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From the editor

Thank you for reading CLIL Magazine issue number 9. I hope you will find it to be both interesting and practical. Authors from over 5 different countries have contributed to this issue, which I think is amazing! As always, if you have any questions or suggestions, feel free to mail me and let me know!

CLIL in ...

The popularity of CLIL is still growing worldwide, as teachers all over the world discover the advantages of CLIL and explore all of the different ways to utilize it in both their schools and their lessons. In the previous issue of CLIL Magazine a teacher from Israel introduced CLIL from his perspective, this time you can read all about CLIL in Kazakhstan!

Readers’ response

For the next issue I would love to have one page dedicated to mails from readers with questions or suggestions. To ‘scaffold’ your potential replies, I was thinking I would like you to answer this question: “What is my most successful CLIL experience?”. I hope many of you will respond so we can share best practices and learn from each other, which is one of the main reasons I started CLIL Magazine.

Enjoy this issue!

Patrick de Boer
Chief Editor
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Leiden University is embarking on a new research project investigating motivation and successful motivational strategies in bilingual havo and vwo.

The aim is to find out more about what drives our pupils to learn English and also how schools and teachers can help to support and nurture the motivation of this special group of learners.

In the first phase of this research, we would like to invite as many pupils as possible from 1st, 3rd and 5th year bilingual havo and vwo to complete a short online questionnaire regarding their motivation to learn English.

Sign-up is on a school-wide basis: TTO coordinators should have received an invitation via email and can sign their school up to participate. Should this email have gone astray, those with the authority to do so can access the invitation and the sign-up form via http://tinyurl.com/motiverentto.

TTO teachers will be contacted in September with a link to a teacher questionnaire.

Watch this space for a reminder!

Questions? Contact Tessa Mearns at t.l.mearns@iclon.leidenuniv.nl

Colophon

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Motivating and motivation in bilingual education: Research participants wanted!
CLIL country profile: Trilingual education in Kazakhstan

Rosie Tanner worked with a group of thirty teachers and trainers from Kazakhstan for a week's CLIL course in October 2016. Despite freezing temperatures, the group was warm and welcoming. While she was there, she interviewed Zhansaya Tatyyeva, a trilingual language coordinator about working at a school for talented children and CLIL in Astana, the modern, bustling capital of Kazakhstan. By Rosie Tanner and Zhansaya Tatyyeva

Zhansaya, tell me about yourself and your job.

I originally qualified as an English teacher but now I teach Global Perspectives and project work; I teach 10 hours per week. I'm twenty-five. After working for two years at a public school, I joined the Nazabayarev Intellectual School (NIS) in Almaty Physics and Mathematics NIS school, three years ago. There are twenty NIS schools, all over Kazakhstan, mostly secondary schools.

In the 2015/16 academic year there are 13,448 students and 2,759 teachers working at NIS schools. Since April 2016, I'm also language coordinator of trilingual education for my school, in charge of the implementation of trilingual education policy.

What does that mean, language coordinator?

My job is to coordinate, observe lessons, help teachers in methodology, provide information about trilingual policy and to help remedial students. That's why I'm learning CLIL methodology on this course. As coordinator, I'm also learning some new methods of teaching from the teachers I observe. Most of them are really willing to work with me but some are overloaded, so it is sometimes difficult to manage to find a time for discussing lesson observations.

How trilingual are you?

My first language is Kazakh, but I am totally fluent in Russian because I studied at university in Russian. My English is also pretty good.

What do you like about your job?

I think it's a noble job - helping children to learn, interacting with them and creating something new. As a teacher, you really see the results of your job. I love teaching Global Perspectives: the skills we teach there are really important, helping our students to be ready for university life and to think critically.

What is the “CLIL situation” in Kazakhstan?

It's a bit complicated. Trilingual education is learning languages (Kazakh, Russian, English) through school subjects. Some subjects (for example, geography and history) are taught only in Kazakh and others some purely in Russian. We have two cohorts in NIS schools: Kazakh- and Russian-medium students. For Kazakh and Russian students, there are subjects taught in Kazakh, for example, the history of Kazakhstan, geography and Kazakh. Kazakh students learn ICT, world history and Russian in Russian.

Until the 10th grade, the sciences are taught in our students' first language. In the 11th and 12th grade (students aged 15-17), the sciences are taught in English. This is what makes our programme unique: it is trilingual. The NIS is an innovative programme, which has gradually been implemented since 2008.

Why did you decide to work in CLIL?

To work in CLIL was not really my decision: it was more a solution. Since I'm teaching the subject in students’ L3 (English), I have to learn to integrate the language and subject content.

How about other activities?

My school involves the three languages in many extra-curricular activities, for example, a TEDx in three languages and three debating clubs in three languages. We also send some selected students abroad on summer camps for one to three weeks, supported financially by school. The ones who are selected are the best, brightest students, the hardworking ones, those who have real interest in a field. They go to, for instance, Malaysia (a summer course designed for NIS by Nottingham University), the US (physics or chemistry summer camps), or Russia (preparation for a maths Olympiad). They have been on STEM (Science, Technology, Engineering and Mathematics), design thinking and art courses.

How many other schools have the ambition to become trilingual?

