of practice roughly termed 'content-based' – identifying itself as an extension or branch of that pre-existing collective, it's surely useful now to think of CLIL as a developing notion in itself – but also as something dynamic and responsive to change. CLIL - an acronym coined by an Australian in the forests of Finland in 1994 and roughly defined as a 'dual-focus' approach some eight years later (2002) by the same creator, has never suffered from stasis. This was probably why, during this 'first phase', the practitioners of the new paradigm were grateful for any definition they could lay their hands on.

The precise nature of CLIL was somewhat inchoate, partly because most of the practice taking place beneath its banner was in the shape of unilateral local initiatives, but also because precious few of these initiatives came together to share practice and swap impressions. CLIL was a bottom-up phenomenon, untainted (or unsupported) by anything resembling governmental legislation or diktat. Thus was the first phase of CLIL, in which the dynamic innocence and sheer enthusiasm of its voluntary militants was enough to carry it through to the second phase, the one that coincided with the first major publications sponsored by the major publishers.

The second phase

The book 'Uncovering CLIL', published by Macmillan in 2008, was a key moment in the development of the 'approach', as the book's authors insisted on calling it. Whether we consider the book to have been good, bad or indifferent, it put its ideological head on the line and provided CLIL with some of its first public parameters, marking this new 'phase' (number 2). We were introduced to the idea of the 4Cs, to the possibility that CLIL might be 'an umbrella term', and to various methodological and planning-based 'toolkits' with which to uncover CLIL and clarify its set of practices.

The notion of the 'dual focus' was further emphasised, and whether these new diktats were valid or not, at least CLIL was handed a quotable framework – take it or leave it. The book was full of several radical and interesting educational ideas, but having worked full-time in CLIL from 1996, I personally found many of them only nominally related to CLIL practice. It was rather evangelical in tone, but that is just my view. Readers who were new to CLIL at that time would have found useful things within its covers.

The challenges with CLIL in the second phase

Other books were subsequently published in this second phase (although surprisingly few), but what features came to characterise this post-uncovering period? The most obvious one was the startling spread of CLIL-based practice and its adoption by many European countries and beyond. The word was out that CLIL could solve your curricular problems, and the approach began to appear in various guises around the globe – guises often distant from those that its first-phase authors had intended, of course. The crawling baby was now a biped, capable of an upright stance, but still rather wobbly on its feet. The 4Cs were enthusiasti-

> ## 'CLIL was a bottom-up phenomenon'

cally adopted by many, but others found them baffling. The alleged 'dual' focus began to appear in every CLIL-themed Master Degree thesis from Tilbury to Tashkent, and off CLIL went, at a hundred miles an hour with a faulty set of brakes.

Some of its second-phase authors looked on in horror, others preferred to adjust their messages according to the circumstances – resulting in the pragmatic notion (for example) that CLIL was 'contextual' and therefore immune to real definition. The first negative consequence of the second phase was therefore the idea that CLIL was an approach that you moulded to your socio-linguistic and cultural context. It was not for the creators of the paradigm to interfere. To support this claim, Baetens-Beardsmore's warning was oft-quoted - that what worked in one context could not necessarily be reproduced in another, and off CLIL went, inventing and re-inventing itself as it gathered pace, confident in its locally-justified parameters. Baetens-Beardsmore was of course right, but only to a certain extent. It may be true that what works for Tilbury will not work for Tashkent, but surely, if CLIL were a methodology and not an 'approach' (the word so fondly employed by its founders) – it could be more easily identified as a set of practices whose parameters were both identifiable and exportable? An approach often comes with ideological and political labels attached, whereas a methodology does not.

The third phase

Enter Phase 3 – roughly post-dating the publica-

tion of Dale and Tanner's excellent book 'CLIL Activities' (whose very title implied more methodological concerns), a book clearly designed to help teachers struggling with the undefined vagaries and uncontrolled expansion of the second phase. This is not the imagination of the author of this article. Several countries embraced CLIL enthusiastically, only to find that the promises of educational nirvana were a mere chimera, and that the lack of clear parameters – a consequence of the dangerous idea that CLIL is an 'umbrella term' for a set of practices that you yourself can concoct (given the sacred nature of your context) were in truth an obstacle in effectively implementing the practice.

In short, the end of the second phase saw CLIL questioned, and sometimes pilloried, for either making too many claims or for deliberately fudging the issue. What was CLIL? After almost twenty years, it remained a reasonable question.

The impact of phase 3

Phase 3 may well benefit from the fruits of previous research and from medium to long-term projects that are now at a mature stage. Countries who jumped in too quickly and who legislated too widely will now better understand the conditions that are required for CLIL to work efficiently. Like any paradigm, there is good, bad and indifferent CLIL - but CLIL's opponents, particularly those in the ELT world who have felt threatened by its expansion - are now beginning to see that a more 'content-aware' approach can do them some good. Indeed, one feature of the 3rd phase of CLIL is the acknowledgment of ELT (and other teachers of other languages) that the knowledge of language itself and of traditional patterns of

> ## 'What was CLIL? After almost twenty years, it remained a reasonable question'

methodology are in fact inadequate to satisfy the demands of learners who are increasingly instrumental in their motivation, and who ac-

tively seek what Graddol wrote back in 2006 – 'to use English in order to do something else'. Language teachers are now facing a world of clients who need to use English (or any other language) as the vehicle of their learning and their lives. They are required by a changing world to be 'competent'.

The movement towards competences was not a random fantasy concocted by the European Commission in 2006. It was a valid response to a changing world, one in which content – in its more conceptual and procedural guise - is king (or queen). Learners no longer wish to be introduced to a textbook whose opening pages describe its objectives as merely linguistic. The major ELT publishers are beginning to catch on, but as ever they are reluctant to change.

The only major development in ELT in the last thirty years has been the introduction of ICT and digital practice, and much of that has been handled questionably. CLIL offers a genuine helping hand to the stasis of the language-teaching world, although ironically it is not really a language-teaching paradigm in itself.

The other interesting aspect of the third phase is the counterpoint position where language teachers are now being asked to consider how content works, and how it can be

> ## 'CLIL offers a genuine helping hand'

assessed in language classes whereas in the earlier phases of CLIL it was always subject teachers who were being exhorted to consider Bullock's imperative (1975) that 'All teachers are language teachers'. Although Bullock meant that subject teachers should consider the impact of language on cognition (not become ersatz language teachers) it is true that early CLIL borrowed heavily from English language-teaching methodology and subject teachers remained in thrall to their language colleagues. Now it only seems right that language teachers consider more carefully how subject teachers ply their trades, how subject disciplines each have different methodologies and depend on specific discourse fields.

The future...

When we arrive at the fourth stage, where the outdated third key EU lifelong competence 'Communicating in a foreign language' is finally replaced by 'Doing things in a foreign language' then the acronym 'CLIL' will finally disappear and competences will have truly arrived. Until that day......
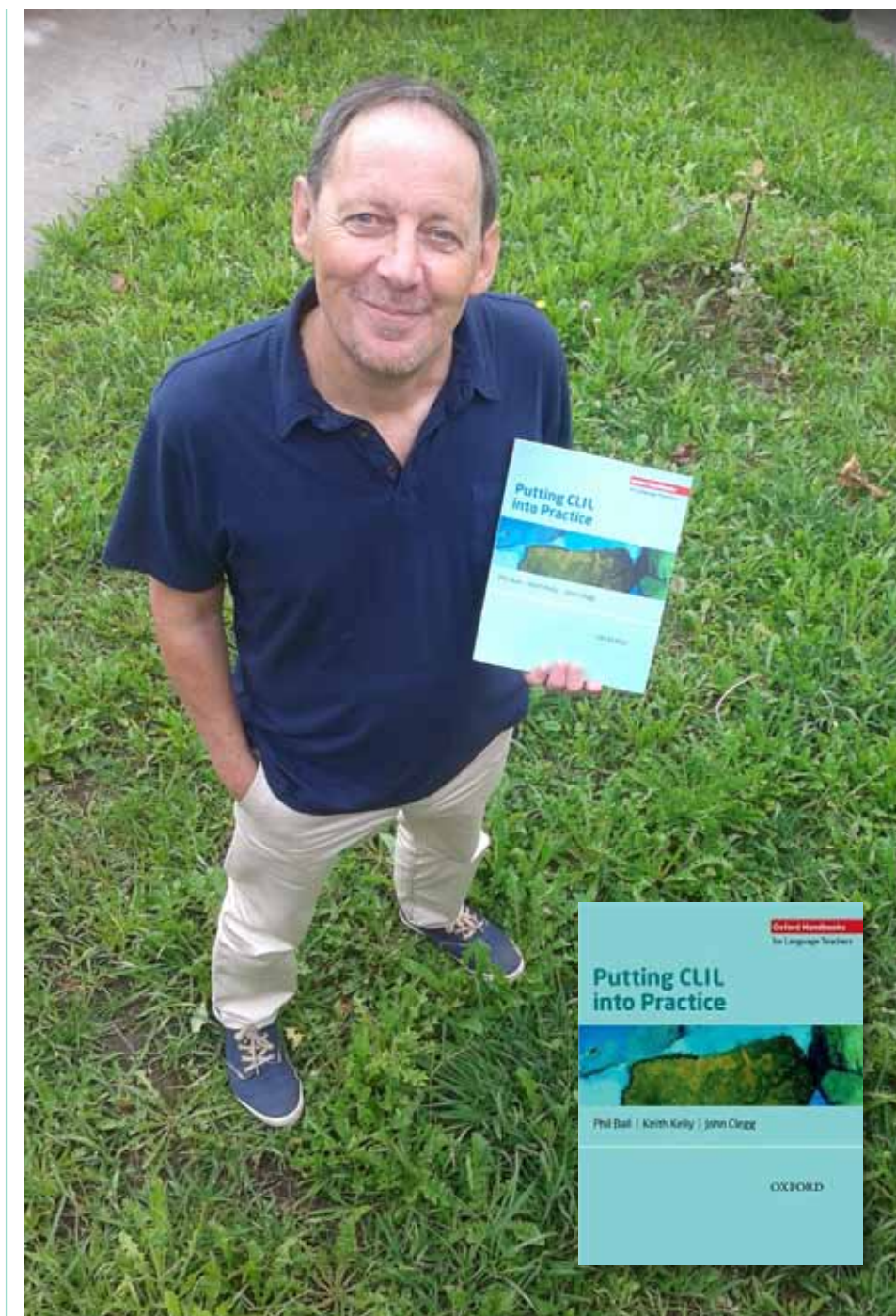
Phil Ball works mainly for the Federation of Basque Schools, based in San Sebastián in Spain. He is a CLIL materials writer and teacher-trainer and has been closely involved with the award-winning Basque project, 'Eleanitz'. He has been involved in several European-based CLIL projects, and has written a wide variety of CLIL-based textbooks for the Basque and Spanish socialscience and English language programmes. He co-designed the new 'CLIL Essentials' online course for the British Council and works as a consultant for NILE.

