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Getting the max out of mini-whiteboards

To infinity and beyond
CLIL and IB education for a better future

Hi-diddle-dee-dee
An actor’s life for me

Kevin Schuck  Mike Ollerton  Rosie Tanner  Liz Dale  Sarah Adeney  Tessa Miller  Anne Gilleran  Jason Skeet
Welcome to CLIL Magazine!

When I came up with this idea little over half a year ago, I had not imagined the enthusiasm with which so many of you would respond and help out in many different ways. Without the help of many people, this magazine would not exist. Therefore, this is not just a magazine for teachers, but most certainly also a magazine by teachers. Not only that, CLIL experts from all over the country have contributed articles. The European Platform also contributed, making the magazine a source of information that can be valuable to all. I hope it will inspire, provide information and help you out in your everyday lessons.

Like I said, this magazine would not have existed without the help of some people I’d like to mention in particular. First of all, I want to thank Design Xpressions for helping out a math teacher like me to provide the fabulous design for this issue. I have no experience whatsoever when it comes to publishing, so that was a great help!

Two people who have been a great help as well are Darcy Twose and Brigitte van den Bouwhuisjen, who generously helped out to edit the articles.

I am also grateful to the writers who have contributed to this issue. Your enthusiasm and willingness to help out was very much appreciated. I dreaded the fact that I might have to fill the entire magazine myself, but in the end there was a wide variety of articles.

Because this is the first CLIL magazine, I look forward to receiving your first reactions. Please, let me know through our website www.clilmagazine.nl. Who knows, if this issue is a success we may publish more magazines!

Be inspired and have fun reading! Patrick de Boer

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A CLIL conversation about teaching and learning mathematics

By Mike Ollerton

Patrick: Hello Mike. Great that you want to help out and talk with me about mathematics and ways to implement it in the lesson. Before we start, could you tell us something about yourself and what you’ve been up to lately?

Mike: Hi Patrick and good to hear from you again. I am basically someone who is a passionate person about all kinds of things: football (Liverpool FC – I was fortunate enough to be at the 2005 European Cup Final in Istanbul against AC Milan), Bridge, hill walking, mathematics and my wife, though not necessarily in that order! I began teaching in 1971 and as a head of mathematics from 1986-1995 I guided a department to teach in active, problem-solving ways, in all-ability groups, which was and continues to be most unusual in the UK. I have been self-employed since 2005 and involved in all types of projects, nationally, with schools in the UK and abroad and through courses and conferences, such as CLIL. My professional drive is to consider how to help teachers to coach their students to become active problem-solvers within the domain of school mathematics and become less dependent upon textbooks.

Patrick: As an expert on teaching maths without books, your methods could easily be implemented into CLIL lessons to make sure students speak and use English in classroom situations. What do you think about the statement that maths, because of its use of numbers instead of words, is one of the most difficult subjects to get the students to work on their English?

Mike: Because I believe in the value of learners writing about the mathematics they are currently working on, I think mathematics is a perfect context to support students to develop their English language skills. At issue is what different types of support they need regarding their mathematical vocabulary development. For example, as well as students learning to ‘add fractions’ (e.g. 1/4 + 2/3) I believe if they can explain how they add fractions then this supports their conceptual understanding. One aspect of this strategy is the use key vocabulary such as: numerator, denominator, common denominator and equivalent fractions. Here the teacher needs to help learners identify this type of vocabulary and to use it in written sentences. A valid alternative is for a pair of students to collaborate to produce a PowerPoint detailing how to add fractions and subsequently give a short presentation to their peers. Again students are not only engaging with mathematics linguistically, they are also engaging with mathematics conceptually.

Patrick: All right, so if I understand correctly you suggest students should present their knowledge in front of the class for others, and themselves, to learn. Is this a great way to get them to use English, but how can you make sure the students also understand everything? To continue with your example, if they don’t know how to add up fractions, will you help them in class?

Mike: The issue is that students only present what they know and are confident about. This could be a solution to a larger problem they have been working on or it could be an explanation of a specific concept, such as Pythagoras’ theorem or how to add fractions. At issue is how students are taught in the first instance so they understand the mathematics their teacher intended them to learn. Taking an example of learning how to add fractions, one way I have found valuable is to ask students, working in pairs, to each fold a piece of paper into five strips in one dimension and into three strips in the other dimension; thus ending up with the following:

<table>
<thead>
<tr>
<th>1/15</th>
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</tbody>
</table>

Students are then asked to write 1/15 inside each piece, because there will be 15 equally sized pieces.

Next ask one of the students in each pair to fold the paper so they can only see 1/3 and ask the other student to fold their piece of paper so they can only see 1/5. Then ask them to calculate what 1/3 + 1/5 is equal to. Of course the answer will be 8/15 and they will have ‘arrived’ at this answer without me ‘teaching’ them how to add fractions! The next stage would be for them to make up and calculate answers to lots of problems involving adding so many thirds to so many fifths, e.g. 2/3 + 3/5. Of course the same pieces of paper can be used for students to do some subtraction calculations.

Based upon my experience, as a teacher, I strongly believe that it is feasible to teach the whole of the mathematics curriculum in ways, which enable learners to ‘discover’ mathematical truths using a problem-solving pedagogy. At issue is the quality of the tasks the teacher offers in order that they can stop ‘telling’ students how to perform certain skills and instead provide them with powerful experiences through which learning becomes self-evident.

Patrick: Indeed, this way of teaching not only requires a lot of experience, but also a great deal of preparation for a teacher if you want to do this every lesson. Besides, one of the reasons teachers might prefer a more traditional way of working is to make sure some agreements are applied, such as the way to name a coordinate or the fact that a horizontal axis is named first. Do you think you can do without these ‘rules’, having the students find out themselves as well?

Mike: There are three issues here. The first is that I would not expect myself to be coming up with ideas such as this every lesson. This is because I intend such ideas to have ‘legs’. By this I mean they are teaching the mathematics their teacher intended them to learn. Taking an example of learning how to add fractions, one way I have found valuable is to ask students, working in pairs, to each fold a piece of paper into five strips in one dimension and into three strips in the other dimension; thus ending up with the following:

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<td>1/15</td>
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</tbody>
</table>

Students are then asked to write 1/15 inside each piece, because there will be 15 equally sized pieces.

Next ask one of the students in each pair to fold the paper so they can only see 1/3 and ask the
tion and subtraction with fractions type questions in order to apply what they have learnt from the initial paper folding task and to consolidate their knowledge.

