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From the editor

When I started CLIL Magazine, I wanted it to be as practical and useful as possible for CLIL teachers throughout the Netherlands. Ideas, suggestions, tips and tricks would be the primary source of texts published in this magazine, along with an occasional in-depth article.

Things have changed. CLIL Magazine is not just being read in the Netherlands but worldwide, from Australia to Qatar. The articles are not just ideas, but are quite often in-depth articles and almost every issue of CLIL Magazine contained at least one research article, something I am very proud of.

However, the focus has not changed. I still want to help you, the CLIL teacher, out. With practical information and easy to read articles I hope I can contribute to your professional development. Just like the previous two issues, this issue also has a theme: Lesson Planning. I myself find this particular part of CLIL lessons to be quite hard (I am more of a on-the-go type of person) but have learned the hard way that planning is an essential part of every lesson, especially CLIL lessons.

A variety of authors have contributed to this magazine again, and I am grateful to each of them for writing articles for yet another issue.

One more thing. If you'd like to develop your CLIL skills even further, please visit www.clilchallenge.com. You'll find the free CLIL challenge, an eight week email course in which I discuss specific topics of CLIL.

Have fun reading this issue of CLIL Magazine and let me know your thoughts!

Patrick de Boer
Chief Editor

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Colophon

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The balance between content and language in the BHINEBI programme

Introduction

Language learning in the school context is acquiring more and more importance in the European context, where the consequences of globalization have showed the need to educate multilingual and intercultural citizens.

The results of a survey carried out and published by the European Commission in 2006, a huge endeavour which involved almost 30,000 thousand interviews, showed that 56% of European citizens could have conversations in another language that their own and a further 28% had mastered two more languages. But this survey also revealed that 44% of Europeans were monolingual.

If we take into account the geographical distribution within Europe of these bilingual and multilingual citizens we can see wide differences, Spain being one of the European countries where the highest number of citizens declared themselves as monolingual. Education administrators are very much aware of the need to improve language learning and as a consequence the different European School Systems and also Higher Education, Vocational Training and the Universities, are offering more courses and programmes where instruction is given through the medium of a Foreign Language.

We can safely conclude that as a result of this situation the introduction of CLIL-Based Projects and programmes has been spreading in Europe. The rationale behind this approach is simple: CLIL can contribute to improve learners’ communicative competences in foreign languages without investing too much school time taken from the non-linguistic subjects in the curriculum.

That has certainly been the case in the Basque Country, a Spanish-Basque bilingual autonomous community in Spain.

If we analyse the CLIL scenario in the Basque Country, there are two initial considerations in our educational context that first need to be taken into account:

1. The number of Basque speakers and their geographical distribution:

2. The language of schooling:

According to the Report “La Educación en Euskadi 2010-12” issued by the Basque School Council of the Basque Government, during the 2011-12 school year 90% of Basque students between the ages of 5-18 were receiving school instruction in Basque, the minority language, spoken by around 36% of the population. This trend is increasing.

The Basque educational system offers three kind of bilingual programmes models as we call them:

Model A: Spanish is the main means of instruction and Basque is taught as a second language.

Model B: Between 50 and 80% of school time is in Basque and the rest in Spanish.

Model D: Basque is the main means of instruction and Spanish is taught as a second language.

CLIL in the Basque Country

CLIL in the Basque Country forms part of a bilingual setting in the school context and it has been going on for quite a while. Several programmes have been implemented over the years. The BHINEBI programme was part of a wider scheme known as Plurilingual Experimentation as seen in the diagram below which encompassed Infant Education, Primary and Secondary.

From 2010 onwards there has been another CLIL based programme in the Basque Country called Educational Trilingual Framework which basically uses the same CLIL approach. The Educational Trilingual Framework proposal consists of using the three languages, Basque, Spanish and English as instructional languages and the and after the initial experimentation the learners’ enrolled in it have been evaluated with good results.

BHINEBI: balancing content and language

Language educators and CLIL experts over the years have analysed the different approaches to integrating language and content and as a result we can probably conclude that there is not a single model.

Myriam Met has developed a continuum that shows some possible degrees of integration of language and content. Seen as a sort of scale, we use it here to indicate the position of the BHINEBI project.

The BHINEBI programme is designed as content driven but orientated to the acquisition and learning of English. For students, language is the tool to learn the content, from the teacher’s point of view, content is the tool to create language learning processes.

BHINEBI consists of a series of units of work or projects, three per school year for the 4 levels of Secondary.

In terms of content, the following objectives would be the outlining frame:
• To become cognitively aware of their environment as citizens and develop explicitly positive attitudes.
• To be able to process information about different fields of knowledge and learn through a foreign language.
• To acquire learning to learn strategies.
• To acquire declarative knowledge about selected topics and subjects connected to the current Secondary syllabi.

All three types of content: attitudinal, procedural and conceptual are introduced in a balanced way but the focus, the pace and level of achievement is not necessarily the same. We may visualize it like:

This is the approach we used when designing the CLIL units of work, planning attitudinal content first as the type of curricular content that drives BHINEBI as Do Coyle suggests in her 4 Cs approach putting Culture at the core of CLIL.

Culture understood as the appreciation of “otherness” and the promotion of intercultural and citizenship values.

In BHINEBI each one of the four Secondary courses covered in the project has a title that reflects this approach:

The BHINEBI syllabus

The rest of the curricular content in BHINEBI (procedural and conceptual) is approached from an experiential starting point as a basis for developing structured knowledge. Not only from the point of view of the subject, but, mainly, in order to be incorporated to overall personal development. The units in this proposal constitute a series of activities systematically sequenced towards a final product which allows for the integration and assessment of learning processes for learners to be able to develop: general cognition, declarative knowledge of the topic or subject and awareness of the value of their learning for their own lives.