Many secondary schools of Kazakhstan aim to become trilingual in the future. The regional authorities, schools and parents decide whether a school becomes trilingual and schools will start trilingual education once they have all resources and infrastructure available in their schools: teachers, resources, equipment, and so on.
aged 7-8. They have tests on their subject knowledge, the three languages, and maths. They also sit an aptitude test, which predicts success; for example, they are tested on memory skills or dimensional thinking. So the students are under quite a lot of pressure?

It's a high stakes school with high requirements for students. They have a long school day – 8-17:00 including the extra-curricular activities, as I mentioned above.

How about the students who aren't doing so well?

We really don't have unmotivated students. Maybe one student a year doesn't make the grade (three fails). Others only move schools if they move house.

What do the pupils find hard about learning Kazakh and Russian, and then English?

It is difficult to generalize and say that something is difficult to learn, because any language has its peculiarities and challenges and students have differing personal abilities. The key idea is to create a positive attitude towards all of these languages and to motivate students.

How does the government invest in trilingual education?

I don't know exactly the amount of money Kazakhstan spends per student, but the NIS schools are an experimental platform for trilingual education. We are experimenting at NIS before this policy is implemented in public schools.

At our NIS school, advanced ideas from all over the world and from our history are being adapted to fit into the current Kazakh context. At NIS, we have small classes (under 20 students), good facilities (science labs, laptops in every classroom, whiteboards, smartboards, good sports facilities, robotics laboratories) and the brightest students, integrated projects and programmes.

What are the main challenges of CLIL teachers?

For subject teachers teaching in L2 and L3, it is a bit challenging to keep the language in mind. Of course, first and foremost they are trained to focus on teaching their subject. I think it would be a good idea to create a CLIL university degree in Kazakhstan.

How did you become a teacher?

I did a four-year Bachelor’s degree in Almaty in the south at the Kazakh Pedagogical University named after Abai, to become an English teacher. I had a college degree in translation, too, but wanted to work more with people, so decided to go into teaching.

How about the students at NIS? How are they selected?

They follow special courses and are tested
What does Kazakhstan still need to improve in trilingual education?

I really have no idea! I believe that we should stick to our goal and believe in it; then we will achieve our goal and be motivated. It will take time and we need to be patient.

What did you enjoy most about the CLIL workshops you have just followed?

I enjoyed that we are having a lot of practical examples how can we make our classes CLIL based. Usually there is a lot theory about what to do while this workshop gave us real live examples of activities.

What were the main things you learned in the CLIL workshops for your own practice?

For my own practice I learnt to identify the CLIL tasks and practiced to create CLIL tasks, which I think is the most important skill as a CLIL teacher.

What are some of your ambitions?

I did a Master’s degree in Education Leadership at Nazarbayev University in Astana, a full-time English-medium course lasting 11 months. And sometime in the future, I would like to do a PhD, maybe in the USA.

What are your hobbies outside work?

I like doing handicrafts and make handmade postcards from paper and fabric. I use them for special occasions, to congratulate my friends on a birthday or other special occasions or when I’m in a good mood. It’s relaxing; I really like designing and creating the cards and love combining materials and matching colours.

What do you do in your free time?

I like reading books, watching movies and learning languages and I’m busy improving my French. I am into articles rather than novels, and thinking of getting my PhD.

There are magnificent mountain chains in Almaty and I also really like hiking, I try to go up mountains every weekend when it is warm. I suggest you visit mountains if you are in Almaty.

Is NIS looking for teachers?

Until 2020, we need science teachers who want to teach in English. There are employment opportunities for English-speaking CLIL teachers, mostly in science!
The CLIL application described in this article is one of many such experiences. The participants were Greek teenagers at upper-intermediate level in English (L2). Having just finished their preliminary examinations they were rather drained of energy to go back to class routine so I decided to offer them a transition session from one stage to the other.

I decided to take them out to an art exhibition. Not being included in their formal national education, art was a totally new field for them.

**Preparation:** First of all, I informed the artist who was exhibiting her work in our city. She was most pleased when I explained my plan. Could she speak English? Yes, she could. Would she like to give some information about her technique to my class? Yes, she would. Did she mind using English with my students? No, she didn’t.

Then I made a plan and prepared some hand-outs.

### MY PLAN

**Goal**
introduce the module of art to +B2 class

**Objectives**
- Teach ESP - art vocabulary and concepts
- Activate the new vocabulary and concepts
- Enable the learners to appreciate a piece of art and talk about it
- Enable the learners to write an essay based on their visit to an art gallery

**Step 1**
- Presentation of art vocabulary / concepts in class
- Brainstorming and speed writing (2 min.): write as many words/phrases as possible that relate to art (individual work).
- Follow-up: they will read out their lists. While listening to their class-mates they will add words/phrases to their lists. Every next student will read out only the vocabulary that was not mentioned before. Expected result: they will end up with longer lists of words/phrases about art.

### Step 2

- Presentation of art vocabulary / concepts in class

I will project pictures of paintings from an art book and use teaching techniques such as demonstration and elicitation to introduce ESP related to art. Then the vocabulary items, which will have been activated at Step 1, and the new concepts/vocabulary items will be categorised.