The second issue is about students explaining, in writing and with diagrams if appropriate, what they understand it means to add and subtract with fractions. In this way students are being asked to make their learning explicit, both to themselves and to their peers. By the way, using the same approach of paper folding, students can also learn how to multiply and divide fractions. This connects with the issue of the teacher providing students with key vocabulary as I suggested earlier.

The third issue regards students discovering ‘rules’ (or conventions). Of course it is important for them to understand there are certain conventions that are not ‘up for grabs’, such as the place value system or plotting coordinates on a graph. As such, and when appropriate, I am going to tell students what these conventions are, though having said that I might begin by asking students to see what happens if they intentionally plot some coordinates, the ‘wrong way round, so instead of plotting (2,3), they plot (3,2).

Helping students recognise that this produces a mirror reflection in the line y = x is one way of helping students make sense of an important transformation. Likewise with the place value system, they need to know that the number 361 means 300 and 60 and 1 (not 600 and 10 and 3 or 100 and 30 and 6). However, again here, there is a nice problem to work on, which is to find all possible three-digit numbers using the digits 3, 6 and 1 and to place these numbers in order from smallest to largest, then to explore the difference between adjacent pairs. So starting with 136, the next largest will be 163, then 326, 361, 613 and 631. By exploring the differences we gain 27, 153, 45, 252 and 18. An exploration of these differences reveals they are all multiples of 9 but why? Thus they are working with a given convention but exploring a problem that will extend their understanding of the place value system.

Patrick: So exploring the use of conventions you talk about the values of numbers, cross over to probability assignments and finish with a more advanced number issue. That’s great! I can understand students will be encouraged to learn maths in this way! You propose rather revolutionary ideas to change the way of teaching students maths. What could a teacher who would want to apply this way of teaching start with?

Mike: Oh heck, that is both a difficult and easy question to answer! My difficulty relates to the different professional circumstances and contexts in which teachers exist. As a young teacher I was fortunate enough to have a first head of department [Eric Love] who strongly encouraged his staff to use a range of investigative ways of teaching mathematics; he helped us see how there were far better, more interesting ways of working with students than using textbooks. Eric had been a strong member of the Association of Teachers of Mathematics (ATM) and he brought all the best ideas from the ATM into his and his colleagues’ classrooms. So, for example from a publication titled ‘Points of Departure book 3’ idea number 10 offers the following:

**Skewed Pascal**

Instead of starting Pascal’s triangle with 1 1, followed by 1 2, what happens if we begin with 1 2 so the following arrangement is created?

```
1 2
1 3 2
1 4 5 2
1 5 9 7 2
1 6 14 16 9 2
```

In what ever ways we usually explore number patterns in Pascal’s array, looking perhaps at the linear and quadratic sequences, or summing values across the rows we can do exactly the same with skewed versions Pascal. If we can start with 1 2 then what sequences are generated starting with 1 3 or 2 3 etc? In each skewed version we gain two different linear and two different quadratic [cubics, quartics etc] sequences and these are just ready for exploration and generalisation.

This is just one problem from a book containing 70+ other starting points and given there are four such resource books then there is clearly a wealth of ideas; I personally have used in the region of 100 of the ideas from these publications. These can be purchased as PDF downloads from www.atm.org.uk

When I became a HoI I also became a member of the ATM and, I guess, tried to emulate my mentor’s philosophy. I used dozens more ideas from key resource publications in order to create a scheme of work, which was entirely based upon problem solving approaches; eliminating the use of textbooks entirely. The easy part of the question to answer, therefore, is join the ATM, or the Dutch equivalent and search out the wealth of problems therein. There are of course very many other texts containing a wealth of puzzles and problems and I would happily provide anyone with such a list of authors/titles.

**Patrick:** The equivalent of the ATM would be “De Vereniging van Wiskunde Leraren” in the Netherlands. I really enjoyed our talk and think you are an inspiration to me and a lot of other people. To finish up, could you talk about one activity every maths teacher should at least have done once, the one you are most enthusiastic about?

**Mike:** Thank you for these kind words; of greater importance, for me as a mathematics teacher though, is how through writing about one’s beliefs in a conversation such as this helps articulate one’s pedagogy for teaching mathematics. Regarding my favourite activity for teaching mathematics, I would say this emerges from a particular resource called a 9-pin geoboard, brought to the attention of the teachers in the UK by Caleb Gattegno, a famous mathematics educator, more than 60 years ago. The 9-pin geoboard, together with an elastic band is an excellent piece of equipment where learners can explore all kinds of geometric situations and the diagram below shows one triangle that can be made. Students can explore how many ‘different’ tri-
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Is a fully interactive workshop but without an audience.

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Is an effective and fun way of showing potential parents and pupils, how important English is to your college.

The Little Victorians Evening Show

Is a fun packed evening’s entertainment, where your pupils put on a full theatrical show in front of their parents. It is a chance for you to show off your pupils, your college and your department. The parents are always very impressed as well.

First World War Poets Workshop

Is a mature and moving workshop. The students become the soldiers living in the trenches and use the poetry of the era to experience the changes of attitude during the war.

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Helps students to understand and enjoy Shakespeare.

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The CLIL ball and thinking skills

Getting students to speak in CLIL

Encouraging learners to speak in a CLIL lesson is often a challenge. This is especially so for teachers of subjects like art, maths, science or PE. “My students don’t need to talk in my subject,” is a frequent objection from these subject teachers. And it’s true, they don’t. Where speaking isn’t a main aspect of their subject, CLIL teachers actually need to create speaking activities to encourage their students to speak. We describe one activity here which has worked successfully for us and which can be used in every subject: the CLIL ball. It takes about 15 minutes.

Instructions
Buy a blow-up ball from a toy shop and blow it up. Design open questions related to a subject you are teaching and use a permanent pen to write a question on the ball. It’s easier to cover your ball in these questions. The students aim to insist on some kind of response from the students. Expect them to play the game with each other!!

What sort of questions?
When you are designing questions for your CLIL ball, it’s useful to think about what kinds of questions you want to ask, since you need to think about questions which get students talking and thinking. One way of categorizing and creating questions is to use Bloom’s taxonomy; we prefer Bloom’s Taxonomy [Revised] as illustrated in this diagram.