Regarding language requirements both the Spanish and Basque curricula require language teachers to build communicative competence understood as follows:

“...This competence refers to the use of language as a tool for oral and written communication, for representing, interpreting and understanding current reality, for the building and the communication of knowledge and for the self-regulation of thinking, emotions and behaviour.”

Taking the building of communicative competence there are several questions that need be taken into account: the selection of particular topics and content and the design of language activities to approach the content. Language is very carefully dealt with, because the nature of the content presents different requirements: to adequate the level of linguistic complexity, the systematic work on linguistic skills to deal with the subject matter and the choice of input sources for the learners to be exposed to.

These were the main principles we followed to balance both subject and language content:

• Lower degrees of ability do not imply unnatural simplification of language, meaningless texts or the setting of non-communicative tasks. For example, listing can be a perfectly meaningful text in some areas of study related to subjects like geography, or in connection with some procedural learning like statistics.
• Repetition is essential in language acquisition, repetition of similar statements can be necessary when talking about geographical facts in different places, but nobody feels it’s a “drill” on a particular structure.
• The use of language teaching techniques to develop subject conceptual learning and thus further enhance language acquisition in a positive circle of learning:
  • reading and listening skills: identifying, selecting, summarising, classifying, etc.
  • speaking and writing skills: procedural language, giving opinions, debating, explaining etc.
• Special attention to the quantity and quality of learners’ outcomes. This means making learners aware of the importance of accuracy, providing them with tools to improve their language skills and to be more aware of their own learning processes:
• The use of grammar as a tool to improve communicating abilities and language accuracy by devising enabling tasks to support the communicative and subject-related conceptual tasks.

We can say that our main aim in BHINEBI, from the language point of view, was to build learners’communicative competence in English. The framework we used for planning language in an integrated way with subject content is based on:
1. The exposure to a lot of comprehensible language input (Krashen).
2. The processing of that input
3. The production of Comprehensible language output (Swain)
4. Post-task reflection and evaluation

Finally in the following sample of a BHINEBI activity from "Secondary 1 Europeans Unit 3 Famous Europeans" we can see an example of the way we have integrated and tried to balance both content about the topic and the main language requirements of the unit: biographies and describing people.

Fame
Throughout History, remarkable people have become famous. Whether they were responsible for scientific inventions, works of Art, revolutions, reforms, wars or massacres, these people have achieved fame.

Some were European, others from every single corner of the world.

• Could you name some famous Europeans you know about?

Although people can be famous for all kinds of things, they are more likely to be well known in certain jobs or fields of work than for others.

Now, working in pairs, could you work on some of these fields of work and professions?

• You can organize the information in different ways in your notebook:
  - Make a list
  - A mind map
  - Any other way you may think of

Do you think every one of us has the necessary qualities to become a famous person?

Let’s see which qualities had these very famous people:

Have a look at the diagram below and make sure you understand the adjectives, if not use the dictionary.

Big results require BIG AMBITIONS.

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Now, prepare a table on your notebook with the professions you have chosen and assign each of them adjectives you believe necessary for that particular job.

Finally, think of your own qualities, describe yourself using the adjectives on the diagram and assign yourself a profession and if you work hard enough you will become famous.

Mª Luisa García Gurrutxaga
I have a wide experience as a practising teacher of Basque and English both in Primary and Secondary. I also worked two years as a teacher in the Bilingual Programme of California (USA). From 1998 to 2008 I worked as curriculum designer, materials writer and teacher trainer of two CLIL projects, the Ikastola Purilingual Project and the Plurilingual Experimentation for the Education Department of the Basque Government.

From 2003 to 2009 I worked in the Berritzegune of San Sebastián as an educational advisor mainly on language matters and I have been President of BETEA (Basque English Teachers Association).

Between May 2009 an July 2013 I was Director of Educational Innovation of the Department of Education of the Basque Government and President of the Basque Council of Schools.

In September 2013 I returned to my job as educational advisor in the Berritzegune of San Sebastián.

**Book Review: The Lazy Teacher’s Handbook by Jim Smith**

**Introduction**
In this article I’d like to discuss another book related to teaching, but before I start let me elaborate my choice for this book.

As you might have noticed, the word CLIL is not mentioned in the title. Actually, CLIL is not mentioned in the entire book. However, I do think this book is a good read for any CLIL teacher as many important CLIL topics (student engagement, setting goals, use of language in class) are discussed thoroughly and with a great sense of humour.

**Experienced Writer**
In the introduction, the author mentions his experience with teaching. This experience becomes apparent in every chapter and makes for a good read compared to many other education related books that have been written by researchers or trainers. Cases that could, and probably did, happen in class are mentioned throughout the book and are used to illustrate many lesson ideas.

The book itself is divided in chapters, each one discussing a different topic related to teaching. Examples of these are suggestions on how to plan a lesson, how to tackle marking and how to differentiate successfully. As mentioned before, the style of writing is humorous and allows for easy reading. Texts are never too long as each page is divided into at least four paragraphs. This strengthens my opinion that the book is not meant as book of that you have to read from the beginning to the end. The book is much more a resource when you are looking for a good idea and are in need of some inspiration. Just turn open the book on the chapter you want to know more about and you will be inspired.

**The Use of CLIL**
Allow me to explain the CLIL aspect of the book. The philosophy of the book is that teachers should never be completely worn out at the end of the day. If that’s the case, you are working too hard and you are most likely not making your students work hard enough.