### Step 3

- Divide the class into small groups and give them handouts

### Step 4

- Visit the art gallery with my class

### Step 5

- Take them back to the school and assign a written task

The next day I told my class that they wouldn’t need any books, only their notebooks and explained that our lesson would be about the Art of Painting. The novelty motivated them. First, they had an individual task to speed write in 2 minutes any words/phrases they knew related to art. Then they read out their lists. While listening to each student they added words/phrases that were not on their lists.

Every next student read out only vocabulary that had not been mentioned before.

The result was that the students ended up with longer lists of words/phrases about art.

**What did they know about painting techniques?**

Very little... “Well,” I said, “I will speak about the Art of Painting for ten minutes and I’d like you to take notes.” So they did.

I introduced the subject by using ESP terms while projecting pictures of paintings from an art book. I focused on expressionism and showed them photographs of expressionistic paintings contained in the book. I described the themes and the characteristics of the technique.

This involved a lot of new vocabulary: form, volume, balance, texture, primary/secondary/tertiary colours, tints, tones, shades, perspective, movement, foreground, background, emotions, etc.
While speaking about these paintings in the book, I wrote all new terms on the board and the students copied them in their notebooks. Then we categorised them under the headings: Verbs; Nouns; Movement/Styles; Materials; Techniques; People; Describing a painting; Emotions depicted in a painting.

Follow-up: a group discussion was generated about the paintings they had at home. While describing them they used the new vocabulary which I kept on the board as visual stimulus. We spent the whole first hour this way.

Would they like to see some real paintings?
Yes!!! “All right,” I said. “We are going to visit an Art Exhibition that is being held in the Cultural Centre just a 5-minute walk from the school.” They were highly motivated at that point. “But, before that, I’d like to give you some handouts.” At that point I asked them to form 4 groups of 3 students each and then I distributed handouts with the following instructions:

HANDOUT A - GROUP A
Walk around the exhibition area and observe the exhibited works. Discuss eight of them among yourselves. Write down what the subjects are, what style the artist has used, the technique and the emotions that these works of art elicited from you. Fill in the grid below in note form.

HANDOUT B - GROUP B
Look at the exhibited works and choose one painting that you would like to buy if you could afford it. List at least 5 reasons why you would buy it.

HANDOUT C - GROUP C
Look at the exhibited works and choose one painting that you would never buy. List at least 5 reasons why you would not buy it (price should not be a reason).

HANDOUT D - GROUP D
Look at the exhibited works and make some notes about what you would like to ask the artist. Decide on 5 questions. Meet the artist and interview her. Take notes of both the questions and the answers.

Then I gave these instructions: “You will be in groups of 3 and you will do the tasks that are for your group. You can also talk with the artist herself who is at the cultural centre and is expecting us. We’ll spend some time at the art hall and then we’ll come back to the school.” We walked down the street heading for the city centre in a spirit of going on an excursion. For most of them it was the first time they had ever visited an art gallery. When we entered the exhibition hall there were already some visitors. The groups were instructed to observe the paintings from some distance. I was close at hand but left them all the initiative. They were deeply absorbed in their tasks. I monitored them moving from one group to the other, participating in their discussions, prompting them or offering an opinion about the exhibited works of art.

The students were highly motivated and conscious of their surroundings and the displayed works. The groups walked around observing the paintings and discussing among themselves according to their tasks. The artist distributed some leaflets with information about her (biographical notes) and about her exhibition. Group D interviewed her according to the as-
signed task. The students asked me some questions about the subjects and the attempt of the painter to depict movement by using human figures. At that point the artist approached my class bringing an album containing photographs of paintings from the international movement of expressionism, especially of techniques attempting to depict movement. The communication between the artist and the students was in English (L2). The interaction between the artist and the students was exceptional.

On our way back to the school, and still infused with enthusiasm, they said that this lesson in a new field of interest and in a real setting was a unique experience. Each group reported the results of their tasks with unbelievable fluency. When asked if they would like to write about their experience related to this event they were thrilled. The unanimous decision was to write an article entitled Visiting an Art Gallery. Two days later they handed in beautiful articles where they had used a lot of art vocabulary. All of them wrote it was a memorable experience. I was gratified to see how well my students had done.

Looking closely at this CLIL activity in the setting of an art gallery, the following elements were present while acquiring new knowledge in a new subject matter:

- The unexpected (not an ordinary lesson)
- Visual stimuli (paintings in an art book)
- Real setting associated with the new knowledge (art gallery)
- Realia (paintings, leaflets, album of international works of art)
- New module (triggering new interest)
- Formation of groups by the students (freedom of choice)
- Students’ distinctive roles (handouts with instructions)
- Initiative (the students decided what questions to ask the artist)
- Free will reinforced by the experience (article based on a real experience)
- Teacher’s preparation and attitude
- Teaching techniques (lecture, demonstration, elicitation)

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Intentional Teaching Gestures (ITG): A tool for CLIL teachers

By Naomi Wilks-Smith

Introduction

A perennial issue for CLIL teachers is creating a target language classroom environment. Strategies to maintain teachers’ use of the target language and ensure that it is comprehensible to students whilst encouraging students’ use of the second language (L2) is important.

Many teachers of languages employ a range of strategies to maintain a target language environment, including the use of non-verbal communication, such as gestures, to support the verbal mode. Gestures can be a powerful way for teachers to portray meaning to support L2. Such gestures may include thumbs up, pointing, hands apart or close together to show the concepts of large and small, hands signaling past tense (hand positioning behind oneself) and future tense (hand outstretched in front).

