The European migrant crisis: a CLIL geography lesson.

CLIL application in the flipped classroom

What are points for?

A new challenge for (Spanish) Teachers: CLIL at Pre-Primary

CLIL comes to Israel

Synergies between mathematics and second language learning in the primary classroom

Learner intervention

Gamification and Motivation in the Classroom: Turning Lessons into a Videogame

Book Review
de bouwstenen voor écht tweetalig onderwijs!

History: per schooljaar 2017-2018 volledig leverbaar voor onderbouw havo/vwo en vmbo

Biology: vernieuwde editie voor havo/vwo in 2017

Geography: aardrijkskunde voor wereldburgers

Visual Arts: keuze uit tien aansprekende katernen

Global Studies: de methode waarmee u flexibel vormgeeft aan EIO

Social Studies: maatschappijleer waarmee u uw 4 vwo-leerlingen echt uitdaagt

Alle BRICKS-methodes zijn CLIL-georiënteerd en helpen u met activerende didactiek leer- en taaldoelen te bereiken.

Authentiek in het Engels ontwikkeld op basis van het Nederlandse curriculum: dus altijd op maat.

In de BRICKS-methodes is EIO geintegreerd.

Zowel in een blended als volledig digitaal arrangement leverbaar.

Another brick in your wall!
From the editor

You probably recognize this situation: You have a great story to tell and want to share your ideas and knowledge with your students. Knowing what you prepared for them, you are sure they will be interested and follow your instructions.

The lesson starts and you quickly find that the enthusiasm you wanted to project unto your students is met with indifference and disinterest.

Happens to the best of us. As long as it does not happen every lesson of course!

As a CLIL teacher, motivating your students to produce output in a second language is a challenge you encounter every day and in every lesson. This is impossible if your students are not actively participating in your lesson. That is the reason I wanted the theme of this issue to be “Student Participation”, as many teachers face the challenge of actively involving their students on a regular basis.

This issue also has a scoop concerning a CLIL story from Israel, as the first CLIL school has been founded not long ago! The contribution to this magazine describes both the interesting story as to why this school has been established as well as some practical tips and tricks!

Do you have an original story to tell? Or would you just like to share your CLIL ideas? Contact me and maybe your article can be published in the next issue!

If you are living in The Netherlands, make sure to ask your school for a subscription to CLIL magazine. That way you are sure not to miss out on any new issues and you will be able to read CLIL magazine in print.

I look forward to hearing your thoughts on this issue, please don’t hesitate to contact me.

Enjoy this issue!

Patrick de Boer
Chief Editor
p.deboer@clilmagazine.nl

Table of content

Opinionated pieces
What are points for?
CLIL trainer Janet Streeter talks about the purpose of elements of competition in a lesson and why this is a great tool to motivate students.

Learner intervention
Author Phil Ball shares his ideas on the role of language in a CLIL lesson and provides a step by step plan to activate your students.

Book Review
In this book review “Putting CLIL into Practice” by Phil Ball, Keith Kelly and John Clegg is discussed.

Subject specific
The European migrant crisis: a CLIL geography lesson.
Anouk Wiegman and Rosie Tanner elaborate on a geography lesson containing lots of important CLIL aspects.

Synergies between mathematics and second language learning in the primary classroom
What makes studying Maths and a second language alike? Sarah Lister and Pauline Palmer explain all about it in this interesting read.

International Orientated
A new challenge for (Spanish) Teachers: CLIL at Pre-Primary
Natalia García Martínez shares here ideas on the use of CLIL at Pre-Primary from a Spanish perspective.

CLIL comes to Israel
Eric Golombek explains his journey of starting the initiative of a CLIL school in Isreal and shares some practial lesson ideas.

Education & Research related
CLIL application in the flipped classroom
Eugenia Papaioannou shares her lesson as well as a reflection on the use of the flipped classroom methodology in her CLIL lesson.

Gamification and Motivation in the Classroom: Turning Lessons into a Videogame
Anna Maria Perez Moral discusses the role of gamification in motivating your students in your lesson.

Free online training
Want to know what CLIL means for your lesson?
Or does the concept of ‘scaffolding’ still puzzle?
Is providing feedback something you’d like to learn more about?

For those of you who want to learn these things and more, I created a free four part video called the CLIL Challenge.

Sign up for free at www.clilchallenge.com

Colophon

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The European migrant crisis: a CLIL geography lesson

Background
The class consisted of 27 secondary school pupils - boys and girls - in their second year of a bilingual havo track (13-14 year olds). The topic of the lesson was social geography and the main content objective of Anouk’s lesson series was Awareness of the migratory problems that Europe is facing at the moment. At the end of the lesson series, she wants her students to be able to formulate critical arguments in a discussion about different aspects of migration in Europe. To reach this goal, students research and work on the refugee question by using multiple sources such as the news, sociological websites and atlases.