Bloom’s Taxonomy (Revised)

You can ask different types of questions, according to Bloom’s new taxonomy. The questions nearer the bottom of the taxonomy require Lower Order Thinking Skills, or LOTs; the ones nearer the top of the taxonomy require Higher Order Thinking Skills, or HOTS. Here are some examples of questions you might use, for biology. Using questions from the creating category might prove to be a challenge, but not necessarily impossible!

Understand
Describe a virus cell. Tell us the life cycle of a frog.

Apply
What would be three effects on the earth of the death of bees?

Analyse
Propose three solutions for the problem of tooth decay. What are two similarities and two differences between a tiger and an elephant?

Evaluate
What’s your opinion about gene therapy? Which improvements would you make to our election system?

Create
Create a slogan on the spot to sell an energy drink. Act out a freeze frame to show what you learnt in the last lesson.

Why is this activity “CLIL”?
Why is the CLIL ball activity good practice? There are several reasons, which we list briefly here.

• Students give the answers to the question they get, and are motivated to listen to the answers other students give to other questions.
• The activity practices spoken fluency.
• The game can recycle vocabulary students have been working on.
• The students have to concentrate since they don’t know who will throw the ball to them.
• The activity is kinaesthetic: it helps students to learn when different multiple intelligences are used in the classroom. Physical activities like this can be useful to energize and motivate a group.
• The students see the activity as a game, it helps to create a positive and relaxed classroom culture and it lowers your students’ affective filter and thus probably enhances learning.
• All the students are engaged and everyone is expected to give an answer. In a CLIL context, aim to insist on some kind of response from each student.

Petra Hatley, an art teacher who likes a challenge and who teaches at Gomarus College in Groningen, decided to try the CLIL ball out. She went to the “Action” and managed to find a cheap, blow-up ball. However, she didn’t check the size in the shop and when she got home she was a bit shocked to see how big it was. It took ages for her to fill it with questions! Petra created the activity for her art class anyway and sent us this photograph. If you look carefully, she actually did it with a Dutch class – her ball is covered in questions in Dutch. Here is what she wrote about the CLIL ball activity in her English language art class:

“At the end of the year I was curious to know how much the children had remembered. I took a big beach ball [a meter wide] and wrote a lot of phrases, words and verbs on the ball that had been important throughout the year. Because of the beautiful weather I decided to take the kids outside and play the ball game. In two teams pupils threw the ball to the other team. After catching the ball they had to translate the word under their left thumb. They would earn two points if the ‘catcher’ knew the answer and one point if one of the team had to help him or her. The pupils tried much harder to come up with an answer and dared to try even if it was just a wild guess. Normally they would have kept quiet. I didn’t realize the fun part of the game would be pupils helping each other, so next time I will include more difficult words, so they are even more likely to help each other. This way they are all included in the game, even if they are not the one who caught the ball. Pupils got very excited and made absolutely sure I wrote down the correct score after each catch.

“Other rules in this first part were: They had to sit down after they had a go, and could only get up again if everybody in their team had had a go. The last ten minutes of the lesson the game got even wilder. They were allowed to run and throw the ball to a teammate instead of the other team. The other team had to try and intercept the ball in order to be able to give an answer and earn a point.

“Other teachers had seen the fun and they borrowed the ball to try the game in their class too. That’s when we realized you need to divide a big class in smaller groups in order to give everybody a fair chance. When I got back to the staff room at the end of the day I found my colleagues playing the ball game with each other!!

“So I will definitely try this again with the ‘first – years’ to practice for their first test.”


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I saw part of a biology lesson before the summer, which really impressed me. I was part of a small delegation to a CLIL school which was participating in the CLIL 2012 conference in Utrecht. We sat in on several lessons, but this lesson stood out. The day before, I had been to a plenary at the conference by Catherine Snow about a program she developed in the States to expand children’s academic vocabulary. She summarized researching findings on learning vocabulary and the importance of discussion for learning language and content. Her slides reminded us “Research tells us that students learn words when…

- They have multiple exposures to them
- They hear them in varied, semantically rich contexts
- They have opportunities to use the words in speaking and writing
- They receive some targeted direct teaching about meanings
- They are exposed to word learning strategies”

And “Contextual/knowledge-building teacher talk leads to…

- More consistent, widespread student participation
- Greater quantities of student talk about words
- More opportunities to explore target words and related concepts
- More connections between content and students’ existing knowledge and experience
- More opportunities to explore new words and related concepts
- Cumulative, coherent progression of ideas that led to new instructional “territory”

These ideas were mulling around in my head as I watched the lesson. The setting was a biology laboratory, the children were aged 14-15, and they were learning about the stages of growth a human embryo goes through. The class was seated behind lab benches and all eyes were focused on a data projector screen. The teacher was showing a video with graphic representations in 3D of the fertilization and development of an embryo. As he showed the video, the teacher asked and answered questions. He stopped the video, talked about what he could see, asked the children questions, re-played bits of it, reminded the learners about things they had been talking about in previous lessons, reacted to their jokes and comments about the ‘monster’ they could see developing on the screen in front of them.

This is a simple, not unusual classroom set-up. Some would say it is very traditional – a teacher fronted discussion. So why did it impress me? Because it demonstrated many of the things Catherine Snow had been discussing the day before - the 3D images accompanied by written words on the images, along with the teacher using the words, gave the children multiple exposures. The teacher used them in lots of different ways, to talk about things they could see, things they had talked about before, in using them, he changed from verbs (grow) to nouns (growth), to past tenses (grew), providing semantically rich contexts. The teacher spoke the words, the children saw them on the image, and used them themselves, giving them opportunities to hear them in speaking and see them in writing. When a new word came up, the teacher re-played the image, pointing out the word in relation to the image – giving targeted direct teaching about meanings, and he asked questions about the words – “where else do we use the word ‘bud’? Yeah, right for flowers,” demonstrating word learning strategies such as making links between words in different contexts.

As he did this we saw that the learners actively asked questions – participating. They used the words themselves, they explored the concepts and made their own links “it looks like that cartoon character”. When children commented, the teacher took the comment, expanded on it and led the child into new ideas (“new instructional territory”).

If I hadn’t just been to the plenary, the value of this conversation might not have been so obvious to me. This is what I really enjoy about learning and thinking about CLIL along with being in lessons – there is always something to see and think about and the more I read the more I see!

Resources:
For more on these ideas, check out
Word generation website http://wg.serpmedia.org/

Liz Dale is a principal lecturer at the Amsterdam University of Applied Sciences, School of Education (HvA Domein Onderwijs en Opvoeding). She trains pre-service language and CLIL teachers and visits CLIL schools as part of the European Platform ito-inspections team. She studied and researched CLIL methodology at the University of Nottingham and co-wrote CLIL Skills, with Wibo van der Es and Rosie Tanner and CLIL Activities (2012) with Rosie Tanner.