Often teachers do not use a ‘system’ of gestures, but rather create their own gestures ‘intuitively’ as needed in classes. These may include language-specific and culture-specific gestures.

When the same gestures are used regularly and consistently they are of particular value to teachers and learners. I use the term “Intentional Teaching Gestures” (ITG) to distinguish these consistently used gestures in an L2 teaching context from naturally occurring gestures with speech.

“Intentional Teaching Gestures are those gestures which have been specifically designed to support each word as a tool to facilitate language teaching and learning and are intended to be used consistently” (Wilks-Smith, 2013).

ITG can be a powerful “tool” to incorporate into current teaching practice to support the target language classroom environment. Alternatively, second language teaching methodologies that incorporate ITG could be used; The Narrative Format Approach (Taeuschner, 1992) for English, German, French, Spanish and Italian, the Accelerated Integrated Methodology, known as AIM (Maxwell, 2010), for French, English, Spanish, Chinese Mandarin and Japanese and Action Language, known as ACTLAN (Gomura, 2008), for Japanese.

A wide range of research has identified benefits from the use of gestures for language learning as well as curriculum content learning. This article aims to share a collection of the research and position the benefits of ITG for a CLIL teaching context. The benefits of gestures for L2 is identified first.

Gestures and L2 Comprehension

Learners often rely on gestures in an L2 classroom to understand what the teacher is saying. The gestures need to convey enough information to provide “redundancy” so that in an L2 learning context, when a message is not understood verbally, it may be understood by its accompanying gestures (Gregersen, Olivares-Cuhat, & Storm, 2009). Gestures can help listeners understand the meaning of unknown words and are often used by language teachers to prevent the need for translation. This highlights the “message-carrying function” of gestures in an L2 context (Harris, 2003).

Research has shown that learners pay attention to gestures, particularly in L2 learning contexts. One study identified that learners demonstrated a low level of attention to gestures when listening to L1, almost twice as much attention to gestures when listening to a familiar L2, and almost three times as much attention when listening to a new language (Rime, Boulanger, & d’Ydewalle, 1988).

Further research has identified comprehension benefits from gestures. Learners scored higher on comprehension tests who had viewed gestures than those who did not (Ludvigsen, 2008). Learners within the early stages of L2 learning particularly benefitted from viewing teachers’ gestures (Sueyoshi & Hardison, 2005) and their comprehension of the L2 increased. Gestures also supported the learning of L2 words and their meanings (Gullberg, Dimroth, Roberts, & Indefrey, 2007).

Gestures and L2 Output

L2 learners often use gestures when they do not have another mode of expression available to use (Gullberg, 1998, 2006). Gestures can be particularly beneficial to supplement the limited language of early proficiency L2 learners. When speech is unavailable, such as in a new language learning situation, “gestures can become the form of language” (Kendon, 2004, p. 3). Gestures can also support fluency (McCafferty, 2006) and it is suggested that gestures drop off with increased levels of proficiency.

Another function of gesture in L2 is to support ongoing speech (Gullberg, 2008). Gestures facilitate and sustain interaction between speakers and are also often used to signal a need for help when there are communication difficulties (McCafferty, 2002).

L2 learners’ use of gestures demonstrate what they know in L2 and provide an insight into the way they process the language (van Compernolle & Williams, 2011). Gesture can also be used as a planning tool for the language that speakers are about to orally produce (Gullberg, 1998). This highlights the role of gesture in the processing stage of language production, during thinking and planning for language output. The use of gestures has also been linked with increased recall and retention of language.

Performing gestures can support the retrieval of language (Krauss & Hadar, 1999). Gestures support learners’ memory for L2 words (Kelly, McDevitt, & Esch, 2009) and the recall and retention of L2 expressions (Quinn-Allen, 1995).

The quantity of language that learners can produce increases with gestures (Porter, 2016) and learners can produce longer utterances (Nicolaides, 2002). The quantity and quality of primary school students’ oral language increased when they viewed and used ITG when learning L2 Japanese (Wilks-Smith, 2017). The viewing of ITG was identified as a powerful scaffold to support and extend students’ oral output and students’ use of ITG supported their L2 production and recall of language.

Together, this collection of research identifies many benefits of gestures for L2. There are also benefits for content learning.

The role of gesture in content teaching and learning

Gesture research has been carried out within a number of curriculum areas. The most well-known and influential are the collection of studies investigating gesture with the learning of mathematical concepts. When learning new mathematical content about equivalence, a greater number of students learned the concept when it was presented with gesture compared with verbal only instructions (Perry, Berch, & Singleton, 1995).

Learners who viewed gestures achieved far greater results in a post-test of conservation concepts learned than those who did not view gestures (Breckinridge Church, Ayman-Nolley, & Mahootian, 2004). When teachers gestured, students were more likely to produce gestures and this then led to greater learning of mathematical concepts (Wagner Cook & Goldin-Meadow, 2006). Students’ use of gesture when learning a new concept increased their memory for that concept and helped them retain their learning more fully over-time (Wagner Cook, Mitchell, & Goldin-Meadow, 2008).

As well as gestures impacting on greater recall of mathematical concepts, students were able to apply new knowledge to later mathematical problems (Wagner Cook, Duffy, & Fenn, 2013). This collection of evidence has identified the important role of gesture in supporting conceptual development in maths.