Seating plan
Anouk had made a seating plan, since she feels that the students work better when she organizes seating in mixed ability groups. This seemed to be a key to optimal participation in this lesson.

Why is this CLIL?
• The teacher formulates clear content and language aims and states them

Clear subject and language aims
Anouk started out by reminding the pupils of the overall project aim: you can understand why so many refugees are coming to Europe and participate in a discussion about the refugee crisis. After this, she informed the pupils about the content and language of the current lesson: you will be able to read and evaluate a newspaper article while making questions with different question words: what, where, who, why and how. By focussing on both content and subject aims, it is clear to the pupils what they are going to learn and which skills they practice: they use the content when having discussions, thus interweaving content and language learning.

Why is this CLIL?
• The teacher formulates clear content and language aims and states them

Recapping
Anouk first recapped material from previous classes, highlighting important concepts essential for her project: for example, the vital difference between the two words EMigration and IMMigration, civil war, population density, push factors (reasons why refugees leave their home countries) and pull factors (reasons which attract refugees to a country). She also used examples and a wall map to show the location of Syria, Iraq and Saudi Arabia. By asking questions and giving (visual) examples, Anouk helped her students to retain both concepts and geographical language.

Why is this CLIL?
• The teacher emphasizes and recycles the important terms in her lessons; both she and the students use these terms over and over.
• The teacher uses multimodal input (a wall map) to explain concepts; in this way, she appeals to different ‘multiple intelligences’.

Revising
Next, Anouk recapped language and content using an interactive online quiz: Kahoot!, which raised energy levels and ensured full simultaneous participation. In the quiz, the students agreed or disagreed with statements and answered revision questions, such as:
• Population density tells us the average number of people in a country. True or false?
• Agriculture belongs to the first sector of the three labour forces. True or false?
• What is the term for dividing earnings by population?

Why is this CLIL?
• Language and content are revised; students are reminded what the lesson series is about.
• The teacher uses different multiple intelligences in order to appeal to different types of student.

Scaffolding
Each student had brought an English article about refugees in Europe to class. In the previous lesson, in order to scaffold their search, Anouk had suggested websites such as the

‘By focussing on both content and subject aims, it is clear to the pupils what they are going to learn and which skills they practice’

BBC, The Guardian and the New York Times and had modelled searching for an article so that students were clear about what to look for.

Students could choose any article related to the refugee question, as long as they were able to read it themselves. Anouk thus guides the students to be more autonomous learners.

Most pupils had chosen a one-page illustrated article which required an understanding of B1 on the CEFR (Common European Framework of Reference for languages). Their topics were varied: shipwrecked refugees, refugees coming to Greek and Italian islands, the anti-migration mentality of certain population groups in host countries.

Anouk scaffolded the pupils’ learning by telling them the task’s goal: to understand newspaper articles about migration in Europe. She provided a reading guide in the form of a handout: in this way, she helped her students to guide them to express their own opinions and participate in discussions about the refugee crisis. In this lesson, she wanted them to get an overall view of their articles; in the next lesson, she will go into more depth. Here is a part of Anouk’s scaffold for the initial reading task from her handout:
or cities do we see repeatedly in the news?

Understanding questions (individual)
1. What is your article about? E.g. Pegida, shipwreck, border issues.
2. Who is your article about? E.g. groups, countries or origin, culture.
3. What background information (e.g. about the country or the political situation) can you find in your article?
4. Explain your article’s title.

(Scaffold for the next lesson)
Now the teacher will make groups of 4. In groups, discuss your articles:
1. Exchange your articles randomly in your group.
2. Read your ‘new’ article and write down your answers to the Understanding questions about your ‘new’ article.
3. Explain to your group what the article is about. The person who originally found the article may correct you.
4. As a group, talk about this question: which similarities can you see between your four articles?

Why is this CLIL?
- The teacher scaffolds the students’ search for authentic material by providing website names.
- The teacher decides which concepts and language it is important for her students to learn and creates a scaffold to guide them to those vital points.
- Students are working with real life material (news articles), thus working on the C of culture and reading authentic materials.
- Students are working on comprehensible input or i + 1: they choose articles that they can just understand and want to read. They are probably, therefore, working at (or just above) their own level; this allows for ‘natural’ differentiation.
- The teacher is working on the reading strategy of skimming: getting a quick overview of their article.

Emphasis on vocabulary
Throughout the lesson, Anouk gave special attention to relevant vocabulary, such as refugee, emigration and immigration, push factors and pull factors. She also asked for examples of specific push & pull factors, so that pupils were reminded of the important words in context.