By Liz Dale
What Global Perspectives and Research has to offer

By Sarah Adeney

The following situation might be familiar to you. You are fairly satisfied with your bilingual programme in year one to three. You have probably integrated European and International Orientation (EIO) in the lessons, exchanges are a set part of the curriculum and there is a feeling of unity among your students. But when it comes to the upper years, this seems to change. Your students are mixed in with the regular vwo or havo streams and start to experience bilingual education as a burden, causing some to drop-out. Apart from IB English, all their “important” classes are in Dutch and there is no clear connection between the other courses of the bilingual programme. The curriculum suffers from fragmentation. These issues prompted us to look for new ways to shape the curriculum as a whole, but especially the EIO component, in the upper years of our bilingual department and has lead us to the Cambridge course Global Perspectives and Research. In this article I would like to explore the way in which Global Perspectives can contribute to meeting the challenges described above and how you go about introducing it at your school.

The subject

Global Perspectives is offered on two different levels: IGCSE (14-16 years old) and Pre-U (16-18 years old). Although they differ in approach, at the core they are both thinking skills courses. The underlying vision is that in this increasingly complex world, where we are overloaded with information, it is necessary to equip students with the skills to distinguish between reliable and unreliable information, understand what a strong argument is and help them form their own opinions. In classes and research assignments, students study a wide range of international issues like globalisation, genetic manipulation and poverty, from different perspectives. It teaches them skills which are useful in any subject they are taught in school. Since it is a skills course, the content is subordinate to the skills. This offers both challenges and opportunities. For the teacher it will require a different approach than most are used to; being more of a coach than a transferor of knowledge. Even so, to understand an issue like climate change or problems related to trade and aid, a certain base of knowledge will be necessary. This also means that the teacher will have to acquaint him/herself with a diverse number of topics. On the other hand, however, the course not being content based means that both teacher and student can pick and choose among the many offered by Cambridge, according to their knowledge of or interest in the topic. There is something in it for every student, regardless of the profiel they have chosen.

The difference between IGCSE level and Pre-U mainly lies the level of abstraction and academic skills required. The IGCSE level takes a more personal approach. Students are asked to analyse a topic from a global, national/local, and personal view. They are also required to set up and carry out a project in a community different from their own. Children from a privileged international school in India, for example, developed and helped install a water pump in a deprived village.

With this approach, students are more personally involved. Besides the project, they also do individual research and take an exam (figure 1).

Figure 1: assessment IGCSE Global Perspectives

<table>
<thead>
<tr>
<th>Component</th>
<th>Nature of assessment</th>
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</thead>
<tbody>
<tr>
<td>1 Individual Research</td>
<td>Internal individual</td>
</tr>
<tr>
<td>Candidates carry out research based on two topic areas and submit one report on each topic.</td>
<td></td>
</tr>
<tr>
<td>2 Group Project</td>
<td>Internal Individual 67% Group 33%</td>
</tr>
<tr>
<td>Candidates collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topics studied for the individual research.</td>
<td></td>
</tr>
<tr>
<td>Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations.</td>
<td></td>
</tr>
<tr>
<td>3 Written Paper</td>
<td>Individual</td>
</tr>
<tr>
<td>Compulsory questions based on a range of sources provided with the paper.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Syllabus Cambridge IGCSE Global Perspectives for examination in June and November 2013

The Pre-U level, on the other hand, chooses a more academic approach. Issues are analysed from a political, economic, cultural and technological view. Students are asked to deconstruct the issue, analysing argumentation structures, deciding whether they have enough information to make a sound judgement and form their own opinion. To complete the full Pre-U diploma, students are required to write an Independent Research Report on one topic. This report can serve as an introduction to academic method, helping students to prepare for university (figure 2). To increase the academically challenging nature of the course you can consider trying to set up a partnership with a university. It might be possible to invite scientist to give guest lectures etc.

Figure 2: assessment Pre-U Global Perspectives

<table>
<thead>
<tr>
<th>Component</th>
<th>Nature of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Written Paper</td>
<td>External</td>
</tr>
<tr>
<td>Candidates answer compulsory, structured questions based on two or more sources provided with the paper. Questions will require both short and longer responses.</td>
<td></td>
</tr>
<tr>
<td>2 Essay</td>
<td>External</td>
</tr>
<tr>
<td>Candidates write an essay on a global issue of their choice from the topics studied during the course.</td>
<td></td>
</tr>
<tr>
<td>3 Presentation</td>
<td>External</td>
</tr>
<tr>
<td>Candidates produce a presentation based on pre-released source materials provided by CIE. The stimulus material consists of a range of sources about at least one global issue seen through a variety of perspectives.</td>
<td></td>
</tr>
<tr>
<td>Independent Research Report</td>
<td>Internal</td>
</tr>
<tr>
<td>The report itself is a single piece of extended writing in the form of a dissertation or a report based on an investigation or field study.</td>
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Source: Syllabus Cambridge Pre-U diploma Global Perspectives for examination 2013, 2014 and 2015
Global Perspectives in the Dutch curriculum
Since Global Perspectives is not designed for the Dutch school system, it will take some adjusting to fit it in. It will take a lot of careful consideration to figure out what fits best with the programme you already run. There are several options, each with their own benefits and challenges. The choices you make also depend on the commitment of your colleagues and management. The first thing to consider is which level you would like to teach and in which years. The IGCSE level can for instance be taught in three and four vwo, but four and five havo could also be an option. Pre-U (comparable to the British A-level) is very much suited for five and six vwo. It is also possible to only teach the first three components of the Pre-U diploma, leaving out the Independent Research Report. In that case, students will get an AS-diploma, which compares to half an A-level.

A second choice to make is how to teach the course. This depends on the number of hours a week you have available. If you don’t have any hours available, a lot can be done by individual coaching, but you will probably not get around some explicit teaching of thinking skills. Choosing to incorporate Global Perspectives in your current curriculum will take careful planning and commitment of your subject teachers, to make sure your students are well prepared for their Global Perspectives exams. It does, however, have the benefit of getting around the problem that one teacher will not be equipped to teach the variety of different topics the course requires. If you do have hours available, it is of course also possible to teach it as a regular class. Teachers who are able to teach thinking skills and have knowledge of both the humanities and the natural sciences are scarce. To solve this problem you can consider including different subject teachers to form the curriculum and/or teach the classes. A danger of teaching the course in a regular class setting, is that the focus shifts from skills to content and that the teacher takes too central a role instead of taking more of a coaching role.