The role of gesture on the learning of scientific concepts has also been identified. Gestures were found to support learners’ comprehension of scientific concepts (Pozzer-Ardenghi & Roth, 2005) and support the meaning of content presented. Learners’ own gestures during the learning of science provided a broader view of their knowledge of the science concepts (Davis, 2016) and highlights the need for teachers to pay attention to learners’ gestures to fully account for their knowledge.

Gesture has also been identified as a pedagogical teaching tool in music. A long-standing method of teaching music is the Kodaly method (Eöszé, 1962). One of the key features of the
method is the use of hand gestures to provide a visual aid of tone and to indicate height and depth of pitch (Wheeler, 1985). There have been numerous claims that the Kodály method has supported students’ learning of musical intonation, rhythm and pitch (DeVries, 2001). Kodály has gained worldwide recognition for his work and in 2016 the method was recognised as a ‘Unified Nations Educational, Scientific and Cultural Organisation (UNESCO) Intangible Cultural Heritage’ (2016).

This has demonstrated international recognition of the method and of the impact of gesture for the learning of music. This collection of research has demonstrated many benefits from gesture on the learning of new concepts in a variety of content learning areas.

Summary
This article presented a range of literature identifying the benefits of gesture for both L2 learning and curriculum content learning. These benefits could be realised in a CLIL context, where the benefits to both language learning and content learning are maximised. In a CLIL context, students are already getting the dual benefits from language and content learning. Adding the benefits from ITG on both language and content, further maximises benefits for students.

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Naomi Wilks-Smith is a Lecturer in the School of Education at RMIT University in Melbourne, Australia. After many years as a teacher of Japanese in bilingual schools, she now teaches Language Teaching Methodology and Teaching English to Speakers of Other Languages to pre-service teachers. Her research interests include second language acquisition, bilingual education and teaching approaches. Her PhD focus was on the use of Intentional Teaching Gestures for Japanese as a second language.
CLIL Teachers’ Training in Italy

By Carmelina Maurizio

Abstract

European school systems differ a lot, even if the European Community instructions to carry on reformations and improvements as for education, work towards common issues to be achieved everywhere and in every school.

The Italian school system is very complex to be clearly understood by external viewers, so the article has got the intention to introduce the training path to CLIL in one of the countries of the EU.

De facto, CLIL has not reached a great consent in Italy, mainly, a lot of subject secondary teachers have not got the proper level of the foreign language requested (English first of all), that is C1, and the training courses have been limited to a very small group of them, because of a very strict selection. Another relevant factor is that the Language Teachers are completely left out from the training, and their skills are considered not relevant for cooperating in building CLIL lessons.

On the other side, Italian primary teachers seem to be very fascinated by CLIL, being, paradoxically, kept out from any training occasions too.

The Italian way to CLIL seems, at the moment, to be very long to be successful, even if also the most recent national law on education, Law 107 (known as “Buona scuola”, the Good School) pushes teachers to train to be effective and operative CLIL teachers.

Finally, some good practices are becoming common and common in a lot of Italian schools, to show that CLIL is alive and could be a powerful resource to improve the quality of teaching foreign languages.

The Catholic University of Milan has recently defined the profile of the CLIL teacher in Italy, according to a research to be very fascinated by CLIL, being, paradoxically, kept out from any training occasions too.

The Italian way to CLIL seems, at the moment, to be very long to be successful, even if also the most recent national law on education, Law 107 (known as “Buona scuola”, the Good School) pushes teachers to train to be effective and operative CLIL teachers.

Finally, some good practices are becoming common and common in a lot of Italian schools, to show that CLIL is alive and could be a powerful resource to improve the quality of teaching foreign languages.

The teachers who could attend these courses were permanent and temporary teachers, working in linguistic secondary schools. (See figure 2 - CLIL courses national distribution, during the first year of their beginning, 2011/2012 (INDIRE))

The CLIL courses covered both the language and the methodological training for a period of 2 to 4 years, according to the level of the attendants and the strategies performed by the training agencies (local CLAs).

2015 to the present school year

In 2015, with the Decree 864 (August 2015), The Ministry of Education has granted the opportunity to other educational agencies to organize and teach language courses to future CLIL teachers. According to the same Decree, teachers can attend shorter courses (about 130 hours, for 6/8 months, for 20/30 teachers) to reach the expected C1 level.

The teachers who apply for these courses should be permanent teachers and whose language level is not below B1. Local training agencies should start both language and methodological courses, for a variable number of hours, according to the needs and the level of each attendant (from 100/150 to 300/450 hours). Furthermore, these agencies are also asked to

Italian scenario as for the CLIL preparation and the steps a teacher has to cover to become an effective CLIL teacher. The aim is to also give other European teachers the opportunity to compare their different or similar ways to CLIL. Two main phases should be distinguished: the first, up to 2015; and the second, from the school year 2015/16 to the present day.

2010 – 2015

The beneficiaries of CLIL training were those teachers working in the last three years of Licei Linguistici (a secondary school specialized in foreign languages) and in the last year of a secondary schools for technicians.