Student participation
This thematic volume of CLIL Magazine is dedicated to student participation. During this lesson, all the students were engaged, paid attention and were motivated.

Why did the students participate so well?
We believe that there are a number of reasons:
1. The teacher chose where students sat, to ensure that they work effectively.
2. The reading task was scaffolded at the level of the students.
3. The students chose their own materials which were then exploited: in this way, learner independence and motivation are stimulated.

Conclusion
Anouk believes that her students can truly understand the language and content when they have to use and combine facts, maps and graphs while working on different language skills. As a result, the pupils can visualise the information and language about a topic in their minds, just like a movie. We hope with this article to inspire other CLIL teachers by showing that making an effective CLIL lesson does not involve too much preparation and that students can be involved in selecting effective lesson materials.

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1. Havo can be loosely translated into English as “higher general continued education”. It is a stream in the secondary educational system of the Netherlands for children aged twelve to seventeen. A havo diploma provides access to universities of applied science. (Information from Wikipedia)
An effective type of blended learning that involves active student participation is the flipped classroom.

I use the flipped classroom to activate language concepts or to introduce an entirely new CLIL lesson.

There are three main stages in this application: pre-class learning, in-class exchange & coaching, and post-class reinforcement, but sometimes I add a sub-stage such as presenting the final project to a larger audience (publicity).

In this article I will describe a project that one of my pre-intermediate classes (level A2) implemented about Migrating Animals last July during an intensive summer course.

Data:
Module: Nature
Objectives:
• to facilitate learning new subject content (CLIL)
• to develop the learners' organisational skills
• to develop the learners' reading, speaking and creative writing skills

Students' profile:
13-year-olds at level A2 in the English language

Mother tongue: Greek
Target language: English

Teaching methodology: Communicative method exclusively using L2
Teaching material:
In-class: Audio-visual (pictures, videos), texts
Outside of the classroom: texts, videos

Classroom equipment:
Interactive board, data projector, DVD player

Other school equipment/facilities:
Computer laboratory

a. Pre-class learning
My students were highly motivated in class by reading a text about nature topics and watching a short video on the topic of Migrating Animals, accompanying the text. All this triggered an exchange of information in a group discussion where they were willing to share what they knew about the subject.

To sustain their interest and facilitate learning outside of the classroom, I asked them if they would like to do some research and bring some material to class. They were excited with this prospect.

Would they like to do research on the same animal or on a different animal each? They chose different animals. Why? I asked. They stated their reasons and personal interest in certain animals and I kept notes of their choices.

The work they would prepare at home was to read as much as possible about the migration of their chosen animal species and take notes so as to be able to exchange more information in class.

I provided information about what sites to use to download texts for reading and videos to watch, but no more instructions were given as to how they would approach their topic as I wanted to see how they would organise their work. They were given three days to get prepared. This was the first PBL this class would do.

b. In-class exchange - personalised coaching - elaboration

Three days later, during their 2-hour scheduled session, they brought their notes and some printed material with texts and pictures (proof they had done the work). I played some piano background music and I sat with each student in turn for some minutes. Each student presented their material to me and answered my questions about the mode of their preparation.

My questions were aimed at encouraging them to use this raw material as a basis to develop a model structure for some creative writing (presentation by the students and personalised coaching).

In the meantime the rest of the class were free either to join us (the presenting student and me) or organise their material individually / in pairs provided they used L2 until it was their turn to present their material to me.

I offered some tips to each student about how to organise their material according to the sub-topics (i.e. what animal it is; characteristics; habitat; migration period; destination; length of migration).

I noticed that even the shy students were more confident; this confidence stemmed from the fact that they had produced some work on a topic they had chosen themselves and the fact that they had brought real material as proof.

The brief personalized coaching was aimed at leading them to creative writing.

While I was asking for more information about their research they discovered they had some information gaps so I took the entire class to the computer lab where they could access the Internet and search for specific information to fill these gaps (reinforcement of material - elaboration - fill in information gaps).

'I noticed that even the shy students were more confident'
I had not explained any on the board (See figure 1). CLIL flipped classroom.

I drew the grid (See figure 1) to record their activities and the effect. It is worth mentioning that in the previous lesson I had not given instructions or advice on how they should work at home. I had avoided doing so on purpose as I wanted to see how they would approach this matter. So they had freedom of choice. The grid summarises their activities and the effect on their learning outside of the classroom (pre-class learning).

I walked around in the computer lab. I joined them, sat with them for some minutes, prompted them, and helped them access the right sites.

Thirty minutes before the end of our 2-hour session, I told them that all the material they had gathered would be the content of a PowerPoint presentation. They were thrilled at this idea; motivation soared.

‘They were thrilled at this idea; motivation soared’

PowerPoint presentation. They were thrilled at this idea; motivation soared.