He is the co-author of the new book about CLIL, **'Putting CLIL into Practice'** (Oxford University Press 2015).

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CLIL Art & Crafts and Games as Language Scaffolding Enhancers

Art and Crafts classes always have a very practical approach, at least as I deduce from my own observations in the study visits done in some Comenius projects in collaboration with secondary schools, or from school pupil exchanges in countries with huge cultural differences as the UK, Turkey, Italy, Greece, Romania, France or Germany, among others. Some countries give great importance to Arts and Crafts in their school curricula, some others may not have the same point of view. By Ana Maria Perez Moral

Arts & CLIL

As a teacher of Art, I feel blessed to be born in a country where visual arts have such a long-standing tradition and a wide agreement in the scholar community about its important place in curricula. Arts here have a huge presence even in daily life or businesses like tourism, design or entertainment. In my opinion, CLIL blends very well with Art, and together they make a winning match. Visual support is key for enhanced EFL teaching, and Art workshops aim to provide a pupil-centered approach to suit their individual needs. This includes language support. No child is left behind, so it doesn't matter if it is about English or Art skills, even in the largest classrooms.

'We need language scaffolding'

The Problems of Language Education in Art

Pupils learn Art literacy from experimentation with art materials and visual language elements in workshops. Exceptional knowledge comes from text analysis or long lectures, as opposed to what happens in many other subjects. Visual thinking diagrams or mind maps can be a good resource to gather and resume the learning of the principles of Art, but the evidence of progress is mainly shown in the activities and tasks done in the workshops. According to the CLIL lesson framework, the four language skills should be combined (writing, speaking, listening, and reading). However, language skills have a utilitarian role here because Art has its own language and its own semiology.

This has resulted in the following problem: they complain notoriously if we switch pure Art activities by language-based ones, like fill-in-the-gap and other text based exercises, as the CLIL lesson framework suggests. Whenever I use them, the most daring pupils ask me if Art and Crafts classes have become English classes. These pupils, of course, are correct. However, these English classes will never attain a native level competence. Nevertheless, we can plan very visual, beautiful, entertaining and colourful language scaffolding handouts, but the pupils don't accept them kindly, especially when they don't participate well in English classes, rejecting even the sight of language handouts.

I am sorry to say they prefer to work with watercolours, scissors, colourful felt pens and all of our attractive utilities to let their imagina-

tion blossom into amazing little pieces of Art. However, we need language scaffolding. The first challenge is to find strategies which can be used to scaffold language in a motivating way. The second challenge is to use inclusive teaching approaches to cheer and encourage even the lowest English performer.

'The pupils love the videogame-like interface'

Gamification of English Skills

I find serious games work very well as scaffolding hand-out substitutes and language motivators. The internet has plenty of them: jeopardy games, quizzes, and a free classroom jewel called ClassDojo, perfect for 12-14 year

old teens. I use the random feature to choose one of the students and I reward their use of English, even if it is inadequate. The pupils love the videogame-like interface and enjoy to write the answers, or to play the games on the digital whiteboard. Sometimes they play alone and sometimes they team up in videogame-like clans and groups. The best performers are allowed to join videoconferences with fellows of our international partnerships. Gamification of some lessons, or of a whole school year, happens as a natural result of a creative teaching approach to CLIL lessons.

In my opinion, Art and EFL teachers can break the rules and develop new materials and teaching approaches that take advantage of technical innovations and new methodologies. The CLIL framework is flexible enough to include new strategies to better match the needs of non-linguistic subjects and workshop methods of teaching.

Ana Maria Perez Moral
CLIL Art teacher and international Comenius/Erasmus+ coordinator
INS El Palau secondary school, Sant Andreu de la Barca, Barcelona, Spain

CLIL in the North: finding true north?

CLIL teaching in the Netherlands is very popular: roughly 130 secondary schools offer CLIL education. But did you know that only nine secondary schools in the north of the Netherlands currently offer bilingual education? This means that CLIL education is still not at cycling distance for every teenager in the Netherlands. We do not want to sound too American when saying that no child should be left behind, but we do feel very strongly that the position of CLIL in the north of the Netherlands is something that has to change. Time to take action and navigate the CLIL path, because, who knows, a new group of enthusiastic people might find true north. Let us give you an update. By Nienke Smit

CLIL at Dollard College
One of the newest kids on the CLIL block is Dollard College in Winschoten. After she finished her master's degree in teaching English in 2013, Betty Bos was determined to set up a programme for CLIL education at her school. During her MA research project Betty had learnt how to design CLIL lessons in tandem with PE and geography colleagues. She and her colleagues had tried out their CLIL lessons and evaluated them. They immediately realized that CLIL teaching offered possibilities to activate students, encourage them to think and to use the English language in a different way. "It made more sense to learn English this way", says Betty, "the school needed a boost and we really wanted to offer a programme for excellent students." Very soon she found colleagues who were keen to help her set up a CLIL programme.

The team convinced the school management that they would be able to pull this off in Winschoten, a small town in the north east of the Netherlands, where population decline is noticeable. The highly motivated team of experienced teachers is on a mission to make a difference in Winschoten and to develop their English language and teaching skills. The team went to Cumbria, took Janet Streeter's course, came back energized and started teaching their CLIL group in August.

A team effort
The team spends a lot of time talking about and rumbling with their new roles. They notice that they get a lot of energy from exploring each other's strengths. brainstorming to integrate ideas and existing educational projects. They have been brainstorming to integrating ideas

> **'In a relatively short period of time they have really learnt how to motivate each other'**

and existing educational projects such as EduScrum for project work, digital tools such as GoFormative, Kahoot and Socrative for formative assessment, Pinterest for moodboards, Dropbox for online collaboration, YouTube clips for authentic input, EdPuzzle for listening activities, voice and video recording tools for oral presentations and lots more.

Of course working together can be a challenge. The teachers experience it takes a lot of time to talk things through, to elaborate on new ideas. to explore each other's subjects and to sit

> **'Answers to these questions cannot be given in a single sentence or paragraph'**

down and do the work together. A shared vision of what they want to achieve, building a thriving CLIL department at their school in Winschoten, is their driving force. In a relatively short period of time they have really learnt how to motivate each other.

Backward designing a CLIL courseed
Meanwhile, at the University of Groningen, we also felt that CLIL needed a boost in the north. Together with Marjolijn Verspoor (professor of English as a second language), Jasmijn Bloemert (EFL teacher educator) and Deniz Haydar (marine biologist and teacher educator) we set up a professional development course for new and experienced CLIL teachers. Because we aim to teach what we preach, we followed a backward design approach to develop our curriculum and formulated guiding questions such as:

- How can you foster learner language development?
- How can you evaluate the level of content and the level of language in CLIL teaching materials?
- What is scientific thinking? And what is cognitive academic language proficiency?
- How can you learn concepts through English? And what is the role of visualisation?
- How can you work together in a multi-disciplinary team when there is no (or very little) time?

During the training sessions these questions are discussed. Possible answers to these questions require extensive reading, discussion and practice. An important first step is exploring theoretical notions about for instance learner language development or scientific thinking that are relevant for CLIL teaching, the second step is putting theory into practice in for instance simulations, group work and materials development activities. The third step the teachers need to take is to implement their new ideas in their lessons.

Answers to these questions cannot be given in a single sentence or paragraph, our CLIL course is spread out over one school year, in order to be able to revisit these questions. Working together for a year also gives us (CLIL teachers and teacher educators) the opportunity to get to know each other, learn from each other and to collaborate: what is happening in the school feeds back into the course.
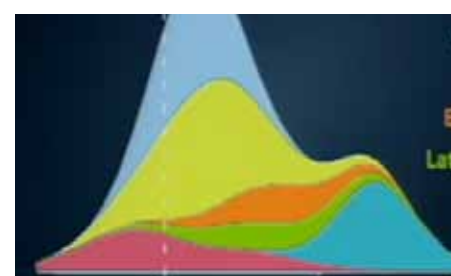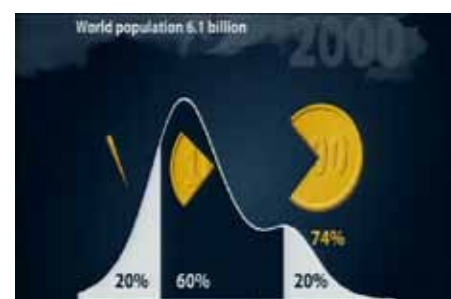
Talk the talk activity
To give you a flavour of our course we will share an activity in which content and language are truly interwoven. The activity is called "get the scientific picture and talk the talk". Talking about graphs forms the starting point for this

> **'We find a lot of motivation and inspiration in multi-disciplinary collaboration'**

activity. In order to do this you need a graph, chart, figure or infographic from a popular science article or from the popular science section of a general newspaper. The activity aims to foster language and content awareness, focusing on scientific thinking, the role of visualisation and explaining graphs (see boxes 1 and 2 for the instructions).