In Italy, according to the Reform Law 53/2003 and the Decree 249 (10/249), the CLIL teacher:

- Had not to be a language teacher
- Had to be a subject teacher in the last three years of a secondary school, also according to the Decrees (DD. PP.RR. 88/2010 e 89/2010)
- Should own a B2 level Certificate of a foreign language to be allowed to attend courses to reach C1 level, the requested level to become a CLIL teacher
- An Internship (between 150 and 450 hours);
- A dissertation about a CLIL project;
- The lessons were carried out according to the blended model;
- Tutors (whose mother tongue is the target language) were asked to support.

The courses, first issued in 2012, were taught by the local Centri Linguistici di Ateneo (Linguistic University Centers) - CLA, supported by the National European Agency, INDIRE, and had the following characteristics:

- 500 hours worth of courses for all future CLIL teachers;
- An Internship (between 150 and 450 hours);
- A dissertation about a CLIL project;
- The lessons were carried out according to the blended model;
- Tutors (whose mother tongue is the target language) were asked to support.

The Ministry of Education has granted the opportunity to other educational agencies to organize and teach language courses to future CLIL teachers. According to the same Decree, teachers can attend shorter courses (about 130 hours, for 6/8 months, for 20/30 teachers) to reach the expected C1 level.

The teachers who apply for these courses should be permanent teachers and whose language level is not below B1. Local training agencies should start both language and methodological courses, for a variable number of hours, according to the needs and the level of each attendant (from 100/150 to 300/450 hours). Furthermore, these agencies are also asked to...
organize the classes, using the national Ministry of Education platform www.miurambientel- ingue.it. It is interesting to point out that it is expected that future CLIL teachers should be mainly involved in the STEM subjects (Science, Technology, Engineering, Math).

Nowadays, CLIL is a fundamental part of the national Training Plan for teachers 2016 - 2019 (chapter 4, in particular 4.4)⁴, according to the Law 107/2016, so called “La Buona Scuola” (The Good School), to promote and enhance the linguistic skills (art.1, c.2, lettera a), for all the school staff and not limiting the enhancement of English, and other European languages as well, according to the international and national literature and researches.

The dark side of CLIL in Italy
Some aspects of the CLIL experience in Italy are critical, preventing it from becoming a common practice for all teachers and students involved. There are two problems:

- The relationship between language and subject teachers. Throughout the last decades there have been many discussions about the fact that language teachers are totally left out from the training, which hinders the diffusion of CLIL projects.
- The development and the dissemination at the level of primary schools. The Italian way of training primary teachers in reaching B1 level (in English), now defunct⁵, has not always achieved positive results⁶. On the other hand, the legislation is completely focused on the training of secondary subject teachers, the main beneficiaries of the courses supplied by the Ministry of Education. At the moment, some experimental projects are open to primary school teachers, who want to try CLIL in their classes.

Conclusions
The CLIL Teachers’ Training in Italy shows its strenghts and its weaknesses, but also its opportunities and threats, so according to a sort fo SWOT analysis some possible conclusions could be considered.

**Strenghts**
- The national Law (“The Good school”) 107/15 pushes to adopt it more and more
- good practices are becoming more and more common all over the country

**Weaknesses**
- Language teachers are not involved in

**Opportunities**
- CLIL offers a lot of good opportunities and the number of teachers that in Italian schools seem to be perceiving its relevance has been growing

**Threats**
- The exclusion of subject teachers and primary teachers from the training could eventually become a very limiting factor for the expansion of CLIL.

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Carmelina Maurizio (born in 1960) is an English teacher in the Italian secondary school and a contract professor and lecturer at university. She is also a primary teachers trainer in English language and methodology and an expert in teaching foreign languages to students with special needs. She is involved in the national courses for teachers’ training.
How can digital badges help us to keep track of non-formal learning?

All around us we hear people talk about how education should try to adapt itself better to the needs of our ever-changing society. And I do agree that we need to alter the way we look at education. By Nicole Verhoeve

The speed with which the world and therefore the economy changes is at times mind-boggling. Government wants schools to focus on world citizenship, in an attempt to stop polarization of our society.

Businesses want schools to focus more on skills and attitude because the jobs they are now offering will have changed tremendously in a few years.

Schools realize that formal learning alone does not provide all that their students are going to require in the future.

So how can we incorporate skills and attitude, world citizenship and 21st-century skills into our curriculum in a way that works for all stakeholders?

As a Brainport school located in the heart of the Brainport region, we prioritize connection to tertiary education and job opportunities in that region. Local governments, education and employers have joined forces to come up with a mission for internationalization in education. Working in the Brainport region demands an open attitude to people from other countries.

The workforce available here is simply not enough to fill up all the job openings at the big international companies like ASML, Vanderlande, etc. That results in a mix of cultures in the workplace, which demands an open attitude from its employees to other cultures.

How can we train our children to become interculturally competent, and more so, how can we teach them in a way so they can prove that they are? Soft skills are difficult to showcase so we need to come up with a solution in order to help our students and teachers.

Being a bilingual school, we are used to paying attention in our curriculum to intercultural competences that form the bases of the CFEC scheme. But we also notice that this CFEC hasn’t inspired the students to work on developing their skills or reflect on their attitude.

Neither did the cando-statements stimulate our teachers to adapt their curriculum to allow students to work on their skills and attitude.

The eio-numbers even troubled the teachers; they felt they would drown in them. Through a Key action 2 project called Go2b, we developed a way to use badges as a method to validate non-formal learning.