It is important to realise there is a lot of overlap with classes that are already part of your curriculum, like Social Studies and Science for Public Understanding. It might also be possible to combine Global Perspectives assignments with tasks required for English IB. If students do an international internship, this can be combined with the project required in the IGCSE programme and the Independent Research Report can at the same time count as the student’s profiel werkstuk. This has the advantage of relieving the burden for your students. It also offers opportunities to increase the coherence in your programme, using Global Perspectives to tie the curriculum together.

Conclusion
Global Perspectives is a challenging programme for both students and teachers. For students it offers a chance to excel academically and provides an opportunity to distinguish themselves from other students, especially if they wish to apply for a University College or similar exclusive programmes. The official diploma adds weight to your schools EIO programme and for the creative the course offers many opportunities to increase the cohesion in your upper years bilingual programme, while limiting the workload for your students.
How a second language is learnt, has been keeping linguists busy for many decades. The way that people have been and are learning a new language has been looked at from many different angles such as Skinner with his behaviouroist theory in the early 1960’s to the New Learning theory in the 1990s and 2000s. With this on-going process, it is clear that not one single model to date is seen as the best model, thus this leaves room open for improvement and therefore development of existing models.

Whereas in Krashen’s final version of the model he does not define what comprehensible input is, he does, in earlier versions, state that “input is comprehensible when it is meaningful to and understood by the learner” [McLaughlin, 1987:39]. As in earlier adaptations of Krashen’s model, the word intake has been used and in my model intake shall also be used as I believe it gives a clearer understanding of what is intended and therefore what could be expected. Intake is defined as the place "where language acquisition comes from, that subset of linguistic input that helps the acquirer learn language" [McLaughlin, 1987:39]. This leaves room open for the input to come from either a teacher or another device, which transfers intake to the learner. Depending on where the input comes from, shall depend on if the learner consciously learns the language, such as teacher-learner based or instinctively. Like in Krashen’s model, the intake, in whatever form has been given, has to be passed through the affective filter. As the name suggests it “is a metaphorical barrier that prevents learners from acquiring language even when appropriate input is available. ‘Affect’ refers to feelings, motives, needs, attitudes, and emotional states” [Lightbown & Spada, 1999:37]. As stated before, the intake, which is received, differs per learner and the same goes for the affective filter. The amount of new intake that indeed passes through the affective filter depends on a number of things. Jackendoff presents a claim known as the Cognitive Constraint where he states: "[t]here must be levels of mental representation at which information conveyed through language is compatible with information from other peripheral systems such as vision, nonverbal audition, smell, kinesthesia, and so forth. If there were no such levels, it would be impossible to use language to report sensory input" [Jackendoff, 1983:16].

It is through this system which increases the affective filter and which is linked to the different learner styles each individual learner has. Every learner has a different attitude to learning and although this is known through the many studies done by Gardner [1983], when it comes to learning a language this is often forgotten. This is however an important issue for teachers and learners of a second language alike. As a teacher, to be able to understand how a pupil learns opens the door as to how to teach that student and therefore for that individual to have the chance to learn any aspect of the language in question. Not only has the intake played an important role when it comes to teaching as closely as possible to the multiple intelligences of a learner but also the feedback [idem]. If the teacher can play a constructive role for both of these aspects, the way a language is learnt by the learner shall possibly be more effective and could be more motivated. Gardner "challenges the idea that individuals have a fixed, general, measurable capacity for learning, called intelligence, which varies in quantity from person to person" [English Teaching professional 2001:40].

One of the other factors that could increase or decrease the amount of intake that is engaged by any learner is motivation. If a learner is intrinsically motivated, he or she shall pick up and process more intake than when a learner is only instrumentally motivated or not motivated at all. Although motivation is not the only factor, which is part of the affective filter, I do find it one of the more important issues. When a learner wants to learn for any specific personal reasons, it will be easier to pass through the affective filter and receive as much intake as possible. As a learner if you know what the reason is for learning a new language and you are consistently aware of this motive, you shall be able to take on board more intake.

Diverse factors that could be of importance for the affective filter are: [1][multiple] intelligences, [2] the age, and [3] possibly the level of the learner together with [4] the learner’s background. When it comes to learning a second language at a particular age certain studies are based on the claims of Penfield and Roberts [1959], further developed by Lenneberg [1967]. He assumes that as young children grow older changes take place in the brain which thereafter makes it impossible for languages to be acquired instinctively as occurs in the initial years” [Bialystok E. & Hakuta K. 1994:22]. This does not indicate that from that moment on a second language learner should not learn a language, but it does mean that if these studies are indeed correct, that the older a learner is, the harder it is to allow the entire intake to pass through the affective filter in comparison with a younger learner.

Once the intake has passed through the affective filter, it goes through to the language acquisition device (LAD). In my opinion, Krashen fails to explain properly what the LAD entails. There are many different characteristics to define the language acquisition device, however over time the term LAD has lost its official meaning. In this model it is there “to enable [the LAD] to operate so quickly, it may already contain some of the ‘universal’ features which are found in all known languages, such as the use of word order to signal meaning, or basic grammatical relationships like that between subject and object” [Littlewood, 1984:6]. Thus, the language acquisition device in this model is primarily referring to linking prior knowledge to the intake. By linking prior knowledge to the new information that is given, the learner starts to give the new intake a place.

The moment when the new intake has taken its place in the LAD, it is transferred to what is known in my model as output. In Krashen’s model output is seen as the final stage, while in my model this is not the case, as I believe that learners keep on learning and to do so, the learner must receive feedback. In most environments where a learner is learning a new target language, a teacher is present. To continue learning the target language, feedback is automatically available. ‘Affect’ refers to feelings, motives, needs, attitudes, and emotional states” [Lightbown & Spada, 1999:37]. As stated before, the intake, which is received, differs per learner and the same goes for the affective filter. The amount of new intake that indeed passes through the affective filter depends on a number of things. Jackendoff presents a claim known as the Cognitive Constraint where he states: "[t]here must be levels of mental representation at which information conveyed through language is compatible with information from other peripheral systems such as vision, nonverbal audition, smell, kinesthesia, and so forth. If there were no such levels, it would be impossible to use language to report sensory input" [Jackendoff, 1983:16].
given. This is something that is not included in Krashen’s model. Once a student has feedback, work can be done to take a step closer to acquiring the target language. The term feedback is very broad. It can be seen as a learner realising its own mistakes, one of the learner’s peers or a speaker of the target language noticing the learner’s mistake.