This approach to student engagement and responsibility is very CLIL, as CLIL students are supposed to be able to reflect on their own learning and should be responsible for their own learning process.

One chapter covers language which you can use in certain class situations. The writer focuses on positive feedback and student responsibility and provides a wide variety of example sentences for different moments in the lesson. For teachers who teach English as a second language, this chapter is even more valuable as it provides the basic classroom English that can be used in a CLIL lesson.

**A perfect book?**
Does this mean the book is perfect? I would not go that far. Despite the promises at the beginning of the book, I found my interest waning after reaching the halfway point of the book. The book starts out with a lot of new and revolutionary ideas, but as I progressed through the book I realized I was recognising things I already knew about teaching. This is not a bad thing per se, it’s just not quite as spectacular as the beginning of the book.

The many white spaces, the large typography and the low amount of pages (only 187) tell me the amount of real revolutionary ideas might not be as spectacular as the title and the subtitle (How your students learn more when you teach less) would lead you to believe.

**Conclusion**
Does this mean you should skip this book? Absolutely not! I would not discuss this book if I thought it wasn’t a very interesting read and a must-have for many teachers. I myself occasionally take the book from its shelve and read through it again to come up with new ideas. The easy-to-read way of writing, the humour and the real-life examples make for an excellent read and I highly recommend the book to everyone who is interested in making students more aware of their learning and increasing students’ productivity.

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It’s all in the planning!

By Janet Streeter

It’s all in the planning, Janet! My Geography colleague, David Smith, gathered up his atlases, clicked his telescopic overhead projector pointer together (what’s one of those?), picked up his old leather briefcase and left me to set up my teaching in his meticulously organised classroom. Military precision, I thought and smiled to myself. “The man’s mad...”

OK to say it’s all in the planning, but when you’re teaching 25-30 hours a week - how on earth are you going to plan with such precision? He must have more time than me, either that or he just works all the time, non-stop. Apart from that he’s been teaching for donkey’s years so he doesn’t need to plan......”

Meanwhile, fast forward 25 years and here is Janet Streeter saying to CLIL teachers: “You know it’s all in the planning” and realising at the same time that she can perhaps read their thoughts.

The acronym “CLIL” is often surrounded by myths and misperceptions that make it seem scary and unattainable for teachers, an outright threat for others, often depending on what training they have received. Sometimes teachers have a feeling that for CLIL to work properly their students have to be constantly engaged in exciting activities where they are running around all the time, talking English thirteen to the dozen, using beautifully laminated cards that the teacher has spent all night preparing, making a lot of noise and not a textbook in sight. Wrong! Well, OK - that could be an excellent activity to achieve a particular objective, but it is vital to have balance and a good range of purposeful tasks within your lesson, not least from a classroom management point of view. The important thing is to ensure that the students are INVOLVED & THINKING all the time.

But surely that’s what you have to do in any lesson? How is CLIL different? Well, that’s true - in fact many Cumbria CLIL teachers go back home and use many of the same ideas and strategies in their L1 (mother tongue) classrooms.

A key thing to remember is that for CLIL, you need integrated subject and language objectives. The real challenge is how to identify these and plan your lesson so you achieve them. This is not actually very difficult - it just takes a bit of “tweaking”, as my colleague Anna Bartrum always says.

This is a skill that teachers can learn easily with a bit of training: CLIL is a way of thinking, not just a set of activities [although a bank of what we call “content-free activities” is very useful!]. Once you have basic CLIL strategies in your head, it is just a matter of learning how to apply them and sequencing tasks correctly in conjunction with your existing materials. However, because of the language element, CLIL does demand tighter planning - but that is a CLIL skill that can be mastered. Yes admittedly, you do need to spend more time at the beginning learning how to plan for CLIL, but then like anything else, once you have tried and tested structures and techniques it becomes a habit, a routine so that you automatically plan - short-term, medium-term and long-term - with CLIL objectives in mind. You don’t want to descend to the depths of “door handle planning” - which I am sure none of you have ever done (i.e. planning your class as you turn the handle of the classroom door...) but eventually you will be every bit as confident as my former colleague David, who I know was an excellent teacher, but also found time to get out walking in the Lake District at the weekend...

So, David, I take it all back. I shouldn’t have sniggered. Furthermore, someone lent me an electronic slide pointer in a workshop this year and I now have one of these on my Christmas list......
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Ready for a challenge?

As the CLIL Challenge started some time ago, Mandi Berry and the students of ICLON (Leiden) discussed the challenges they face when teaching bilingual education for the first time. The fresh young minds of these students offer a unique viewpoint concerning the first problems or questions that might arise when a teacher starts out with CLIL, with little to no prior knowledge.

The exercise was simple, write down the questions you still have concerning CLIL and bilingual education. The students were unaware of the fact these questions would be published so they worked on the activity as if it were any other.

The questions offer a wide variety of interesting topics such as:

• What difficulties does a teacher encounter when facing having to teach both a language and a subject?
• Should we correct grammar mistakes in written work for a subject?
• How do I help pupils to express themselves in English?
• And many more

What can you do with these questions? Allow us to offer some guidelines as to how you can benefit from these questions. Maybe you started out as a CLIL teacher yourself, or you are still a student. Do you recognize these questions? Do you know the answers? Do you know someone in your organisation who might be able to help you with these questions?

Maybe you are a more experienced CLIL teacher, but still encounter some of these questions every once in a while. You might be able to ask some of these questions at your next team meeting or ask your colleagues if they have more questions like these. How would you answer these questions? How would your colleagues answer these questions? (Do you actually have team meetings?)

Maybe you are a [CLIL] coach. How could you model these questions to help your students or colleagues formulate the answers to these questions themselves?