For that, we revisited the underlying intercultural competences of CFEC and decided which of these competences were of importance to our students. Selecting those, we paid attention to include all the items that are necessary to a bilingual school.

All the extra-curricular activities that we invest so much of our time in need to be scrutinized for whether they in fact do give our students the opportunity to grow in their intercultural competences.

That forces our teachers to revisit programs and check whether they have incorporated enough learning opportunities for our students to show growth in their skill-set and attitude.

We decided that for all exchanges there should be a similar set-up. This set-up consists of three phases in time:

- a preparatory phase
- an in-exchange phase, and
- a spin-off phase.

Each phase in turn consists out of four areas:

- knowledge
- skills
- attitude, and
- cultural self-awareness.

This underlying structure makes it easier for our teachers to write a programme that is part of the curriculum (preparatory phase), shows the value of the trip (by allowing their child to participate in an exchange, parents invest in their child’s education) and pays attention to the learning outcomes (spin-off phase).

The fact that each badge has a pathway of five tasks helps the teacher to become more aware of the learning opportunities that can be incorporated in each activity that is organized.

The students are taught to reflect on and take more ownership of their personal learning. Uploading evidence to prove their growth in attitude or skills helps them to discuss their personal progress with their teachers and parents. Their evidence can take many shapes and forms: written documents, interviews, photos and film. The tasks stipulate the learning outcomes to the students and still leave them with the autonomy to reach those goals in their own way.

They choose how to evidence their learning. They are owner of their badge. Obviously, after having worked on the development of an exchange badge, we now try to badge other skills such as digital skills, presenting skills, leadership skills, communication skills, etc. The students are encouraged to think about what they have learned and that differs from person to person. Companies want employees who are able to reflect on their learning and growth, so we need to teach our students how to do that, one step at a time.

Working with digital credentialing through a digital badge seems to us a sensible and
The students are taught to reflect on and take more ownership of their personal learning.

A convenient way to capture non-formal learning. Multiple companies are already keeping track of their personnel’s professional development through badges, so why not use badges as the building blocks for a digital portfolio that is free and owned by the student? There is an increasing need for a digital portfolio, preferably one that is transferable from secondary to tertiary education, and afterwards to employment.

A diploma and grades offer companies or educational institutions only a partial insight into who the candidate is and that is no longer sufficient. A plus-document states facts of participation in for instance a student’s council or a role as tutor but does not provide evidence what was learned from the experience. Soft skills and 21st-century skills are included more and more often as predictors for future success. In this global market, we need to help our students to showcase themselves.

A lot of digital portfolios are available but we decided to badge the growth in skills and attitude instead. Connecting with companies, we discovered that long travel logs of exchanges will not be read by HR managers or recruitment officers. They want to find out quickly whether someone is capable. They are more interested in learning outcomes than in day-to-day descriptions of activities. Badges incorporate the data that they need, quickly and easily.

Our school has its own badge academy that we can stock with badges fitted to our school’s vision. We have to pay a small annual fee but we can enroll all our students and develop as many badges as we want. Because the academy is part of Open Badge platform, ambitious students can also work on badges that are featured in the public library. After graduating, they can take all their digital badges with them without having to pay.

Working with badges is our school’s way to adapt to future opportunities. This way we can do justice to all the hard work our teachers put into developing a curriculum that is befitting a school in the 21st century. We can keep track of the progress in soft skills without spending too much money or time. To us, it is a convenient instrument for our students to use, for our teachers to work with, for our parents to keep track of their teenagers’ development and for future employers to quickly see what the added bonus is of hiring one of our students.

If you are interested in badging or whether badging is a method that would fit your organization, you can contact me, Nicole Verhoeve, at n.verhoeve@janvanbrabant.nl.
Some thirty years ago, I had to make a choice. Shall I study Dutch or physics? Though my choice fell on physics, as a CLIL physics teacher, I am able to combine my affinity with both physics and language. More and more I realize that physics is just an extension of language. It is all about communication and understanding. So, if my pupils ask what physics is about, this is what I tell them. By Ton Versteegh

Physics as an Extension of Language

Just imagine, you’re alone on a deserted island… Wouldn’t that be lonely? Imagine how you would feel, left to yourself in the middle of Shanghai, not being able to speak a single word of Chinese. Imagine what it would be like if you had to survive without your smartphone for one week… People love to communicate, our well-being depends on it.

This desire for communication is the reason for our success as a species. Communication is the key quality that enabled man to dominate all other species on earth. Our existence depends on communication, both the rise and, if we don’t take heed, our decline. It’s human nature to communicate, so from the moment we are born, we start learning to speak our mother language, without even being aware of it. Only later on, when we start learning other languages, we might realize how complex that must have been.

In a similar fashion, we started to learn about the principles of physics since the day we were born. If, for example, a person lost his keys, he’d start looking for them until he has found them. Simply because everyone ‘knows’ that they couldn’t just ‘have vanished.’

This knowledge is probably the most important notion in physics, it even has a name. It’s called the law of conservation. Physics is all about learning how to use these ‘daily life notions’ deliberately. Just like language, understanding and using these principles are a second key factor to the success of mankind. But beyond that, physics is about communication and understanding: it is language.