Are CLIL teachers and CLIL teacher educators finding true north? Time will tell, but we can definitely say that we find a lot of motivation and inspiration in multi-disciplinary collaboration. As CLIL students, teachers, teacher educators and researchers, we are learning a lot from each other and having a really good time.

https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen?language=en

Box 2 - Checklist:
Use this checklist to guide your thinking.

1. Examine the graph (observing & looking: the silent phase)

2. Describe the graph / chart
   - What is the title/topic of the chart?
   - What sort of graph / chart are we looking at?
   - What kind of information can we find in a chart / graph like this?

3. Focus on the information you want to / need to get from the chart / graph
   - Read (off)/ interpret the graph
   - Read the accompanying questions? / Formulate questions about the graph?

4. Identify the trend / process:
   - What is happening / what happened?
   - What are the most noticeable thing(s) about the graph?
   - What was measured? What kind of data does the graph represent?
   - Identify the variables. Independent variables? Dependent variables?
   - Can you spot one of the four basic trends: upward movement / downward movement / no movement / change in direction
   - Main change over time?
   - What is the pattern over time / for different people / animals / countries / places etc.?

5. Use the following production scaffolds in order to talk the talk:

• Area	• Decline	• Gradual	• Peak
• Approximately	• Decrease	• Growth	• Plunge
• Be constant	• Dip	• Improve(ment)	• Plummet
• Boom	• Dramatic	• Increase	• Progression
• Bounce back	• Drop	• Just under/over	• Push down / up
• Climb	• Escalate	• Marked	• Raise
• Collapse	• Extension	• Moderate	• Rapid
• Considerable	• Fall	• Minimal	• Reach a peak
• Crash	• Flatten out	• Notable/-bly	• Reduction
• Cut	• Fluctuate	• Level off	• Recovery
• Curve	• Go down	• Level out	• Remain stable

Nienke Smit is an EFL and CLIL teacher educator at the University of Groningen. She holds an MA in English language and culture and is a PhD candidate in educational psychology and applied linguistics. For more information about the CLIL course at the University of Groningen see:

http://www.rug.nl/education/lerarenopleiding/professionalisering/studiedagen/tto-clil/ or email tto@rug.nl

Every CLIL Teacher a Language Teacher?

I rather struggled with languages at school, never in any way getting to grips with French or German and dropping English as a subject after my O-level (GCSE) exams at the age of sixteen. After leaving school two years later, I chose instead to follow an art school educational direction in London and Birmingham before moving to the Netherlands. There was certainly no plan to become a language teacher in any shape or form. And yet, here I am, over two decades later with more than fifteen years of experience teaching in CLIL based bilingual education. By Peter Sansom

I, like many CLIL teachers, I think, don't see myself as a language specialist. Yes, I am a native speaker of English, but no, not a natural linguist. In fact, I would say that my experiences whilst learning the Dutch language are in some ways more significant in the approaches I take in my bilingual CLIL teaching. The way we teach in our bilingual schools in the Netherlands is through an approach of immersion and the same immersive learning environment was

'I don't see myself as a language specialist'

largely how I learned the Dutch language when I arrived here at the age of twenty-four.

This background means that I have a great deal of sympathy for first year pupils sitting in a classroom where everything seems to be flying past so quickly. They are constantly wondering and worrying if their own interpretation is anything like those of the other pupils sitting around them, let alone being the same as the teacher intends them to be thinking. I've been there too; I know it can be an uncomfortable feeling![1]

At this early stage it is important that pupils don't shut down or close off. They have to feel safe in order to join in, safe to experiment with their new language, and of course safe to fail at times. This means that in my art lessons, mixing simple language games through the practical lesson activities at first and gradually, with time, building up the complexity.

The art room is an environment that can be well suited in helping break down many of the potential anxieties. I enjoy it for its more relaxed and informal atmosphere. Although, make no mistake, I expect it to be every bit as focused and productive as any other classroom in the school.

So what are the CLIL opportunities in the art room?
Maybe the most significant opportunity is simply the amount of verbal language that is used. I talk quite a bit, but my pupils often talk more, informally amongst themselves while they are busy with their work. If you can succeed in getting a class to do this effectively in English, the gains made in terms of fluency can be fantastic. I'm realistic enough to accept that this is easier to achieve with one class more than another, but it would often seem that if you put the hard

work in during the first and second years, then everyone benefits in the third and fourth and then the years beyond.

Getting this process started in the first year means regular low pressure language games: twenty-six descriptive words about a particular artwork beginning with every letter of the alphabet, summarizing our current activity in a seven word sentence, where six of the words have to begin with the same letter or words that are connected with a current theme which all rhyme. The possibilities are endless and certainly not just limited to the art room context.

CLIL activities in an art lesson
Due to the time-consuming setting up and clearing away of materials in the art room when working on practical activities, art teachers often finds themselves pressed for time. It is so important to make good use of that thirty solid minutes of painting or working with clay in the middle of a lesson. As a result of this, CLIL activities that work well in the first or last five minutes are always welcome, but I guess variations on the same activities would be equally welcome in many other subject areas.

Putting an image on the screen, one that is relevant to the current practical activity and asking a pupil to give a one minute verbal description of it, is always good for tuning a class in at the start of a lesson. Make it more challenging by asking them to squeeze specific terms or words into the presentation. Better still, give them an apparently unconnected word and ask them to try and conceal it in what they say, asking the rest of the class to try and spot the 'rogue' word at the end. Such playful challenges work well in stretching pupils' lan-

'CLIL approaches require effort and maybe a little creativity at times'

guage abilities.

However, the best CLIL content in the lessons is when the language and content becomes seamlessly integrated with the practical activities. One pupil drawing an image whilst another describes it, for instance, or pupils writing and creating an illustrated story book that features the artworks which they have been researching. Comic books and graphic novels are an area that I'm currently experimenting with. They, too, offer great creative opportunities which can be combined with strong language elements.

Not every lesson can have a carefully constructed CLIL section to it, but there are enough that can, some simple and some more extensive. It just requires a little thought about what the possibilities are.

Conclusion
In education we often have an over reliance on 'the book', the text book that is the touch stone for the lesson content. Such materials and their work books don't necessarily always help and support the use of CLIL lesson strategies. There is some good CLIL literature to be found that does. But even with this as support CLIL approaches require effort and maybe a little creativity at times to work it into our lessons.

Sharing ideas and experiences is also hugely important. Our digital world makes this so easy to do. Yet, I am surprised by how little of this goes on within our Dutch bilingual context. Complete and ready to use lesson plans aren't necessarily needed; ideas and experiences that can trigger a colleague into initiatives of their own are. There are so many online groups and forums that contribute to the discussions on CLIL and other educational matters. Using what's on offer opens new doors and contributing to them can bring surprising new contacts and rewards.

[1] I have expanded a little on the significance or not of understanding everything in a bilingual lesson situation in the following article. https://petersansom.wordpress.com/2015/09/08/learning-through-not-understanding-clil-content-and-language-integrated-learning-art-project/

Peter Sansom is an art and CKV teacher at the Maaslandcollege is Oss. Originally from Cambridge he has a Fine Arts background and continues to combine teaching with his own work as an artist. He has taught in TTO education for the last 15 years and is also the arts subject coordinator for the EP Nuffic.
www.petersansow.wordpress.com

Book review

Optimise your teaching competences: new teaching methodologies and CLIL applications in foreign languages by Eugenia Papaioannou. By Patrick de Boer
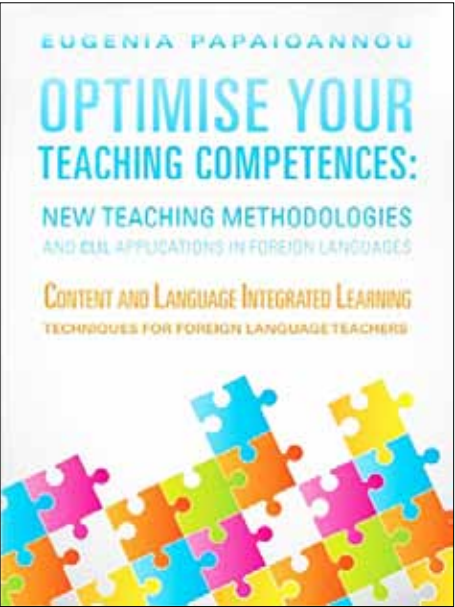
Long title
I think this is the first book I ever read of which the title does not fit on the width of a page. This rather ambitious title sets the premise for a book that covers a wide area of topics and ideas. Set in the international practice of teaching foreign languages., the author explains her ideas on lesson planning, instructing, group work and many more topics.

Overall look and feel
The book itself is a-4 sized, unlike most other books published. This makes it stand out, but also has the side effect of showing a lot of text on one page. Despite the use of paragraphs and illustrations, quite a few pages are just long pieces of text and with this chosen size, it sometimes feels a bit overwhelming.

If there is one thing I appreciate a lot in a book it would be that it is well structured. That just happens to be something this book excels in. Not only are the different chapters clearly defined, the goal of each chapter is also quite well explained and you always know what to expect when you start reading.

Interesting content
On to the content, being the most important part of any book.

Many ideas are shared and although not all of them are new, the applications of the activities in class are well described. For example, the use of music in a lesson is something I would not do a lot, but after reading how Eugenia does this, I might just try it out.

Another interesting theme Eugenia introduces is the term 'monolingualism'. We tend to speak in terms on 'bilingualism' because we teach in a system of two languages (assum-

ing you teach using the CLIL methodology). Eugenia argues that, in order for the development of the target language to be as good as possible, the target language should be the only language used.

I completely agree.

8 Stages of active learning
A key concept introduced in one of the first chapters of the book is the '8 stages of active learning', to which is referred back quite a lot during the rest of the book. In a way, these stages describe what an effective activity should look like.

1	Warm-up
2	Presentation of new vocabulary and/or concepts
3	Elicitation of the meaning from the students
4	Writing the new vocabulary
5	Comprehension (Questions and answers)
6	Reinforcement of comprehension (Reading new texts aloud)
7	Recognition outside the text
8	Free usage of the new vocabulary

The author uses examples to explain the different stages and shows how they are applied in her lessons.