Furthermore, because of the wide variety of questions, you might wonder if these are typical beginner type CLIL questions or if these still need some answering even when you have worked in the CLIL department for years. Another interesting point of view might be the international aspect of these questions. As the magazine is read all over the world you could wonder if these questions are typical Dutch challenges or if they are independent of location and indicate a struggle for many teachers worldwide.

To conclude, we hope you can use these questions and challenges as a starting point for your professional development activities, applied to either your own teaching or that of others.

We look forward to your thoughts on this. Please leave a comment on www.clilmagazine.com/questions.

Questions:

How do I work with students who have different levels of language?

How do I adjust my lesson so everyone knows what the subject is?

How do I help a TTO class when they are really struggling to give their answers in English?

What do I do when students have a hard time understanding the topic because their English isn’t very good yet?

Which tools can I use to help students develop their English speaking and writing abilities in my subject area?

How do I get a good overview of the background knowledge of my students?

What should be my expectations of students’ level of English and of specific vocabulary in my subject?

How do students develop a bilingual attitude?

How do I use CLIL alongside regular teaching methods?

What are CLIL forms of assessment?

What is the best way to teach using English as the primary language?

Is CLIL really different from non-CLIL teaching?

How do you know whether your lesson preparation fits your students’ knowledge of English?

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What is the best way to teach using English as the primary language?

Is CLIL really different from non-CLIL teaching?

By Patrick de Boer and Mandi Berry

Dr. Mandi Berry is a teacher educator and researcher at ICLON, Leiden University. She co-ordinates the World Teacher Programme at ICLON, for educating new teachers in bilingual and international education. Mandi taught high school biology and English for 15 years before she began her academic career.
CLIL: now also available for English teachers

By Noortje de Weers & Astrid van Houwelingen

Applying CLIL approaches to English classes has been considered problematic. Part of the problem is the crude distinction that CLIL makes between content teachers and language teachers. The rhetoric of difference generally used to describe teachers in terms of two separate ‘types’ seems to suggest a dichotomy between these two types of teachers that is not nearly as stark as it is positioned by authors such as Mehisto, Frigols and Marsh [2008] and Dale and Tanner [2012]. Contrasting the two terms of ‘language teacher’ and ‘subject teacher’ implies that the language teacher does not teach content at all, which suggests that CLIL techniques are not applicable to language lessons.

In reality, however, the only difference between the content and language subjects is that content-rich subjects place most emphasis on the material or ‘content’ that needs to be learned, whereas the language subjects place more emphasis on language learning. This, however, does not mean that the language subjects have no content of their own. The aim of this article is to show that English teachers are also able to apply CLIL techniques to their lessons.

English-related ‘content’

Literature is most readily associated with English lessons; it is also considered to be the subject’s only content element. It is because of this acknowledgement of content that English teachers can obtain a Certificate of Teaching English in a Bilingual and International Settings, which requires the teacher to demonstrate the ability to use CLIL techniques in a literature lesson. Cambridge University does not allow English teachers to describe their applications of CLIL methods to lessons focusing on anything else but literature.

Yet there is much more to the subject English than just language and literature. One cannot truly separate content from language; we need to talk about something when practicing our language skills. As Alex Macenzie explains: ‘...wouldn’t you prefer it if your students could leave being able to speak about rainforests rather than relative clauses?’ Today’s teachers of English should be encouraged to develop lessons that reach beyond the restrictive boundaries of grammar, vocabulary and literature. It is not just rainforests that can potentially be discussed in English class; think of topics such as Anglophone culture, the influence of the media, fables or folk tales, or social issues. We are currently living in a time where the whole world is being greatly influenced by the Anglophone culture through movies, series, songs, the internet and general world politics. It would be foolish not to use these aspects of the English language, since English teachers have an extensive body of authentic source materials at their fingertips readily available, of which the predominantly English-based internet is possibly the most valuable.

There are many activities that exercise the mind in moral issues and critical thinking while at the same time practicing language production and comprehension. Some suggested topics - which can be brought to life with the help of activating short videos - are personal identity, the influence of social media on our daily lives and social contacts, and freedom of speech.

Teachers can also discuss the influence that the media exerts on one’s perception of news events through the use of emotive language, the question whether news photography can ever be objective, the representation of gender and race through language and the media, and the analysis of political speeches to learn about the rhetorical devices used.

CLIL exercises in the English classroom

Below we will describe some activities that we have used in our own English lessons in more detail, and we will look at the used CLIL techniques.

The activities were drawn from four different areas: language in cultural context, societal issues, literature, and media bias.

Newspaper analysis

The topic is introduced through a Wordle which activates and guides the students’ prior knowledge on the differences between tabloids and broadsheets. The students then analyse language use in tabloid and broadsheet articles with the help of guiding questions, which helps them to determine the audience of the newspapers.

In order to move from Bloom’s analysis level to creative production, the students then have to write their own newspaper article in the style of either a broadsheet or tabloid about the events that take place in Persepolis, a graphic novel that they had already read in class. This assignment therefore not only encourages students to create written output, but also forces them to consider their knowledge of newspaper writing, and the culture and audience they are writing for, as well as the context and culture that Persepolis was written in. In short, this assignment incorporates content and language.
English teachers are also able to apply CLIL techniques to their lessons

discussed. The students are then put in small groups and asked to impersonate these characters in front of the class where they are being ‘questioned’ by their group members. The students have to produce their own questions which is a method of effective questioning that is said to ‘give learners the opportunity to produce written output and encourages much deeper thinking’ (Dale et al., 2010, 125). The questions and answers will allow students to demonstrate their understanding of the characters, since they are forced to produce both written and spoken output. This activity easily allows for differentiation, since the teacher can provide scaffolds to support the process if needed by for instance giving the students instructions about whether the characters will be truthful or not, or by providing suggestions for possible questions.