There are four possible combinations of initiation and repair, which are available involving self or other repair. First there is the self-initiated other repair where the learner notes a breakdown and requests assistance from either another learner or the teacher. Secondly, the self-initiated self-repair where the learner notices the error but corrects it without assistance. Thirdly, there is the other-initiated other-repair where people other than the learner both realise the error and provide the corrections [Allwright & Bailey, 1991:88].

The affective filter of the learner will determine the way feedback will be received. If a learner is motivated to learn, then the feedback shall be acknowledged with open arms. This automatically makes the model cyclic because the feedback is seen as the new intake and goes around again. This does therefore not mean that the teacher must wait with giving new intake until the previous intake has been fully acquired. It might be the case that one learner needs to acquire a more difficult rule before understanding the simpler rule. Again, it is here that it depends on the learner’s way of learning for the teacher to determine what kind of feedback should be given to the learner.

To conclude, the model as presented earlier can be used for each new intake that is given to any single learner. This intake can assume any form as long as the learner can work with the intake to take a step further in learning the target language. Depending on the affective filter of the learner, the intake shall be adapted to the language acquisition device. What the learner has processed comes forth in the output. This output is configured using one of the four different ways of feedback that can be given. Ideally speaking, the learner is able to repair the vast majority of the original input in the LAD, the feedback will then be combined as new input for the learner, which leads to the model being followed through again. Thus, this route, as depicted in the diagram, may be repeated as many times as necessary until the input has been fully acquired.

The most important ground rule for this model is that the moment the learner is willing to learn, whether it be instrumental or integrative, regardless of the age or background, anything is possible?

Author Information for box:
Tessa Miller is a native speaker of English in the TTO department at Dorenweerd College in Doorwerth. She is interested in language learning models and the various ways of adapting them in her everyday classroom. Through creative assignments, she likes to show her students that learning English is more about the connection between the subjects than just the subject of English alone.
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Getting the max out of mini-whiteboards

Jason Skeet, Centre for Teaching and Learning, Utrecht University, j.a.skeet@uu.nl

A mini-whiteboard is an A4 sized double-sided plastic board, a baby version of the large whiteboard found at the front of most modern classrooms. Think of them as a kind of personal workspace for every pupil, or, as some teachers refer to them, cheap iPads. Unlike an iPad though, they don’t need lots of instructions, they’re easy to use, and pupils can’t log onto the Internet with them when they should be doing something else.

Mini-whiteboards are a great addition to the CLIL teacher’s toolbox, and over the last year or so I’ve embarked on what I like to think of as a “crusade” to try and get as many TTO teachers as possible converted to their use. There are several important reasons why they are so effective in a CLIL lesson. To begin with, using them demands that every pupil gets involved in an activity. Each pupil has one, so when the teacher asks, for example, a question, everyone is expected to give an answer (by holding their whiteboard up). This avoids one of the problems with the traditional hands-up approach to teacher questions: that all too often it is the same few pupils who are offering answers.

Let me now try to identify the elements of CLIL that underpin activities that make use of mini-whiteboards. I came up with ten. Here they are, with some indication of the rationale behind each element. Hopefully, after reading these ideas you will want to rush out and invest in a class set. Please let me know what great ideas for using mini-whiteboards you are able to come up with yourselves.

1. WARMING UP

Warmers are important in a CLIL lesson to help pupils make the transition from a regular lesson to a CLIL lesson, or from one subject to another. There are lots of ways that mini-whiteboards can be used for quick and easy-to-setup warming-up activities. For example, play scrabble: pupils write a random letter on their board and then they have to arrange themselves into words. To make this activity more subject-specific, let them have a wider choice of letters and challenge them to make words that are related to the topic for that lesson.

2. ENGAGE EVERYONE

This has already been mentioned... using mini-whiteboards, everyone is engaged and everyone is expected to come up with a response or answer to a task. When pupils show their boards, the focus is on the answer and not on the individual learner. You can also use mini-whiteboards as ways to promote discussions in small groups, with pupils swapping their boards with each other or adding to or adapting someone else’s ideas in various ways.

3. PROMOTE INTERACTION

Mini whiteboards can be used to guide a discussion and to encourage pupils to interact with each other. Interaction is important in order to get pupils to use and experiment with language – getting pupils to speak English is one of the big challenges in a CLIL classroom. Try giving pupils the topic for the lesson and then get them to write a question on their board about that topic. They can then walk around the classroom looking at each other’s questions; offering answers if they think they have one.

4. ACTIVATE PRIOR KNOWLEDGE

Mini whiteboards allow the teacher to see everyone’s answers, giving feedback on what the pupils already know, and then allowing the teacher to choose which responses they want to focus on in order to connect to the content or next stage of the lesson. Building on prior knowledge is an important factor for both learning a language and for learning specific subject content.

5. INCLUDE LANGUAGE AIMS

Subject teachers have to become language teachers in a CLIL context – this is one of their biggest challenges! Mini-whiteboards can help with this because they enable all subject teachers in TTO to include some form of written output in a lesson, or to activate spoken output in various ways.

6. GIVE WAIT TIME

Mini-whiteboards can be used to give “wait time” to pupils. This is important in a CLIL context in order for pupils to think about and to process both language and content. Several years ago, research was carried out in the UK that showed that the average amount of time that a teacher gave for their pupils to come up with an answer (in other words, the wait time they provided after issuing a question) was less than a second! How can you think that quickly? If you want classrooms where thinking is encouraged then try to expand the wait time pupils have to use mini-whiteboards can be one way to do this.

7. PROVIDE LANGUAGE REHEARSAL

Mini-whiteboards can be used to provide pupils with language rehearsal time. For example, by firstly writing down an answer on their board the pupil is able to think on their own about the language they need to use. Next, they rehearse using this language with a partner. Only after this do they then get to give an answer in front of the entire class (this process is often referred to as a pyramid discussion). This form of activity takes pressure off a pupil in terms of having to supply an immediate answer verbally. Language acquisition theory indicates that pupils learn a language best when their anxiety levels are lowest.