Because of the scope of this review, I will not discuss all of these stages in great detail. I do however want to discuss a couple of them.

Elicitation of the meaning new vocabulary and/or concepts
In this stage, students are motivated to figure out what words actually mean. This can be done by underlining them and doing some research, discussing them in groups or ask the teacher (who should not provide the answer immediately). I personally think this is a stage that is skipped quite too often in lessons, as teachers just tell students what certain words mean and do not really give them time to use their own experiences and knowledge to come up with descriptions on their own.

Writing of the new vocabulary
Writing down the new words is specifically stated in the book. Students have to write down both the definitions as well as sentences in their books. This again is something that is not always done correctly, teachers sometimes either give translations or no word explanations at all.

Reinforcement of comprehension
At this stage, students receive a gapped text that helps them to use the language learned in sentences that have to do with the content. This is an important stage, as quite often activities are labeled to be 'language only' and disregarded as a waste of time. By implementing this technique, both language and content are supported.

'By implementing this technique, both language and content are supported'

And much more!
As this book contains so many ideas and concepts, I cannot discuss all of them. I do want to mention other parts of the book that I thought are worth mentioning

• the different ways to create groups in a classroom
• the use of pre-questions before starting a listening exercise
• the motivation of student participation
• an extensive appendix with activities

Conclusion
This book is not only an interesting read for many EFL and CLIL teachers, it also shows an interesting insight in the bilingual approach of many non-standard subjects like law and literature. Although the example lessons don't always work for the Dutch system (we don't teach law and literature in the lower years) the description of the activities with examples are a great help.

If you are not easily overwhelmed by a lot of text, but are curious to find out more interesting lesson ideas and CLIL activities, this is a good read for you.

The book can also be used as guide to train other teachers in using a variety of didactic approaches in their lessons or as a manual to improve effective learning.

'If there is one thing I appreciate a lot in a book it would be that it is well structured'

Integrating content and language or the art of riding a bicycle

By Rick de Graaff

Probably more children and students worldwide are educated in a second language than in their first language. In many nations and societies, the language of schooling is not the same as the home language for a considerable group of learners. This is usually taken for granted (children will eventually learn anyway) or approached from a deficiency perspective (children need to overcome their language deficit in the educational context). In bilingual education, in contrast, we have deliberately created the challenge for learning content through a second language.

By teaching content through an additional language, we aim at reaching higher levels of L2 proficiency within the curricular program without lowering the aims for content learn-

> ## 'Many CLIL teachers realize that language plays an important role in content teaching'

ing outcomes. Research has shown that this is feasible (for the Dutch context, see Admiraal, Westhoff & de Bot, 2006; Verspoor, de Bot & Xu, 2015).

In addition, many subject teachers in CLIL contexts experience that they are co-responsible for the language development of their pupils (de Graaff et al., 2007). They are aware of the fact that it is through language that pupils learn subject knowledge. This is what Coyle (2007) has called 'language *for* learning'. On the other hand, it is also through content learning that pupils develop language: 'language *through* learning'.

Other aspects of CLIL teachers' awareness are worth mentioning as well: as many CLIL teachers are non-native speakers of the 'addi-

tional' language they are teaching in, they also become aware of the linguistic challenges of their subject themselves, as was found in Koopman, Skeet & de Graaff (2014). Furthermore, many CLIL teachers - who may also teach their subject to mainstream classes in L1 – come to realize that language plays an important role in content teaching and learning in any language context. This is relevant not only for pupils with poor language skills, but for all pupils: Llinares, Morton and Whittaker (2012) convincingly address that at any language level and at any cognitive level, pupils who learn content also (need to) develop their language.

CLIL as a change agent?
When I visit a bilingual school for a quality accreditation, I often meet teachers who indicate that teaching CLIL has also changed their way of teaching in Dutch. They have become more aware of the role of language in subject teaching and learning with reference to, for example, terminology, text genres, registers, audiences. That is, they feel that apart from being an additional language support teacher they have also become a better subject teacher.

This perception is the starting point of Huub Oattes' PhD project. Oattes is a history teacher educator at the Hogeschool van Amsterdam who is interested in history teachers' perceptions and experiences in CLIL. He focuses on developments in their pedagogical content knowledge through CLIL, and in the history knowledge of their students in English and Dutch. As in the Netherlands (as opposed to many other countries) most CLIL teachers also teach in L1 in the 'regular' stream, we have optimal opportunities to study these phenomena. Does bilingual education inherently lead to effective CLIL pedagogy? Is CLIL

beneficial for any student in any educational context? Do we know for sure that it is not harmful for pupils' subject knowledge or their L1 proficiency? In order to answer these questions, we must find out if a CLIL student is just 'any student', and we must understand and evaluate CLIL learning processes and subject learning outcomes.

Several researchers, such as Bruton (2015) in Spain and Rümlich (2014) in Germany claim that CLIL students are usually preselected for cognitive abilities and/or motivation. As a consequence, their learning outcomes cannot be compared straight away with 'regular' non-CLIL students, as the latter group may have lower cognitive abilities or be less motivated. In the Netherlands, too, many schools have a more challenging admission procedure for CLIL students than for regular students.

Tessa Mearns (2014), in a PhD study on students' motivation in bilingual havo, found out that CLIL students are more motivated already at the start of secondary education, and that this advantage does not change during bilingual education. That is, CLIL does not seem to add to their motivation for learning.

Jenny Denman (Hogeschool Rotterdam) is currently studying learner attitude and learning

> ## 'Perhaps it is effective CLIL pedagogy that supports motivation development'

outcome in bilingual vmbo (Denman, Tanner & de Graaff, 2013). Her data indicates no difference in attitude when pupils enter bilingual vmbo. Whatever the situation may be, the most important lesson is that we should not take motivation for granted in bilingual education. Bilingual education as such is no guarantee for increased motivation. Perhaps it is effective CLIL pedagogy that supports motivation development, as it stimulates pupils to be active, interactive, reflective and language-conscious. If CLIL pedagogy is indeed effective, it should be of use for any teacher and any class, in bilingual as well as in monolingual education.

CLIL as a success story?
During the past few years, several Masters' theses have been written on the influence of L2 on subject learning. Lisa de Goede (2015) studied how answering questions on a history text was affected by the use of L1 or L2. Pupils

from 3 and 4 vwo were given a text in English or in Dutch. Half of them had to answer questions in the same language as the text, and the other half answered questions in Dutch on the English text or questions in English on the Dutch text. Lisa found that pupils who had read the text in

> ## 'You enjoy more when you are well prepared'

English were able to answer questions both in English and in Dutch. The pupils who had read the text in Dutch, however, could answer questions in Dutch, but had a hard time answering in English. In other words, pupils were able to transfer knowledge from L2 to L1, but less so from L1 to L2. This may explain why pupils in 4vwo, after a few months of struggle, quite easily continue their subject learning in Dutch.

Linda de Mulder (2016), in contrast, found that 3vwo CLIL pupils were less able to answer questions on a biology text in English than regular vwo pupils in Dutch. Pupils in the Dutch group answered more questions correctly than pupils in the English group; there were no differences found in number of words used or in percentage of correctly used subject-specific words. This study suggests that CLIL is not just a matter of offering texts and questions in English; in order for CLIL to be effective, pupils must have opportunities to process the content of subject-specific texts, through knowledge construction by elaborating and communicating.

Effective integration of content and language does not call for a one-size-fits-all approach: an integrated perspective on content and language is not the same in history as in biology teaching, not the same in bilingual as in monolingual education settings, nor the same in sheltered (for weaker students) as in challenging (for stronger students) learning contexts. If we take integration seriously, subject and language teachers must learn to collaborate in developing integrated subject and language related tasks. In such a way, teachers can play a significant role in curriculum planning, student perspectives and classroom practices that enhances a content and language integrated approach to learning.

Epilogue: CLIL as a bike-ride
If subject learning is about travelling through and discovering new territories, then language would be the transport type we can use for this purpose. Let's take a bicycle, for instance. We may be cycling through flat and windy subject landscapes, like the Dutch countryside, through the hills or mountains, or in the middle of busy

downtown traffic. Weather may be sunny or rainy, it may be snowing or storming. Riding a bike is a skill that has to be developed, but once you can do it, you won't forget it anymore.

Children learn to ride the bike with the support of their father or mother. Practice makes perfect. Cyclists can train in the gym as well. But for a successful trip or a joyful discovery one needs to be prepared for and used to the specific environmental conditions. Such a preparation is best realized through cycling in the countryside: learning by doing. But also by doing by learning:

it is both the countryside as a context for bike riding, as well as bike riding as a tool for travel and discovery. And most importantly, perhaps: it is about the joy of cycling, whenever you are able and willing to appreciate the countryside and the weather (whatever its conditions). You see more when you enjoy the ride. You enjoy more when you are well prepared.