MEDIA BIAS
Drawing links between how the media presents racial differences through language use both on TV and in English newspapers is typically an IB curriculum lesson, but can easily be inserted into any English curriculum. The aim is to expose hidden racism in the media. First students are asked to critically assess a number of headlines from newspapers, in order to discover that Caucasians are usually the assumed standard, i.e. their race is never mentioned, whereas the mention of ‘a man of North African descent’ is not uncommon in a headline.

A link is then made between language and ‘performing’ race; our perception of someone’s race is influenced by that person’s use of language—i.e. accent, intonation, and word choice—as demonstrated in the documentary Mickey Mouse Monopoly. This documentary explains how Disney uses accents particular to certain racial and ethnic groups exclusively for bad characters. By giving guiding questions while watching clips from the documentary, and by expecting the students to discuss what they saw in small groups through the think, pair share method, the students process input and are forced to produce output in the subsequent debates. The students are continuously exposed to multimodal input which serves the goal of sharpening both their understanding of racial stereotyping and practicing their verbal communication skills in articulating and defending their point of view in English.

Conclusion
In conclusion, this article argued that the application of CLIL techniques is not exclusive to English literature lessons. A few practical examples were given to demonstrate this. It is the task of future teacher trainers to point out the many possibilities to English teachers, and to support them in their endeavor to swim against the prevailing current. When this is done successfully, CLIL will also be available for English teachers.

References
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The stages of CLIL teaching

By O. Rickets

Do you remember what it was like when you started working with CLIL? Your challenges and ‘ah-ha’ moments? These questions form the basis of this article, written by a beginning CLIL teacher. He describes the stages of his professional development as he learned about, and became more experienced with CLIL.

**Stage 1: CLIL as an addition to the content**

CLIL is not the first thing on the beginning teachers’ mind. When I first started teaching, I wanted to be able to give a structured lesson to a disciplined class. This seemed difficult enough at first glance. Regardless of teaching in Dutch or English, CLIL wasn’t the first approach to fall back on to get a classroom to be quiet or to provide structure to lesson content. As a classroom manager, a beginning teacher is trying to find a balance on the interpersonal spectrum delineated by Leary’s Rose and on a subject level there’s a basic concern with respect to transfer of knowledge.

After a few lessons the teacher reaches a status quo with his classes, where pupils know what to expect from their teacher and vice versa. This is the stage where I started experimenting with CLIL techniques. Preparing lessons at this stage involved taking into consideration the difference between BICS and CALP and using exercises with an activating purpose to incorporate a language component. In addition to this there would be images and videos to complement theory and exercises.

All in all, the elements of a CLIL lesson started appearing, but it wasn’t integrated yet with content, it was more like an addition to the content of my lessons.

Examples of exercises used to accomplish this were:
- “Check within duo’s” (each student compares his or her work with the work of another pupil and they must discuss to agree on a common answer).
- “Experts” (pupils are divided in groups of two to five and the work is divided in parts equal to the group size, each group member becomes an expert of his share of the work and explains it to the rest).
- “Three-step-interview” (pupils are divided in groups of four, pupil 1 interviews pupil 2, pupil 3 interviews pupil 4 and then pupil 4 interviews pupil 1 and pupil 2 interviews pupil 3 and finally they share).

At this point I felt like a teacher in control of my lessons. As a classroom manager there were no problems, as a subject expert I could reach my targets and I was also able to implement CLIL skills.

**Stage 2: CLIL to develop language skills**

The next step was more subtle, as it involved integrating content, language and lesson aims. This belongs to the domain of the learning specialist. I started thinking about how to use elements that require multiple intelligences to implement Gardner’s theory and how to build on Kolb’s learning cycle to design learning paths. Here are a couple of examples based on my subject area of Economics:

- Explaining how to get from total population to contract labor (Gardner):
  - Verbally
  - Mathematically
  - Visually, by drawing a Venn diagram
  - Role-playing, by dividing up pupils according to roles and having them find their group

- Using Venn diagrams (Kolb).
- Experience: Explaining new material (that will be used in the Venn diagram) with the help of illustrations and/or a video.
- Reflection: Filling in a Venn diagram with the new material.

**Stage 3: CLIL to improve cooperation**

Finally, every teacher should be aware of their behavior and identify where they can improve as teachers. In my case there is room for improvement in the production of output by pupils. This is one of the most important elements of a good CLIL lesson and it usually means that the teacher does less and pupils have to do more.

Giving responsibilities to pupils doesn’t mean that they can do whatever they want or however they want to. It involves disclosing to pupils what’s expected from them. It also means that the teacher must be aware of differences between pupils. This often leads to cooperative learning exercises where, for example, one pupil who’s very proficient in English, but less good in the subject matter and another who’s strong in the subject matter and less proficient in English have to team up to produce output together.

**Conclusion**

I would say that there are two main shifts in the development of a CLIL teacher. The first one is when a beginning teacher starts using basic CLIL skills and the second shift is when content learning strategies and language learning strategies are combined to design integrated learning paths through lesson plans.

I think that the main characteristics of a real CLIL lesson are in using authentic English language input and providing opportunities for as much production of output by pupils as possible. The other elements of the pen-ta-pie model are tools to either plan or execute teaching approaches and are therefore the “glue” between content and language in this respect.

The most challenging part is to have eye for individual learning and trying to adapt content and language targets to each learner without slowing down or hampering learning of other learners.