8. ACTIVATE HOTS

Giving pupils open and stimulating questions to think about and discuss can also help to develop these pupils’ language skills, because higher order thinking demands longer and more complex responses, thus requiring more use of language. Also, once pupils have provided answers by showing their whiteboards, questions from the teacher at this stage about the answers on the boards can be used to further stimulate HOTS (higher order thinking skills). For example, the teacher can ask pupils to compare their answers, to look for patterns or differences, or to evaluate their responses in various ways.

9. USE (FREQUENTLY) FORMATIVE ASSESSMENT METHODS

Formative assessment is important in a CLIL context because assessment for learning is a key issue for CLIL teachers. CLIL teachers are always working with both language and content, and they need to use regular and on-going assessment methods to check on the learning of their pupils. Mini-whiteboards are an effective means for doing this because the teacher is able to see very quickly if there are any problems — if a pupil’s answer is way off beam, for example, or if someone is struggling to participate in an activity. A teacher can then offer these pupils more focused input in order to support their learning.

10. REFLECTION

Whiteboards can also be used as a great way for reflection at the end of a lesson. For example, get pupils to write down on their boards what was the most important thing they learnt in the lesson. This can help to consolidate their learning and also enables the teacher to check what learning has taken place. This is important for CLIL teachers because of the dual focus on content and language, and which therefore makes for a twofold demand on the learner. Reflection tasks are also an essential element to the healthy three-course meal approach to a CLIL lesson: the warming-up activity (or appetizer); main course tasks; and reflection or the lesson’s dessert to wrap things up.
Hi-diddle-dee-dee
An actor’s life for me

By Peter Massey

Yes, it would be great to have a mansion in Beverly Hills. Yes, it would be
great to travel the world in private jets. Yes, it would be great to have assis-
tants and those assistants to have assistants.

The life of a Phileas Fogg actor is not quite the above. In fact it is nowhere
near the above! Some days we are up at 5am in order to leave our accommo-
dation by 6am. We may then have to drive 100 kilometres, which with Dutch
traffic, may take 3 hours or more.

When we have a workshop starting at 8am, we are normally at the college
waiting for it to open. We do not like to be late. Then we find the workshops
are on the second floor in the room furthest from the lift. After hauling all our
gear and setting up, we are ready to go.

The pupils enter our space, sometimes not really knowing what to expect.
All they know is that for the next hour and a half, it will all be in English. They
can be terrified or to put it in a more positive light, very very apprehensive.
This is normal and Fogg actors are used to it. By using a subtle mixture of
kindness, massive amounts of enthusiasm and even greater amounts of
energy, we do the workshops with the pupils. After one and a half hours the
pupils come out of it with an incredible of achievement. In a Fogg workshop
every single pupil is fully involved. Not one of them just sits there and
watches. One of our actors came up with the expression “there is nowhere to
hide in a Fogg workshop!” What this means that even the shyest and most
reluctant pupils all participate. One of the greatest thrills, as an actor, is to
see a shy or reluctant pupil blossom.

I am lucky enough to live in Portugal and do workshops for the pupils at a
local college. The standard of English is very low and they need all the help
they can get. Last year I was told by the Head of the English department
that they had an English theatre group coming to the college. My little eyes
lit up and asked if my wife and I could come along.

We turned up at a local hall to find about 220 pupils sitting in front of a
stage. Three English actors came on to the stage and performed a piece
about Sherlock Holmes. After 40 minutes they left. Looking around, I could
not help noticing the pupils, texting, talking and looking at their watches.

I have to admit to being furious at the end. What had any of those pupils
gained from this experience? The college could have hired a dvd at a frac-
tion of the cost to achieve the same result. Well actually a dvd would have
been better. Sometimes the accents used by the actors on stage were so
broad, I had to listen very carefully. Also, at times they were speaking so
quickly it is hard to understand how a non-native speaker would be able to
keep up. At least with a dvd if a pupils could not understand what had been
said, it could be rewound!

So Fogg actors do not have all the Hollywood trimmings but what we do
have the thrill of watching pupils achieve things they thought they could
not achieve.

There are 3 compliments which make it all worthwhile.
1. Colleges book us again for the following year
2. After a Fogg workshop a young girl once said “Thank you, I do not have
to translate anymore in my head”.
3. After a Fogg evening show a father said “I go to everything my daughter
does and most times I dread it, it is so boring. Thank you for a wonder-
ful evening’s entertainment!”
To infinity and beyond

By Kevin Schuck

CLIL and IB education for a better future

Where are we going with education in the coming years? What are the possibilities? What do our students and parents expect from us? With the internet and the concept of the global classroom, what are our responsibilities to our students?

So many questions with such elusive answers for even the most experienced of educators. As a teacher of IB who realizes that CLIL is integral to my teaching it comes as no surprise what the new trends in Education are predicting.

What are the new trends in education and where will they lead us? According to Marian Salzman the CEO of North American PR there are 5 Big Trends in Education. Why should we listen to a public relations specialist? Well maybe because of their own selfish interest in the job market and the future of where the money will go for starters. Although I am reluctant to buy into too many of these super hype, recycled and give it my own twist predictions, there just might be some substance to her 5 Big Trends in Education. In her interview in Forbes magazine she lays out her thoughts and gives some insightful predictions. Her BIG FIVE TRENDS seem to me to give even more validity to my belief in the didactics and pedagogy of CLIL.

Firstly and no surprise is what’s been abuzz in educational circles for months, it’s been the focus of so many articles and has inspired countless conferences, STEM fields. That there will be more jobs in the immediate future for college grads seems to be agreed upon, as is the fact that they will be in science, technology, engineering and math. This information also means that high school grads may need to reevaluate their choice of study.

Secondly is where to go for your education. The USA is still the preferred choice for those highly coveted degrees, with 6 of the top 10 and 15 of the top 25 universities in the world. However, if you have the idea that in the age of globalization, the concept of an Ivy League of educational superiority will remain a uniquely American offering, think again. US universities are developing programs in India to rival their own counterparts and many European countries are taking the Ivy league approach. As teachers of Dutch students we need to be aware that many of our students will be leaving home for their university years and we need to prepare them.

There is no argument that there will be more job openings in the so called STEM fields. What is surprising, is that unless there are more graduates with the right education many will go unfilled. According to many sources in the energy fields this is because students will now have to change their studies into the fields of math and science. This will mean that this curiosity and interest will have to begin in secondary or even primary school. Educators will have to find the ways and means to give students a more up close and personal exposure in order to stimulate their interest.