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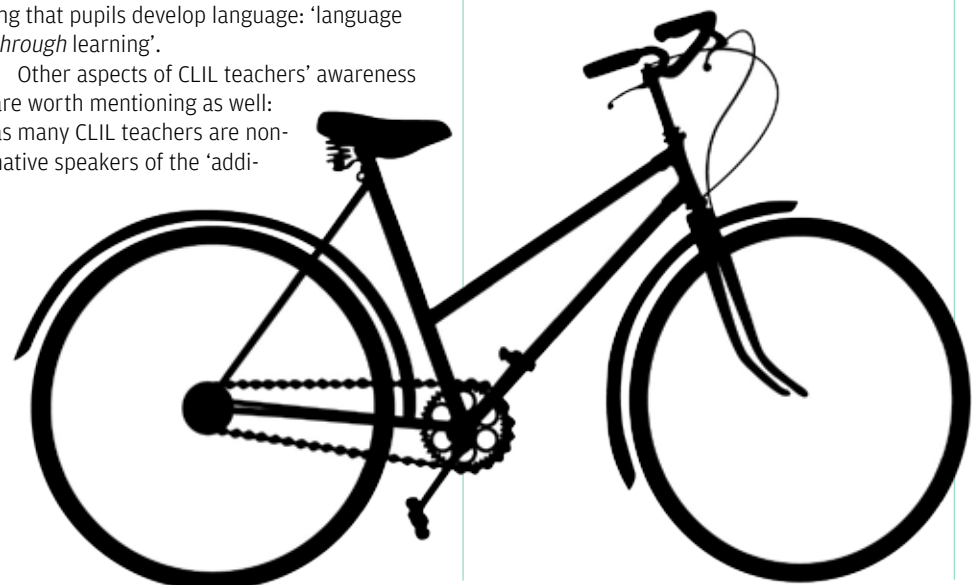
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CLIL in Social Policy: Using Higher Order Thinking Skills to Conduct Experiments

Social policy is aimed at the improvement of people's well-being, as well as the fulfillment of human needs. Although many policies appear to be of an economic nature at first glance, such as cash assistance to the poor, they fall under the rubric of social policy interventions that have a direct impact on social conditions in which people live. They are designed to improve human well-being and satisfy human needs. By Percival Santos

Optimal interventions in social policy often involve the analysis of existing empirical data. Where the relevant data do not yet exist, social policymakers may conduct studies involving thousands of people over extended periods of time. These studies are essentially social experiments, which yield data that allow researchers to choose the best option from among a range of possible policies.

CLIL and Higher Order Thinking Skills
Conducting social experiments involves the use of certain cognitive processes that are best understood as higher order thinking skills (HOTS) as illustrated in Figure 1 below (adapted from Anderson, & Krathwohl, 2001):

Figure 1: LOTS and HOTS.

CLIL is concerned with promoting HOTS among language learners. This distinguishes CLIL from other foreign language teaching approaches and methods. Some approaches focus on linguistic tasks that require the memorization, recall and application of certain language items, hopefully in a meaningful communicative context. However, too many second language learning methods really only emphasize lower order thinking skills (LOTS). CLIL attempts to challenge students cognitively, spurring them on to exercise HOTS. This results in increased engagement, motivation, and finally, achievement.

This article will explore what a CLIL-inspired social policy lesson that privileges HOTS might look like. The worksheet will examine a case

study from the discipline of social policy. It will focus on a common problem that besets many welfare states, the theme of getting people off welfare and into work.

Worksheet
Social policy experiments typically follow the sequence described in Figure 2 below:

Figure 2: Experimental Process.

Cash Assistance
The story of cash assistance begins in the 1970s, when the US had no solution to the most basic questions about programs whose aim was to get people off welfare and into work. In the United States, the term 'welfare' usually refers to cash assistance program for poor, single parents (mostly mothers) not in work. The design of this cash scheme reflects the three competing objectives:
1. poverty reduction
2. parental encouragement to support their families
3. cost limitation

The amount of social programs went up, but measured poverty did not dramatically go down. This led to the public and government officials increasingly requiring social programs to demonstrate their effectiveness if they wanted to continue receiving funding. A number of factors made welfare very unpopular in this period. These factors included a rapid rise in costs and the women's participation in the labor force. As women - including single mothers with very young children - flooded the job market, public support evaporated for a social assistance program, which paid one group of women to stay at home, while another group often needed to work out of necessity. The public clearly favored changes to welfare that would discourage welfare and incentivize work. Ideas for how to achieve this

'CLIL is concerned with promoting HOTS'

goal included:
1. providing short-term job, training or other services
2. requiring people to seek and take jobs
3. eliminating financial disincentives to work

Task 1
Which do you think is the most effective way of getting people off welfare (receiving cash from the state) and into jobs?

Case Study: The National Supported Work Demonstration

The case study this article will explore is the 1974 National Supported Work Demonstration in the United States, the first randomly assigned study of a multi-site program for employment. It offered up to eighteen months of paid work to four groups of the unemployed:
1. long-term welfare recipients (especially women)
2. former drug addicts (mostly men)
3. ex-convicts (mostly men)
4. and young school dropouts (mostly men)

Only the first group received some form of social benefits or welfare. The last three did not get anything.

The researchers decided to assign people from the four groups in a control and experimental group in a random fashion. A lottery system was used to assign people into control and experimental groups. The researchers provided

one group up to eighteen months of paid work, while the other group had to find their own employment. The team used a large sample, a lot of sites and appropriate follow-up (up to three years). The study followed thousands of very disadvantaged people in the experiment for three years and it involved the collection of high quality data on sensitive issues such as criminal activity. They also measured the change in the percentage of people working and their average incomes.

Task 2
Identify the hypothesis, control and experimental group, independent and dependent variables.

The project produced a lot of lessons, some of which run counter to commonsense. The team had expected that the group which enjoyed Supported Work (the group composed mostly of women) would have experienced little or no reduction in the amount of benefits they would receive. The researchers suspected that poor women have a harder time finding work than men and have less incentive than men to find work, because they are paid less if they do work and have welfare as an alternative source of income. Instead, they found that supported work translated into lasting positive effects on women, but not for the other three largely-male groups (groups 2, 3 and 4).

People with high outcomes may experience little impact. Subsequently, the men who were in the Supported Work Program (or experimental group) were more likely to find regular jobs than women. However, the men in the control group got jobs just as often, which was not the case for the women.

Task 3
• Why was the impact on group 1 greater than for the other groups?
• Should both unemployed men and women be given cash assistance in finding work, or only one of them?
• How successful would you say the Supported Work Program is?

Developing HOTS in Social Policy
The worksheet used in this article uses a succession of tasks, with each successive one requiring ever-higher cognitive skills than the previous one. It begins by describing the phenomenon of cash assistance and focuses on the case study. The cognitive skills involved in reading the worksheet are those of remembering and understanding, two skills that belong to the lower rungs of the LOTS category. Completing Task 2 in the case study involves the skill of applying the concepts, the highest LOTS skill.

The design, implementation and analysis of social experiments involves all three HOTS cognitive processes:
1. **creating** a cause and effect hypothesis
2. **modifying** a situation or introducing a subtle change
3. **analyzing** the two different outcomes
4. **evaluating** the data to reach a decision

Creation is the highest possible HOTS skill

Creation is the highest possible HOTS skill, but the tasks in the worksheet do not require students to create a hypothesis. The worksheet, however, includes tasks that develop other HOTS skills. For example, question 1 in Task 3 asks them to critically interpret the outcome of the experiment (analysis) and question 2 asks them to decide whether the intervention should be applied to both genders (evaluation). Finally, question 3 instructs them to reach a decision on how successful the program was (evaluation). These questions definitely develop HOTS.

Language Focus
To describe a simple social policy experiment such as The National Supported Work Demonstration, the sentences below can serve as a template while the underlined parts can be substituted for the hypothesis, group and variable of your choice:

Step 1: Create a testable hypothesis.
"If we provide the unemployed with financial aid on condition that they find work, then they will be encouraged to start working."

Step 2: Determine independent and dependent variables.
"The independent variable will be cash assistance and the dependent variable will be one's state of employment (in work or not in work)."

Step 3: Determine control and experimental groups.
"The control group will be the group that does

not receive any cash and the experimental group will be the one that receives cash assistance."

Step 4: Find a way to assign subjects randomly into the two groups.
"The subjects will be assigned to the control and experimental groups by lottery."

Step 5: Introduce the independent variable in the experimental group.
"The experimental group will be offered cash on condition that they find work and stay in it for 18 months."

Step 6: Examine the data from both groups and see whether there is a difference.
"The results show a difference within the experimental group. Of the experimental group that experienced the independent variable (Supported Work or cash assistance for being employed), only one subgroup (women on benefits) enjoyed lasting positive effects, meaning, they stayed in work even 3 years after the experiment. This was not the case for the other three largely-male groups (drug addicts, ex-convicts and school dropouts). Subsequently, the men in the experimental group were more likely than women to find regular jobs, but the men in the control group got jobs just as often, which was not the case for the women.

Step 7: Decide whether the results support your hypothesis.
"The results (only partly) support the hypothesis. Cash assistance only works or has an effect with unemployed women who tend to be single parents and are already receiving welfare. It doesn't have an effect on the employment prospects of unemployed men."

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A knowledge Transfer Partnership: working with a small software company to develop CLIL game based learning materials

We are two colleagues working at Manchester Metropolitan University (MMU) who share a mutual interest in the importance and role of language in the classroom. We see the potential for CLIL pedagogy to make a positive impact on learning and are keen to explore this further. We are currently working on a project to develop game based learning materials to teach aspects of the primary mathematics curriculum in French and/or English. Prior to our successful Knowledge Transfer Partnership (KTP), we were already working collaboratively on aspects of CLIL pedagogy to explore the synergies between the teaching of mathematics and MFL (Modern Foreign Languages) within the English education system. This work has involved developing and delivering a series of Continuous Professional Development (CPD) workshops with primary practitioners and hosting a range of CLIL training events, including a one week CLIL Summer School to be hosted at MMU in July 2016. By Sarah Lister & Pauline Palmer

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Knowledge Transfer Partnership

The Knowledge Transfer Partnership arose out of a request from a local software company who expressed an interest in extending their educational product range and were looking for innovative ideas around the teaching of languages in primary schools. A member of the Education Exchange Office (KE) had the foresight to see the potential of linking the work and interests of the two academics and the developmental needs of the company, via a Knowledge Transfer Partnership (KTP). An initial meeting established that there was scope for collaboration and, potentially mutual benefits for both MMU and the company. An expression of interest was submitted with the aim of securing funding for a two-year project. This was approved and a full bid was prepared with the support and guidance of the university's KTP office. The bid was successful and approval granted with funding secured from Innovate UK and the Arts and Humanities Research Council (AHRC). Work commenced on the project in September 2015.

What is KTP?

A KTP is a funding route targeted at small to medium sized companies who are looking to work with the university sector to develop an aspect of their work for which they do not possess the in-house expertise. In the case of this KTP, the role of the academics is to provide the pedagogical expertise, to support the company to achieve their aims and objectives and facilitate the development of the resource, ensuring that it is both mathematically and linguistically sound. For the academics, it also provides an opportunity to develop and work on our own research interests.