This is the part that counts on the teacher as a professional as it requires insights that belong to each of the roles a teacher assumes.

It was an Aha moment to me

‘It is a messy class, as you see, but children are very active, aren’t they?’

- Abstraction: A discussion about groups “in between” circles (how would you label someone who belongs in a circle but falls outside a smaller circle within the original circle).
- Testing: Examples of people with different characteristics are provided and pupils need to put them in the correct area of their Venn diagram.

At this stage the content is up to the desired level and the teacher needs to integrate the language component. To integrate language at the same level as content requires a strategy. I’ve mainly used Westhoff’s SLA penta-pie to accomplish this in my lessons. It means that activating exercises, authentic English language material and learning strategies are used and combined to design lessons that include the following elements:

- Exposure to input: providing authentic English input, such as texts and videos.
- Meaning focused processing and form focused processing: consideration for meaning and CALP on the one hand and language, cultural implication and BICS on the other.
- Output production: pupils have to produce output in the target language.
- Use of strategies: integration of content strategies and language elements and in addition creating awareness and eliciting reflection on both content and language.
CLIL or CBLT in non-European contexts

By Shigeru Sasajima

CLIL had a big impact on my view of language learning when I first observed a CLIL classroom some five years ago. From then on, I have often talked about CLIL methodology to teachers and teacher educators in Japan, and have always received the same question regarding the definition of CLIL: “how is CLIL different from CBI [Content-based Instruction] or CBLT [Content-based Language Teaching]?” I use the term CBLT instead of CBI in this article, because CBLT is defined as ‘educational approaches that combine instruction in a new language and academic subjects’ (Lightbown, 2014: 1) and it is often referred to as a counterbalanced approach that integrates content-based and form-focused instruction (Lyster, 2007). I would like to discuss this issue of the balance between content and language, considering my research and practice of CLIL in Europe and beyond.

My ELT background
I have been teaching English to Japanese students for more than three decades, while also working as a teacher educator and researcher of ELT [English Language Teaching]. ELT in Japan is different from that in European countries in many aspects and has a unique history of English education which may somewhat aim for whole person education traditionally. However, as the basic idea of the CEFR is gradually becoming more familiar among educators and administrators in Japan, it turns out to be helpful to reconsider the traditional ways of English learning and teaching in Japan.

My first encounter with CLIL
I first came across a CLIL classroom in Milan, Italy, though I had known the term through reading some articles. It was an amazing encounter for me and I remember that noisy CLIL class very well. It was March 2009. Since then I have been interested in CLIL methodology, trying to implement it in the Japanese context.

My main research concern is language teacher cognition, which Borg (2003: 81) defines as “the unobservable cognitive dimension of teaching – what teachers know, believe, and think.” In 2005, I wanted to know more about language teachers in different contexts and started my Ph.D at the University of Stirling in Scotland, conducting research about language teachers and language teacher education. First and foremost, I focused on what teachers are doing in relation to the CEFR in Europe. One day when Richard Johnstone, who was then my Ph.D supervisor and I discussed the CEFR in Europe, he referred to bilingualism, immersion and CLIL in relation to European language policy. The discussion was very interesting, so I wanted to learn a lot more about CLIL and see what CLIL is and how CLIL is being implemented in Europe. I was then scheduled to visit Finland for the research of the CEFR and meet with Sauli Takala, who is also familiar with the CEFR including CLIL. Richard introduced me to David Marsh and suggested to me that I should meet him. I contacted David and scheduled an appointment to meet him after meeting with Sauli. It was the beginning of my CLIL research.

I met David in Jyväskylä in 2008. He kindly answered my questions and gave me lots of CLIL resources including a nice book on CLIL introduction, Uncovering CLIL [Mehisto, Fri-gols & Marsh, 2008], which was later to be the basis of my Japanese book introducing CLIL methodology in Japan. I was really interested in real CLIL classrooms, but did not have the time to observe CLIL classrooms in Finland. As I had plans to visit Milan for another CEFR research the next year, I asked him to introduce some CLIL practitioners there. He introduced me to Gisella Langé, who was then working as an expert for both the European Commission and the Council of Europe in Italy.

In 2009 I visited Milan and then observed an active CLIL primary classroom taught by Letizia Fossati and Annalisa Culurgioni. They taught science to 5th year primary children in English. It was noisy and chaotic and I did not realize what they were doing, though most children were very active. Letizia is an English teacher, so she always spoke English and asked children to make a poster of grouping animals into a category. Letizia explained, “[i]t is a messy class, as you see, but children are very active, aren’t they?” And she added, “[c]hildren can’t speak English so well and have to use Italian, but I will keep using English. I hope they are gradually getting to speak English. Annalisa is a science teacher, so if children need to learn more about animals, she often uses Italian to explain. Do you see most children concentrate on what animals are and how they group animals into some categories? It’s CLIL!”

It was certain that most children were very active and noisy, but at that time I still wondered whether or not the CLIL approach was effective in learning. Back at the hotel I watched the video of that class and checked how each student was doing in the classroom. Then I realized that they were actually learning about animals, thinking about grouping, asking the teachers questions, and surprisingly some students communicated with each other in English. Children really studied on their own. It was an aha moment to me.

How I started my CLIL research
I have visited a number of European countries [Austria, Finland, Germany, Spain, Sweden, the Netherlands, and the UK] and observed different types of CLIL classrooms at local primary and secondary schools there. I have also interviewed CLIL teachers and teacher educators and discussed CLIL with them. Now I almost understand what CLIL is and how CLIL is implemented in each context in Europe. However, I still wonder why CLIL is so much more developed in some contexts and why it is not working in other contexts. And I still have some fundamental questions of how the term CLIL is used in Europe instead of the term CBLT.