Words can express what we feel, need, and think. Luckily, this often works well, but if someone says: ‘it’s very hot… I’ve got an awful lot of money… I live in a huge house, this is a tremendously busy city… That car is driving incredibly fast’, I still don’t have a clue: ‘How hot then, how much, how large, how busy, and how fast?’ Maybe you think it’s cold, while an Inuit thinks it’s hot.

Bill Gates would probably just laughs about your ‘awful lot of money.’ My mother’s notion of very fast might be really slow for Formula 1-driver Max Verstappen. What’s very crowded to someone from Buurmalsen (a small village in the Netherlands), may be very quiet to someone from Shanghai… With language we express our own interpretation of reality. In our lives we all formed our own ideas of what we mean by very much, very hot, very fast, and very crowded. Our own experiences in life produced our own personal measures, leading to as many interpretations as there are people in the world.

All these different interpretations have led to stirred emotions, misunderstandings, and quarrels. Physics just tries to objectify these interpretations and tries to produce measures and definitions that have the same meaning to everybody.

If, for example, you decide to go to the movies with a friend, it would be useless if the sign said: ‘Starting time: quite late.’ ‘Starting time: 21.00h,’ however, is clear crystal. So, without realizing, we constantly use numbers and measures to communicate in daily life.

With aid of measures and numbers we can communicate exactly what we mean, without imposing our own feelings on someone else. If you say it’s hot, it might lead to a quarrel because I think it’s cold. If you say it’s 22°C, it leaves room for the both of us to draw our own conclusions. With aid of a measure and a number we are able to express what we mean much better than with just words.

Physics constantly tries to find new definitions and better measures in order to get a better grip and understanding of the world around us. Physics is all about words, specifying the meaning of words, improving language and communication.

That’s helpful for all of us during our entire lives: the better we can express what we mean, the better we understand each other. Physics and language go hand in hand, which is exactly what CLIL is about. Let’s learn the language extended by physics.

People love to communicate, our well-being depends on it

Ton Versteegh is a physics teacher at Koningin Wilhelminawij College in Culemborg, The Netherlands.

He studied Meteorology and did a Ph.D. on Natural Convection and Turbulence. After some years of working in the field of Renewable Energy Resources, he decided to become a physics teacher. He won the ‘Dutch National Science Quiz’ in 2007 and was awarded ‘Dutch physics teacher of the year’ in 2012. Besides teaching, he likes to play the trombone, sing and coach his son’s football team. If he has some time left he likes to analyse general school results and make numerical computations of various problems, like the earth’s climate, optimising speed skating times, snow melt on icy roads. He considers teaching as the key factor to his understanding of physics and being able to cut down problems to its essential components.
Since I work as a CLIL Maths teacher in Spain, this experience has allowed me to check the similarities and differences in the way the CLIL project is developed. I must confess that I am really impressed with the outcome: Dutch CLIL students perform really well.

Everything started almost one year ago in Gran Canaria (The Canary Islands, Spain). In March, the Spanish National Ministry of Education published its annual call announcement of 110 mobility grants for foreign-language or bilingual-subject teachers interested in carrying out job shadowing experiences in several European countries: The United Kingdom, Ireland, Switzerland, Italy, Belgium, France, Germany, Austria, and, for the very first time, The Netherlands. During this two-week study visit, a European school hosts one Spanish teacher in order to develop a jointly planned activity programme.

This Spanish programme is intended to reinforce the set actions aimed at improving the quality training and professional competences of in-service teachers, to foster the innovation in their everyday lessons, to promote the foreign language learning, and to create links with European schools that may lead to future partnership or international projects of good practice exchange. In fact, I have proposed to the Erasmus+ coordinator to join the KA219 partnership association.

Bilingual Maths teacher, Patrick de Boer, chief editor of this magazine, kindly agreed to invite me to spend two weeks in his high school to observe his Maths CLIL lessons and other colleagues' lessons as well. Therefore, he sent me an invitation by e-mail and, after two months of eager waiting, I was informed that I had been selected.

The first days I was amazed by the snowy weather I found. Since I live most part of the year in Gran Canaria, a well-known European sunny resort, I really enjoy this kind of landscape. After spending a few hours visiting the picturesque bustling downtown of Utrecht, I prepared for my first day as if I were a student again.

In the KWC, students study most of the subject-area (but music and language subjects) in English during their twenty-one seventy-minute lessons timetable. Bilingual teachers are required to show evidence of a very good command of the language (C2, proficiency level according to the Common European Framework of Reference for Languages).

The parents of CLIL students pay voluntary fees for the bilingual programme, that are more expensive than the regular programme. Most of them even pay a little more for those who cannot afford it.

What has surprised me the most is the level of the students’ English, even in the lower levels. They use the language to ask the teacher questions and to speak with one another when working in small groups. It has been established in the school as a general rule that they must do so. The average ratio in the classroom is around thirty pupils. Teachers rely on brief smart-board explanations and the timed problem-solving approach. With regard to behaviour, generally speaking, they are well-behaved and aware of the limits.

In the staff room I had the chance to exchange impressions with Dutch colleagues about a full range of subjects related to the school organisation, the Dutch educational system, and teachers’ working conditions. Moreover, I had meetings with the headmistress, the deputy manager, and one of the team leaders to learn about the challenges they face.
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