The use of software

Our Knowledge Transfer Partnership [KTP] involves working with a small, local software company to develop a range of innovative game based learning resources to teach aspects of the primary mathematics curriculum in French. This development involves the creation and trialling of an initial prototype to test the feasibility of this product range for the company,

the appropriateness of CLIL as a pedagogical approach and the viability of gaming as a context for CLIL. It is anticipated that should the prototype and product range be successful, it may then be developed further to incorporate other areas of the curriculum and languages.

Glen Jones, MD of the local software company, Cyber Coach Smart said: "We are

'The end goal is to produce a series of cutting-edge, innovative game based learning activities'

always looking at innovative ways to expand our product range into other curriculum areas. After attending a KTP Conference at MOSI, and after meeting with the MMU team, a successful bid for a KTP to deliver a world leading CLIL product was put together and submitted.

"By working with the academics, and focusing on cutting edge pedagogical approaches, we believe we will be producing a product that contributes to the childhood learning of languages and mathematics throughout the world.

"We are confident that good innovative products will always find a market and look forward to a long and fruitful partnership with MMU's Faculty of Education."

So, what's next?

This KTP project will run for two years from January 2016 until January 2018. During this two-year period, it is anticipated that we will be able to gain insight into how CLIL can be effectively embedded within the primary curriculum, both her in the UK and further afield. It is also envisaged that working extensively on developing mathematics content through a gaming context will provide further opportunities to develop our knowledge and understanding of the synergies between mathematics and second language learning. The end goal is to produce a series of cutting-edge, innovative game based learning ac-

tivities that will help learners' deeper conceptual understanding in mathematics. As part of this work, we will look to explore the cognitive discourse functions of different kinds of knowledge [procedural and conceptual], which we propose means that different kinds of language are required in order for learners to acquire deeper conceptual understanding and mastery.

We are currently at the prototype development stage, which we anticipate will be completed, and ready to launch in schools from June 2016. As part of this work, we are keen to

develop partnerships with colleagues in other universities and schools across Europe and beyond to help develop our knowledge and understanding of CLIL. We are very interested in working with colleagues in other universities, schools and their students to develop good CLIL classroom practice. In England, CLIL is a little known pedagogical approach. Where it has been implemented, it is on a relatively small scale and its potential impact for change limited. We are looking for schools, teachers and children who would be interested in trialling our game based resources. In the first instance, schools, teachers and children would be involved in trialling and evaluating the prototype (June 2016-September/October 2016). We would then hope that the schools, teachers and children would participate in the development of the full prototype and product range. Involvement would include participation in the collection of research data using questionnaires, teacher and pupil interviews as well as lesson observations.

Pauline Palmer

After extensive experience of teaching in primary schools, Pauline became a Senior Lecturer in Primary Mathematics at Manchester Metropolitan University in 2009. Always interested in the use of talk in the mathematics classroom, she became interested in CLIL pedagogy as a result of working with a visiting academic from Cordoba in 2013.This led to collaboration with her colleague, Sarah Lister.

We ran a series of CLIL based workshops for teachers in Manchester to begin to explore how we might use mathematics as the content focus and context for a CLIL based approach using both Spanish and French. In June 2015 we planned and delivered a series of CLIL workshops for some of our primary teachers in Manchester, with a focus on primary mathematics through French. Since 2014, we have also been engaged in planning and delivering CLIL training and support for a number of European teachers.

Our current research centres around a new and exciting research project, having recently secured funding as part of a KTP (Knowledge Transfer partnership) project (May 2015). This research focuses on developing innovative and software based multimedia teaching and learning resources to teach aspects of the primary Mathematics curriculum through French. This is a collaborative project between ourselves and a commercial software company, Cyber Coach. We are keen to explore the synergies between Mathematics and MFL (Modern Foreign Languages) and how CLIL can be used as an effective pedagogical tool to enhance linguistic and cognitive development in both Mathematics and MFL.

Sarah Lister

Prior to taking up my current post here at MMU in September 2008, I worked extensively as a teacher of languages in both secondary and primary schools. Within my role at MMU I work predominantly with students on the BA Primary undergraduate and postgraduate programmes. I currently also teach on the MA in Language Education exploring some of the key issues associated with language learning, including motivation, early language learning, effective assessment strategies and transition between primary and secondary.

My research and academic enterprise include motivation, early language learning, using technology in the language classroom and CLIL. I first became interested and involved in CLIL in 2008 after attending my first CLIL conference in Tallinn, Estonia in 2008. In June 2010 I successfully secured external funding from Linked Up, a branch of the Association for Language Learning (ALL) to lead a European CLIL project. The focus of the research project was to examine the impact of CLIL on pupils' attitudes and motivation. The final project report published in 2012 along with resources and planning documentation are accessible on the Linked Up website http://www.linksintolanguages.ac.uk/resources/2564

Interested?

If you are interested in finding out more about any aspect of our work, or would like to be involved in our research, please contact Pauline Palmer: p.m.palmer@mmu.ac.uk and/or Sarah Lister: s.lister@mmu.ac.uk or join us on Twitter @MMU_CLIL. Alternatively, to find out more about some of the work we are currently engaged in or for further information on our CLIL Summer School, visit us online at mmu.ac.uk/education/clil. We would love to hear from you.

Techno-CLIL for EVO 2016

By Letizia Cinganotto & Daniela Cuccurullo

Between January and February 2016, Letizia Cinganotto and Daniela Cuccurullo, with the support and technical help of Nellie Deutsch, moderated a five-week training session on CLIL and ICT called "Techno-CLIL for EVO 2016[1]".

EVO[2], Electronic Village Online Tesol International, is a global community made up of teachers, trainers and educators from all over the world, engaged in sharing ideas and materials on different topics, mainly related to language teaching and technologies.

The training sessions are completely free, as everything is based on the idea of a community of peers.

'Weekly webinars with international experts on CLIL and ICT were a highlight of the session'

Techno-CLIL was aimed at the following objectives:
- discussing the theory, methodology and practice behind a CLIL approach
- considering how to plan CLIL class activities using the Internet and 2.0 web tools
- discussing teaching and assessing learners through a CLIL approach
- reflecting upon the participants' awareness of what CLIL is and on how to teach through it

Therefore, the session was aimed at spreading CLIL methodology, combining teaching strategies and technical tools, eliciting reflections and discussions among teachers and sharing good practices from the different countries through synchronous and asynchronous web meetings.
Weekly webinars with international experts on CLIL and ICT were a highlight of the session: well-known speakers accepted to volunteer for Techno-CLIL, such as.

Just to mention some of the most appreciated webinars:
- **Gisella Langé**, inspector from the Italian

Ministry of Education: she gave a presentation on the state of the art of CLIL in Europe and in Italy, also recalling the theoretical framework behind CLIL methodology;

- **Maria Jesus Frigols**, from Valencia University: she was the co-author of the *European Framework for CLIL teacher education*[3], providing a set of principles and ideas for designing CLIL professional development curricula;
- **Carmel Mary Coonan**, from Venice University, she was one of the first to promote CLIL education in Italy; she gave a presentation on the role of the language in a CLIL curriculum;

- **Kent Anderson**, editor of the CLILSTORE[4] website: he described the European project he coordinated on CLIL and the powerful multilingual tools and resources his website can offer, also in a collaborative perspective, thanks to the users' uploading of content from all over the world;

- **Kristina Cunningham**, from the European Commission: she co-authored the latest report *Improving the effectiveness of language teaching: CLIL and Computer Assisted Language Learning*[5], which strongly recommends the integration of CLIL methodology with ICT, digital devices, webtools etc.

- **Patrick de Boer**, owner of CLIL media and chief editor of CLIL magazine, who gave a very successful presentation[6] on the implementation of CLIL in a math lesson, being able to actively involve participants in the interaction, thanks to the use of external tools (googledoc), polls, videos etc.; his webinar was the actual representation of how a CLIL lesson should be designed, with the students as the real protagonists of the learning pathway.

'Webinars gave the participants the opportunity to meet some very famous CLIL experts'

Webinars turned out to be one of the most successful aspects of the training sessions, as they represented the daily virtual 'face-to-face' meetings with the experts and with the colleagues, interacting in the chat, expressing

doubts and requests for clarification. Webinars gave the participants the opportunity to meet some very famous CLIL experts and attend the 'live' presentations of books, articles and materials they had read and studied.

The outline of the syllabus throughout the five weeks was as follows:

Week 1 (Jan 10 - 17, 2016)
Brainstorming
Introductions: sharing experiences with CLIL, comparing methodologies and strategies from all over the world.

Week 2 (Jan 18 - 24, 2016)
Surfing the net
Exploring the potential of Web 2.0 in the implementation of CLIL. Participants were guided through the exploration of some of the most powerful and effective web tools, inviting them to try their potential in a CLIL lesson. Suggestions, ideas and formats were given to work on a digital CLIL lesson plan.

Week 3 (Jan 25 - 31, 2016)
CLIL pathways
Hints and suggestions were given about planning and implementing a CLIL path in sciences or humanities. Participants were guided to explore some tools for planning a CLIL pathway and implementing it in the most effective way.

Week 4 (Feb 1 - 7, 2016)
Reading in CLIL
Participants were guided to explore the potential of extensive reading to conceive a CLIL lesson, considering that books and e-books can offer effective links to curricular subjects.

Week 5 (Feb 8-14, 2016)
CLIL repository
Participants were guided towards working in groups, in different curricular areas (science or humanities). They were guided to find resources such as videos and other materials in order to build up a repository of good practices to use in an innovative CLIL environment, such as BYOD (Bring Your Own Device) and flipped classroom.

This session was particularly successful with, almost 5000 participants joining the Moodle platform. The feedback was extremely positive and rewarding: they were satisfied with the materials and the webinars offered, and were actively engaged in the weekly tasks needed to get the module badges and the final certificate.
The Facebook group devoted to the initiative was the right place to discuss the topics of the session in an informal environment: they could support and help each other like a real community of peers.