CLIL or CBLT?
In Japan, CLIL actually has an increase impact on EFL teaching at the moment. Compared to the European context, however, Japan has been greatly influenced by the US in the educational system since World War II. Bilingualism and immersion have already been introduced as part of the ESL curriculum and have taken root in some special education contexts including international schools and IB schools. In addition, some traditional ESL curriculum and English for Specific Purposes [ESP], for example, highlight content knowledge and skills but are not appropriately provided to Japanese students at primary or secondary school.
Over the past 5 or 6 years, however, CLIL has been quickly recognized as a new methodology of integrated learning and has become of great concern to both English teachers and subject teachers in Japan. At the same time, CBLT has drawn attention as a different type of approach, including critical thinking and cooperative learning, compared to Task-based Language Teaching (TBLT). These days, as teachers have faced a plethora of ELT methods and techniques, they seem to be confused by these different teaching approaches or they may insist on some specific methods they prefer themselves.

Regarding CLIL, Japan does not have any framework like the CEFR as a language education platform, so European CLIL cannot be introduced into the school curriculum in its current form. CBLT, on the other hand, is a neutral concept of language teaching, so it may be more fitting for the Japanese context than CLIL in Europe. Theoretically, CLIL is an integrated learning of subject content and language and CBLT is primarily related to language learning. Some researchers want to differentiate CLIL from CBLT, but I, as an EFL teacher, believe it does not really matter which term we use, CLIL or CBLT. The point is how it can actually enhance the quality of learning.

I’ll do CLIL

In Japan, ‘teaching everything in English’ is now encouraged in English classrooms in secondary schools, and a number of universities are also encouraged to provide English-medium Instruction (EMI). CLIL in Europe is not just English teaching and learning, but in Japan it will probably be difficult or unrealistic for subject teachers to teach their subjects in English or other languages. It is self explanatory that English teachers, whether native or non-native speakers, should conduct CLIL-type teaching or CBLT in their English classrooms at the current moment.

As a practical language teacher and teacher educator, I do not insist on the definition of CLIL or CBLT. I just believe it is important to provide learners with better pedagogy. So I even want to say, ‘I’ll do CLIL’.

CLIL teachers need to formulate aims in terms of both content and language

Every judge in every single competition always says how hard it was to find a winner because the standard was so high. Well, as one of the judges, I can honestly say it was not hard, it was practically impossible. We managed to whittle it down to the last 10 and that is when the fun and discussions and arguing really started. Up until then we had seen a few tantrums from the judges about who should be in the final but nothing too bad. After a few hours we were, more or less, all agreed on the winner.

Form Fogg’s perspective we would get a unique van but perhaps more importantly, the pupils who designed it and their classmates would get a fantastic prize of an outing anywhere in the Netherlands. The college would get a day of free Phileas Fogg Theatre Company’s workshop or shows. The often forgotten teachers would get a free weekend for 4 people in the 4 star Best Western Hotel Barri in Harderwijk. A total of well over 3500 euro worth of prizes!

Every pupil from every college who entered the competition would also be involved in a “real life” design project, surely better than making a model of the Eiffel Tower from paperclips or whatever?

We launched the competition and had a great deal of success. The designs we received where incredible. We sent out a list of the things we wanted on the Foggmobile e.g. our website and balloon logo etc. and the vast majority of the designs came back with everything we wanted on them. Two of them, which still make me smile, had other ideas. One had a lovely design of a cat and the other had the slogan “Save the Unicorn” complete with a telephone number! I have spent many sleepless nights trying to work out their connection with the Phileas Fogg Theatre Company.

CLIL Magazine
Lesson planning (part 1): Aiming for CLIL

By Jason Skeet and Rosie Tanner

This is the first of three articles by Jason Skeet and Rosie Tanner on CLIL lesson planning. All three articles are based on a simple, ‘three course meal’ approach to CLIL lessons, as summarized below in Figure 1: Lesson planning. This article is about the starter and devising CLIL lesson aims.

Aims: why bother?
Imagine you are on the first day of a CLIL summer school. The trainer comes in and says, “The aims of this course are to improve your English and your CLIL skills.” What would you think the course was about?

The Spanish geography teacher thinks, “Oh good, I am going to develop CLIL materials!”; the Hungarian philosophy teacher imagines, “Great! We are going to learn some theories behind CLIL!”; and going through the mind of the Dutch biology teacher is, “Oh, I hope we are going to learn how to get CLIL students to speak some more.” More useful aims might be: “You go home with at least five new activities for your CLIL classes” or “This morning, you will learn about each other’s teaching contexts.”

But why bother creating aims for your CLIL lessons? Here are some good reasons:

- You can assess how far your students have achieved the aims.
- You become more aware of what you are doing in the lesson.
- If you share your aims with your students, they are more aware of what they are learning.
- Focusing on aims sharpens the thinking that goes into planning your lessons.

Formulating CLIL lesson aims: WALT
Your aims should answer this question: What can students do by the end of the lesson that they couldn’t do before? One useful way to write aims is like this: We Are Learning To (or WALT) statements. And the more specific the aim is, the better. For example, We are learning to label a diagram of the human body with at least 10 nouns.

Content aims
CLIL teachers need to formulate aims in terms of both content and language.

In Table 1: Levels of content and language aims with examples there are five levels of content related lesson aims. These are:

1. acquiring and applying knowledge
2. acquiring and understanding concepts
3. acquiring new skills and behaviours
4. and 5. learning about attitudes, values and exploring their creativity (the most cognitively demanding).