According to Salzman and other experts, emerging research on the psychology of how we learn will likely influence how we teach. Developments in neuroscience and cognitive psychology are powering new ways of thinking about the brain and the perceptions and emotions that contribute to learning. For the IB and CLIL teacher it is evident that the educational didactics and pedagogy involved in our teaching methods has an even more important global role in education now. With this information some educators will even need to refocus and rethink their responsibilities.

Furthermore, Anti-violence and anti-bullying campaigns are sweeping their way through schools all over the world. Educators in many places are now passing legislation to support their policies on bullying. Not to mention the time and effort it takes to investigate and track down the perpetrators and then to try and deal with them outside the classroom. A new movement towards an environment that fosters social consciousness and an awareness of the individuals Rights and Responsibilities seems to be almost a necessity. Our philosophy in teaching these things through our choice of materials and support resources is essential. How to foster understanding and tolerance are the base of the IB Mission Statement and key components of the CLIL classroom. We are sometimes the first lens with which our students view the world outside their own mobile phone screens. How do we introduce them to other cultures and points of view? The importance of what we choose for content in our lessons and discussions has become even more important than giving them the appropriate language for understanding and discussion.

Salzman also mentions that we may need to reconsider what we believe to be a digital classroom without walls, the idea that students need practical experience including internships and field trips to increase their awareness and to aid in future choices cannot be ignored. Not to mention the fact that many universities ask for a minimum amount of volunteer hours in a student’s chosen field of study as an admissions requirement. The concept of taking things back to the outdoors in practical areas of education and bringing the hands on back to teaching and learning may become as important as ICT. This movement towards giving students a more diverse educational experience will become a part of expanded green learning initiatives. This combined with technology in the classroom brings our students, parents, teachers and schools into the future of education.

Sources:
http://mariansalzman.com/?page_id=1006

Nieuwe wervingswebsite TTO

By Onno van Wilgenburg

Tot voor kort plaatste het netwerk tweetalig onderwijs jaarlijks een advertentie in een zaadgęditie van een landelijk dagblad met als doel leerlingen te werven voor de tto-scholen. De advertentie was doorgaans een halve pagina groot en bevatte de namen van alle scholen. Het jaarlijkse verschijnen van de advertentie was een moment van trots voor de scholen en het netwerk. We ondertekenden na verloop van tijd echter een klein probleemje met de advertentie: er kwamen niet meer meer kinderen naar het tto doordat hun ouders toevallig die ene zaterdag de ene krant hadden gelezen. In 2011 zijn we in het netwerk gaan nadenken over een nieuwe vorm van werven – naar diverse brainstorm sessies met docenten en PR-experts van de tto-scholen kwamen we uit bij een website. Deze site, onder de titel ikkiestro.nl is bijna af en wordt voor de Kerstvakantie gelanceerd.

De doelgroep van de site bestaat primair uit leerlingen van groep 8. Zij kunnen op de site een test doen om te zien of tto iets voor hen is en filmpjes bekijken die alle ins en outs van tto voor basisscholen laten zien. Hoe gaat de overgang van groep 8 naar de tto-brugklas? Hoe is het om lessen en proefwerken in het Engels te krijgen? Wat doe je aan internationalisering? En: wat is tweetalig vmbo precies? De afgelopen weken hebben we met een professioneel team van filmmakers op vier verschillende tto-scholen lessen gefilmd en leerlingen geïnterviewd. Al dit materiaal levert een aantal boeiende filmpjes op voor de site. Verder kunnen kinderen op een Google-map alle tto-scholen van Nederland vinden en er direct naar toe. De site ziet er modern en aan trekkelijk uit en bevat ook een serie quotes van echte tto-leerlingen. We zijn er nu al trots op.

De site kan gebruikt worden door tto-scholen op hun Open Dag, maar zeker ook door tto-leerlingen die op de Dag van de Talen (26 september) teruggaan naar hun oude basisschool voor een tto-les. Daarbij hebben ze straks praktisch lesmateriaal. En last but not least: eindelijk krijgen basisschool-lerkrachten de mogelijkheid om een half uur of langer gestructureerd aandacht aan tto te besteden. Daarbij helpt een speciale lesbrief die onderdeel wordt van de site.

De datum waarop de site live gaat wordt uiteraard aangekondigd via de tto-facebookgroep en via e-mail aan de coördinatoren. We zijn be nieuw naar jullie reacties!
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### Magazine Survey

Finished reading the magazine? We would appreciate it a lot if you would let us know your opinion! Could we ask a moment of your time to fill in the survey below? You can send the answers by e-mail to survey@clilmagazine.nl or go to www.clilmagazine.nl and fill it in online.

**What do you think about the cover?**
- [ ] I don't like it
- [ ] It caught my attention

**What do you think of the overall look of the magazine?**
- [ ] I don't like it
- [ ] It caught my attention

**How many articles did you read?**
- [ ] I didn't read any

**What do you think about the overall quality of the articles?**
- [ ] The articles were of a poor quality
- [ ] Most of the articles were of a good quality

**Did the articles you read live up to the expectations you had?**
- [ ] Not at all, I expected more
- [ ] Most of them did, some of them didn't

**Have you learned something in this magazine that might be useful for you?**
- [ ] No, there was nothing new in the magazine for me
- [ ] Yes, there were multiple new things in the magazine

**Could you please rate the articles below?**

**A maths interview with Mike Ollerton**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**The CLIL Ball and thinking skills by Rosie Tanner**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**CLIL theory in practice by Liz Dale**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**eTwinning and CLIL by Anne Gilleran**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**What Global Perspectives and Research has to offer by Sarah Adeney**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**Anything is possible if a learner is willing to learn by Tessa Miller**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**Getting the max out of mini-whiteboards by Jason Skeet**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**To infinity and beyond by Kevin Schuck**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**Nieuwe wervingswebsite TTO by Onno van Wilgenburg**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**Actors Life by Peter Massey**
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10

**If another CLIL magazine would be published, would you read it again?**
- [ ] No
- [ ] Probably
- [ ] Maybe
- [ ] Absolutely

**What is your opinion on the ads?**
- [ ] There are too many, it was distracting
- [ ] I was okay, they were not distracting
- [ ] I didn't like it, but understand it’s needed
- [ ] They were useful, I actually didn't know this much material existed!

**Do you have ideas/comments/questions?**

Thank you for taking the time to complete the survey! Don't forget to send your results by mail or visit the website to let us know your opinion!