Below some of the participants' feedback from the final survey:

> " I attended, for the first time, the course Techno-CLIL for EVO 2016, I must say that this experience has led me to a greater enrichment on the acquisition of subject knowledge and language skills, as well as the production of educational materials.

> " Techno-CLIL is a new way to learn and to teach and it could be positive for the students to learn new lessons in a foreign language... This is the top for the new generations.

> " I definitely recommend this course because it provides you with good experiences and suggestions on TECHNO-CLIL classes by well qualified teachers and professors. Also, you can share your experience or doubts with other colleagues teaching in different school levels. You can find very useful tools and resources for your teaching experience.
> The course was well organised, packed with interesting webinars, ideas, resources, demanding but stimulating. In a nutshell: mind-blowing!"

> " I would recommend you TECHNO-CLIL because you can find many ideas, materials to improve your teaching work and also you can learn a new innovative methodology in order to build a digital learning environment.

Looking forward to seeing you all at EVO 2017!

Daniela Cuccurullo
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Engaged in research on teaching English as a second language through multimedia and CALL/MALL/MALU, she has presented papers at national and international conferences and is the author of essays on didactics and English literature, reviews and translations. She has planned, coordinated and taught CLIL courses at International, national and local levels.

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She had been working for several years at the Italian Ministry of Education, University and Research, dealing with issues relating to the Upper Secondary School Reform, with particular focus on foreign languages and on CLIL.
She has presented papers at national and international conferences and published articles and chapters in national and international peer-reviewed journals and an e-book in English with Daniela Cuccurullo.

1   http://evosessions.pbworks.com/w/page/103563959/2016_Techno-CLIL_for_EVO2016
2   http://evosessions.pbworks.com/w/page/10708567/FrontPage
3   http://clil-cd.ecml.at/
4   http://multidict.net
5   http://ec.europa.eu/languages/library/studies/clil-call_en.pdf
6   Recording at: https://youtu.be/VO3-ymOH51U

On three principles for CLIL lesson planning

There are three guiding principles underlying my approach to CLIL lesson planning. Firstly, *backwards planning* (planning from learning outcomes). Secondly, learning in CLIL needs to be *task-led* (the task is always central!). Finally, there is no 'one size fits all' approach to sequencing tasks. Let me explain each of these principles in more detail. By Jason Skeet

By backwards planning I mean that the lesson is planned backwards from the learning outcomes for the lesson. The learning outcomes describe the new knowledge, understanding and skills, as well as changes in attitudes that learners will be walking out with at the end of a lesson. In my view, the best approach to writing learning outcomes in CLIL is to use the three dimensions of CLIL model that Phil Ball, John Clegg and Keith Kelly explain in their recently published *Putting CLIL Into Practice*.

Teachers can use the three dimensions of the CLIL model to devise specific and measurable outcomes that can be shared with their learners at the start of a lesson. Below are two separate learning outcomes that show the learners exactly what they can expect to learn from a particular lesson in terms of the science content, the necessary thinking skills (first outcome), and the required vocabulary (second outcome).

Consequently, CLIL teachers can formulate learning outcomes in terms of the subject conceptual content, the procedural content, and the language – with this language also understood as part of the content of the lesson.

I just stated above that learning in CLIL has to be task-led. So what exactly is a task? Take a look at this definition:

- A task is goal-orientated
- A task requires interaction among learners
- A task requires the interaction to be 'sequenced' (i.e. to have identifiable stages)
- A task requires a set of 'work plans' (Ball, Clegg & Kelly, 2015, p. 176)

So, first of all a task is goal orientated, hence the importance of sharing learning outcomes with learners so they understand the purpose of what they are doing. The emphasis on interaction indicates that learning requires the learners' active involvement in the task. It's vital that learners interact and communicate their ideas during CLIL lessons. Additionally, the task is broken down into clear steps and there is a 'work plan' for the learners, a clear set of instructions that takes learners through these steps.

With this focus on the task leading the learning in CLIL, the next issue that arises in terms of lesson planning is to ask what support learners

gies from two perspectives. Firstly, how these strategies function at a word, sentence and text level. Secondly, how they function in terms of either supporting understanding of new content or helping learners to produce some form of output. An important aspect of support in CLIL is that it makes key language noticeable to learners.

To support language at a word level we can bring the meaning of words to life with visuals, or by labelling images using subject specific

'Pictures, diagrams and graphic organisers'

vocabulary. Support at a word level could include a glossary with some of the vocabulary needed for a lesson, given together with its meaning. Another useful idea is to use lists of high-frequency words. These are words that occur frequently in a subject. You could provide learners with a list of these – or get them to make their own lists – so they can refer to this vocabulary when they're working.

At a sentence level learners can work with a substitution table when writing sentences, in which they are given the basic shape of a sentence and then possible options for filling in the correct information to complete the sentence. They might also be given the start of sentences. Sentence starters and substitution tables are useful because they can help with word order. Sentences with gaps to fill in can also give support with sentence writing.

Finally, at a text level, graphic organisers and diagrams can help learners to organise their ideas. Analysing model texts help learners to think about what should be included in their own texts and how these need to be organised. Writing and speaking frames also support a learner to plan their ideas and then form the basis for an extended piece of writing or an elaborate oral assignment.

The second perspective on support in CLIL, in addition to looking at this support across word, sentence and text levels, is to consider how these strategies function when either supporting the understanding of new content, or helping learners to produce some form of output.

Pictures, diagrams and graphic organisers, for example, can all be used to help support learners' understanding of new ideas. Sentence starters and gap fill exercises, model texts, writing and speaking frames and again graphic organisers can be ways to help support learners in their production of language about new ideas. It's interesting to

'Production, practice, present'

note how graphic organisers can help both the understanding of new ideas and production of language. In the literature around evidence-based teaching (see John Hattie's ground-breaking Visible Learning) graphic organisers are cited as a teaching and learning strategy with a high impact on learning.

As a conclusion I want to think about how to approach the sequencing of tasks in CLIL. Generally speaking, active learning lessons in CLIL can be planned around three main phases. This is a 'three course meal' approach to CLIL lesson planning.

At the start, we want to orientate the learners, sharing the learning outcomes with them so they know where they are heading, then activating their prior knowledge in order to build on what they already know. The tasks that then follow also build on each other. As we move through the lesson we can use the three dimensions of CLIL to think about turning up or down the 'volume' controls of the lesson (as Ball, Clegg and Kelly put it), sometimes giving more

or less focus to subject conceptual content or to language or to the procedural elements of the lesson. In the 'dessert' phase, the focus is on a reflection task for the learners, which will review the learning. This is also an opportunity for learners to make judgments about their performance.

However, the movement through the main course of the lesson can be sequenced in different ways. For example, sequencing with an emphasis on textual input can be planned on the basis of:

1 a pre-reading task, leading to
2 a task to do whilst reading, leading to
3 an after-reading task that requires some kind of transformation of the knowledge and understanding acquired in the reading stage. At the pre-reading stage, the emphasis is on activating prior knowledge (activation needs to happen throughout a lesson), whilst in stage two it is important to draw attention to the text-task relationship. In other words, the learners are given a task and a purpose for the reading, rather than reading and only afterwards receiving the task.

But what if the emphasis is on learner output? Ball, Clegg and Kelly suggest that tasks might then be sequenced on the basis of 'production, practice, present'. First of all, learners are involved in producing some form of output (activating what they already know by speaking or writing). They then add to this production through practice and application of new knowledge and skills. Finally, they present their productions to each other or the rest of the class in order to get feedback on their progress.

Recently, an approach called Pluriliteracies Teaching for Learning (PTL) — see this excellent website: **http://pluriliteracies. ecml.at/en-us/** – has suggested another

approach to task sequencing. Using the example of science, learners are involved in working with language in four distinct ways:

- the involvement of language in science
- the involvement of language in organizing scientific information
- the involvement of language in explaining science
- the development of language while arguing, defending and evaluating scientific concepts (Veel, 1997)

According to PTL these four language functions can be extended to other subject areas across the curriculum, offering another approach to developing CLIL lessons.

This article is an edited version of a presentation given at the Geneva CLIL Study Day, March 4th 2016. Thanks to Christiane Lofgren for organising this event.

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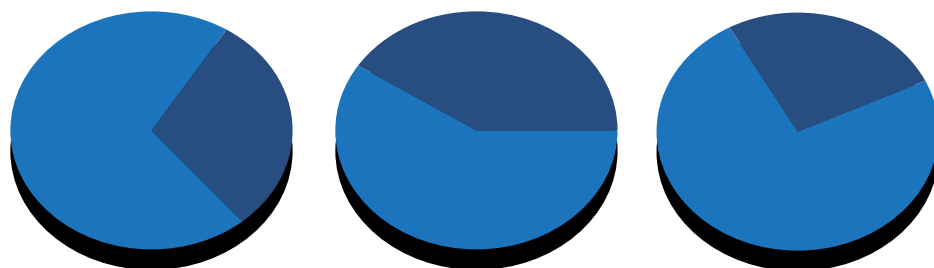
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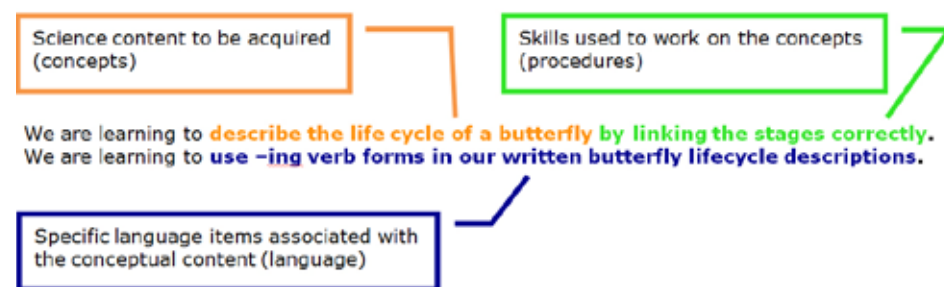
The three dimensions of CLiL within learning outcomes. Based on Ball, Clegg & Kelly, 2015

My second guiding principle is that learning in CLIL needs to be task-led. This means that a lesson is not going to be led by resources. It is not the resources that move learning forward, no matter how well designed or innovative they might be. What does move learning forward is the task given to learners, together with the feedback they receive from doing the task. In fact, sometimes it is much more useful from, from an educational perspective, to get learners to create their own resources.