<table>
<thead>
<tr>
<th>Levels of lesson aims</th>
<th>Language</th>
<th>Examples of CLIL (content and language) aims. We Are Learning To (WALT)…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquiring and applying knowledge</td>
<td>Vocabulary building, learning words and phrases.</td>
<td>...use these prepositions to describe a picture: above, next to, below, on the right/left, underneath, etc.</td>
</tr>
<tr>
<td>Acquiring and understanding concepts</td>
<td>Language chunks, grammar, functions.</td>
<td>...use comparatives to compare and contrast three different climates</td>
</tr>
<tr>
<td>Learning about abstract ideas, reasons, generalisations, laws, principles, and how processes take place.</td>
<td>Language skills</td>
<td>...identify the key features of a television news report about a sports event</td>
</tr>
<tr>
<td>Acquiring new behaviours, learning new skills</td>
<td>Reading, listening, watching, speaking, writing</td>
<td></td>
</tr>
<tr>
<td>Learning about processes and procedures, how to apply specific techniques, to analyse and evaluate information in specific ways.</td>
<td>Text level</td>
<td>...give a presentation about different kinds of volcano and their causes, showing sensitivity to and understanding of people living close by</td>
</tr>
<tr>
<td>Exploring attitudes and values</td>
<td>Learning formats, authentic assessment tasks</td>
<td>...argue in a live T.V. style debate</td>
</tr>
<tr>
<td>Working on different perspectives on a problem, solutions to complex issues. Includes different cultural perspectives (EIO) and developing understanding through sensitivity towards social and ethical issues.</td>
<td></td>
<td></td>
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<tr>
<td>Personal growth, developing creativity</td>
<td>Authentic assessment tasks</td>
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<tr>
<td>Creating, designing, and exploring alternatives.</td>
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</tbody>
</table>

*These levels are taken from Pedagogy and practice: Teaching and learning in secondary schools, available for free download: http://webarchivenationalarchives.gov.uk

Table 1: Levels of content and language aims with examples

Language aims
We shall now examine the four levels of language aims in Table 1.

Word level
CLIL students continually learn new vocabulary, so you will automatically devise vocabulary aims like We are learning to identify and name the different processes of erosion or We are learning to recognise words relating to the structure of organisms, e.g. organ, tissue, cell. But have you thought about language beyond vocabulary? Read on.
Sentence level
Every piece of written or spoken input demonstrates the use of grammar, or a language function [such as comparing, expressing possibility or persuading]. When you write sentence level aims, think about how students will put words or phrases together or the type of sentences that they need to use, as well as the grammar. For example, We are learning to understand how comparatives are used in a text comparing two Modernist paintings or We are learning to use the future tenses to explain possible solutions to global warming. Ask English teacher colleagues for support in identifying the grammar or functions in your materials.

Language Skills
Language aims can be formulated around language skills of reading, listening, speaking, writing. However, unclear aims such as We are learning to write do not help! Try to be specific, for example:

• We are learning to recognise topic specific vocabulary about the Renaissance, e.g. the doge, apothecary, apprentice, silica, fresco, galley, infallible [reading or listening]
• We are learning to talk about and name key people, concepts and places related to the Renaissance [speaking]
• We are learning to develop our ability to extract specific information about energy from a text [reading]
• We are working on fluency and the clear pronunciation of the letter ‘a’ for presentations [speaking].

Text level
At the text level, providing a purpose [e.g. persuading, giving an opinion, comparing], a text type [e.g. a brochure, a magazine article, an advertisement, a persuasive speech] and an audience [e.g. magazine readers, patients in a doctor’s waiting room, your mum] helps specificity. For example, We are learning to write a flyer of 500 words for a music or drama performance or We are learning to write instructions for a short sports exercise for a class of 12-year olds warming up for their street dance lesson or We are learning to write and perform a ten-minute play about the life and times of Pythagoras. Note that at this level we are not just concerned with getting students to write texts but also to produce extended spoken output.

Ideally, CLIL teachers create integrated aims, combining content and language, as the examples in Table 1 show.

The first course: 5 CLIL starters
Now we’ve looked at devising lesson aims, here are five ideas for activating your students at the start of the lesson. These starters will get your students interested, focused on English, alert and motivated for the lesson ahead.

1. Questions, questions, questions!
Materials: some pictures with lots of detail and two dice. Write on the board:
1 = What  2 = How  3 = Where  4 = When  5 = Who  6 = Yes/No
Roll the dice twice: the first number rolled is the question type, the second is the number of questions students must form using that word. So, if the teacher rolls 2 and then 3, the students must write 3 questions [on their mini whiteboards] about the topic, starting with the word HOW (2).

2. Whiteboard Writing Race
Split the class into two teams and give the first member of each a pen. Stand them in front of the board and say a word; they have to race to write it and spell it correctly. Keep score, giving one point to the team who spells the word correctly first.
Alternative: write 20 words on the board. Call out the definition of a word. The front group members race to circle the right word.

3. Feely-bag
Have a bag full of objects related to the topic of the lesson; the students put a hand in and try to identify the objects and their relationship to the topic before taking them out.

4. One minute to write
Students have one minute to write as many words as possible: colours, sports, people born before 1900, different weather, countries, numbers divided by 17, mammals, chemicals, parts of the body. Provide a small prize for the winner.

5. Smarties
Pass around a bowl of Smarties and tell your students to take as many as they want, but not to eat them yet. Tell the class the topic of the lesson. Go around the class, and for every Smartie that a person has, they must tell the group something they know about the lesson topic. For every fact that they can state, they can eat one Smartie.

CLIL students are supposed to be able to reflect on their own learning

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