My third guiding principle is that there is no 'one size fits all' approach to sequencing tasks. In other words, when it comes to planning a lesson and thinking about the relationship between tasks, there are different possibilities. Later, I will look at three ways of thinking about this sequencing of tasks.

need in order to complete a task. This support has to be based on the particular demands of the task and the individual needs of each learner. One important challenge for all CLIL teachers is to build up a toolbox of support strategies.

We can think about these support strate-

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Enhancing students' intercultural awareness in an ever-changing world

The idea of creating a "non-threatening environment" in the classroom comes up regularly in our CLIL training sessions and that is when I often tell the teachers that when I was at school I used to be a "mouse" and wouldn't speak out in front of the class. The teachers are incredulous, even more so when I say that it was simply my year abroad in France and Germany that turned me into a different, or rather much more confident and outgoing individual. Nowadays the equivalent would be a gap year working in Africa or travelling through India or South East Asia..... By Janet Streeter

What would have made the experience even more enriching, might have been a little intercultural awareness training beforehand. That way I might not have been quite so shocked when one of the French farmers I was visiting started drinking red wine straight out of his soup bowl (*faire chabrot*) or when I realised that my German friends had a completely different approach to nudity than we Brits!

Seriously though, in Dutch TTO schools International Orientation is high on the agenda and teachers are encouraged to include as many international aspects in their curricula as they can. This, along with the fact that TTO students spend so much time abroad as part of their programme, provides the ideal context for promoting students' intercultural awareness and competences. In this short article I hope to give teachers ideas for doing this by sharing a little of my experience in this field.

First of all, let us try to define the terms "intercultural awareness" and "intercultural competence." There are all kinds of definitions in scholarly works on this topic and of course all kinds of theories and jargon: "culture general", "cultural specific", "cross-cultural capability", "cross-cultural skills", "cross-cultural competence", "cross-cultural awareness", "inter-cultural studies", "intercultural communication", "intercultural effectiveness", "intercultural awareness", "Intercultural Communicative Competence" and many more.

For me and for the purposes of simplifying material for the classroom, intercultural awareness focuses on the students' awareness, knowledge and understanding of their own and other cultures. Intercultural competence builds on this so that the students are able to develop intercultural skills and competences which in turn enhance their intercultural awareness. Of course, foreign language ability has a huge role to play in both.

In 2010 I undertook some qualitative research into the experiences of 11 UK teacher trainees (non-linguists) who spent three weeks on placement in other European countries (the Netherlands, Finland, Poland and Spain as part of the 2008-2009 PRISTINE Leonardo da Vinci Project). My approach was three-fold:

Firstly, I delivered intercultural awareness sessions, one prior to departure and one on the students' return.

Secondly, I undertook interviews with students post-placement using as a basis statements from Mike Byram's portfolio approach to students' self-assessment of their intercultural competences.

Thirdly, I asked the students to consider any "critical incidents" they may have had during their placement.

I think that all three approaches are applicable to Secondary school students and give us something concrete that we can build on, particularly when taking part in an exchange abroad.

1. Intercultural awareness sessions

The group intercultural awareness sessions were adapted from the Europrof EU project (2006-2009) which focused on the following questions:

1. How do I see my own culture?
2. How do others see my culture?
3. How do my hosts see their own culture and
4. How do I see the host culture? (Source: Chris Rose, British Council, Italy)

Those of you who have been to Carlisle on our Cumbria CLIL courses will recognise these questions as key to the intercultural awareness strand of our training. I find them really tangi-

> ## 'When one of the French farmers I was visiting started drinking red wine straight out of his soup bowl'

ble and have also used them with Secondary students. Activities include: Fruit Salad (a version of musical chairs with students changing places according to category), sharing cultural objects, a "think, pair, share" ranking activity and also making posters focusing on similarities and differences.

In 2010 the British students felt that they had

definitely learnt more about their own culture during their stay abroad. Before their departure they came up with lists of things related to British culture. For example: tea drinkers, fish and chip eaters, our obsession with queueing and the weather, celebrity focused, etc.

On their return, their answers were more reflective and insightful. They were ashamed of our lack of language skills, they felt we are too preoccupied with health and safety, they felt that we have a poor diet without being aware of it and are too protective of our children. They also said they realized that they did not know enough key facts about their own country.

Apart from the need to tackle stereotypes and the fact that people just love talking about their cultures, the answers are perhaps less important than the process. It's really about raising students' awareness of culture and encouraging them to reflect on their experiences and also develop their own competences. "........someone with some degree of intercultural competence is someone who is able to see relationships between different cultures - both internal and external to a society - and is able to mediate, that is interpret each in terms of the other, either for themselves or for other people." Byram (1997)

2. The portfolio approach

Byram (1997) advocates a portfolio approach as he believes that a quantitative approach to assessing students' intercultural competences in terms of attitudinal changes would necessarily involve measuring and judging their levels of tolerance.

I did not ask my students to keep specific intercultural portfolios per se but they did write weekly reflective diaries during their stay. I also found Byram's categories of intercultural competence useful in structuring the interviews and prompting students to talk about their experiences. They were asked to give examples with their answers:

1. " I am interested in other people's experience of daily life, particularly those things not usually presented to outsiders through the media.
2. " I am also interested in the daily experience of a variety of social groups within a society and not only the dominant culture.
3. " I have realised that I can understand

other cultures by seeing things from a different point of view and by looking at my culture from their perspective.
4. " I am able to cope with a range of reactions I have to living in a different culture (euphoria, homesickness, physical and mental discomfort, etc.).
5. " I know some important facts about living in the other culture and about the country, state and people.
6. " I know how to engage in conversation with people of the other culture and maintain a conversation.
7. " I know how to resolve misunderstandings which arise from people's lack of awareness of the view point of another culture."

> ## 'On their return, their answers were more reflective and insightful'

Apart from statement 2 (a little difficult in just three weeks) and statement 6 (the 2010 students were not fluent speakers of the respective languages) all those interviewed answered positively. Many felt that they had gone to the host country with very poor knowledge of the culture and returned much better informed.

With reference to statement 7, one student was able to explain to her friend who was almost fainting at the thought of having to eat raw meat to be polite, that the Finnish meat balls on her plate were actually made of beetroot! (statement 7). Another student was able

to cope with a visit to a Polish hospital despite it being quite different to what she was used to at home (statement 4).

3. The Critical Incident Approach

A critical incident is defined by Fitzgerald and Mullavey-O'Bryne (2000) as: *"distinct occurrences or events which involve two or more people; they are neither inherently negative nor positive, they are merely distinct occurrences or events which require some attention, action or explanation; they are situations for which there is a need to attach meaning."* McAllister ad Al (2006)

I certainly found that analysing events on the students' return helped them understand the host culture even more, as they reflected on their experiences. For example, two students who went to the Netherlands ended up leaving their accommodation because of what had basically been communication problems. On their return they both realised that if they had spoken up early on instead of keeping a "stiff upper lip," the problems could probably have been tackled straightaway.

Students in Spain were invited to a salsa dancing evening by a colleague who failed to turn up at the agreed time, or what they thought was the agreed time. Another student was surprised when her Finnish family expected her to join them in the sauna (no swimming

> ## 'Intercultural awareness focuses on the students' awareness, knowledge and understanding of their own and other cultures'

costume!). All of us who have been anywhere can tell such stories. Hopefully having a measure of intercultural awareness can help us deal with such experiences and encourage us to be a little more tolerant.

At a time when Europe is going through one of its most turbulent periods since 1945, the idea of promoting intercultural awareness and intercultural competences among our students seems to be especially relevant. Superficially, this might sound strange coming from an English woman whose country is possibly at the brink of going it alone. Yet whatever our politicians tell us, over the years I have seen for myself how enabling young people to spend a period of time in a different country has helped change their perspectives and in many cases their lives. I hope that some of the above approaches will give you a few ideas for working pro-actively with your students, so that we can continue to promote tolerance and international understanding.

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5 minute read through

Not enough time to read through the entire magazine? In less than five minutes you can read through summaries of a selection of the articles in this issue. Enjoy!

Opinionated pieces
In "On three principles for CLIL lesson planning", Jason Skeet argues there are three guiding principles when designing a CLIL lesson:
- Backwards planning: Planning with the learning outcomes in mind
- Task-led: The best way to move learning forward is by providing a task to learners together with the feedback they receive while doing the task.
- No 'one size fits all' approach: There are different possibilities of approaching the relationship between tasks and planning a lesson

Read more on page 20

Subject specific
Peter Sansom argues in his article " Every CLIL Teacher a Language Teacher?" that teachers should share ideas on a more regular basis, for all of use to benefit from. He provides the example himself by sharing a couple his ideas, like asking students to think of a one-minute description of a picture shown.
Read more on page 10

International Orientated
Ever wondered why communication can go wrong although both parties speak the same language? Janet Streeter shows three different ways to cope with intercultural awareness in situations students might find themselves when visiting a country abroad. She concludes that promoting intercultural awareness and competences among our students seems to be especially relevant to avoid situations like unnecessary conflicts due to miscommunication.
Read more on page 22

Education & Research related
Compiling a lot of current research in the field of CLIL, Rick de Graaf states CLIL is an excellent tool to motivate students. Using the wonderful parable of riding a bike, he explains why the role of language in a lesson is a lot like riding a bike in a variety of landscapes. Cycling is learned by supported learning, after which cyclists get better by doing it more often. Cycling can even be a lot of fun once this skill is mastered!
Read more on page 12