In this stage, I gathered all of them around me and showed them how to create a PPT presentation. I couldn’t stop them from asking me so many questions. Excitement was running high. I started a PPT file for each one and they experimented with designs and fonts. Then we drew a plan for the structure of their presentation. This is what was decided as a group discussion (7 min.).

I drew the table (See figure 2) on the board and they feverishly worked on their presentations. They had just finished a draft presentation when our session ended. In the meantime, they exchanged lots of information amongst themselves about where to insert pictures, what background colour to choose and how to manage PPT (CLIL - peer learning). They stored their files on USBs to take home. Their

Figure 1

Activities at home
- They searched for information on the Internet. This involved exposure to a lot of new vocabulary related to the subject.
- They watched some videos about their chosen animals.
- They assessed the information and selected relevant information.
- They summarised the new information.
- They compiled texts to present this material in class.

Figure 2

1st screen
- project title, name of the student writer, date, name of the school and a picture of the migrating animal

2nd screen
- what animal it is; information about its origin; habitat; characteristics (colour; size; weight) and supporting picture(s)

3rd screen
- Migration: when/route/destination/why they migrate/how long they stay in their destination/when they return, and supporting picture(s)

4th screen
- any extra interesting information to include and supporting picture(s)

Figure 3

<table>
<thead>
<tr>
<th>Approach / activity</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-class learning</td>
<td>1. self-esteem boost</td>
</tr>
<tr>
<td>1. freedom to do their research in their own way</td>
<td>2. self-confidence boost</td>
</tr>
<tr>
<td>2. selection of texts and videos</td>
<td>3. strengthening rapport</td>
</tr>
<tr>
<td>3. reading relevant texts</td>
<td>4. peer-learning</td>
</tr>
<tr>
<td>4. watching relevant videos</td>
<td>5. scanning skills and promotion of deeper learning</td>
</tr>
<tr>
<td>5. exploration of new vocabulary</td>
<td>6. engaged in creative writing</td>
</tr>
<tr>
<td>in-class exchange &amp; coaching</td>
<td>7. development of new practical skills in using PPT</td>
</tr>
<tr>
<td>1. bringing selected material to class as proof of their work</td>
<td>1. self-evaluation and development of writing and editing skills</td>
</tr>
<tr>
<td>2. presentation of their material to the teacher</td>
<td>2. development of communicative competences &amp; improvement of self-esteem</td>
</tr>
<tr>
<td>3. personalised coaching by the teacher</td>
<td>3. strengthening the feeling of self-importance</td>
</tr>
<tr>
<td>4. pair-work</td>
<td></td>
</tr>
</tbody>
</table>
Assignment was to fill in all needed information in each slide of their presentation and finalise it.

c. Post-class reinforcement
In this stage, the students brought their finished PPT presentations on USBs and presented them to me in the computer lab. I made some remarks regarding the language content (some of it had been taken straight from the Internet so they learnt what plagiarism means) and the layout of the screens. They were given some extra time to remove these parts and write them again on their own using only the information they had obtained from the Internet.

I helped them with fonts and editing. I offered some assessment of their final work and praised them for their good efforts. In the end, I stored their projects on my PC and asked them if they would like to present them to another class. They were amazed at this prospect.

cl. Presenting projects to a larger audience
This stage involved two classes: my pre-intermediate class, who had done the project on Migrating Animals, and a C1 class whose task was to attend the presentations and assess the end, I stored their projects on my PC and asked them if they would like to present them to another class. They were amazed at this prospect.

My students benefited from the tasks and activities involved in implementing their projects at various levels ranging from their different levels in using L2, they were too conscious of making any mistakes and it took them some time to overcome shyness, but I distracted them from this stressful situation by asking them some questions about their topics. This helped them move the focus of attention to the subject matter rather than being too conscious of grammar errors, and, finally, they did very well given that it was their first presentation to a large group. The assessment by the advanced class was rather general but it was positive and encouraging.

Conclusion
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What are points for?

“Are we going to do this all day?” The question was very direct, very “Dutch”. It took me by surprise and at the same time made me laugh (although not out loud, of course). It was 10.45 am (Cumbria CLIL coffee time) at a one-day workshop somewhere in the Netherlands. I wondered what the delegate was referring to. I thought maybe she wanted to leave early so I asked “Do what all day?” She said, “This competition thing with points - I don’t like it.” By Janet Streeter

Those of you who know us will recognize this element to our courses and workshops and some of you will empathise with the teacher in question. Not everyone likes competition, not everyone cares about a prize. You might find “games” childish, not something for adults and difficult to implement in your own classroom. You might fear prolonged arguments in class about points, winners and losers, even tears (in Primary) and that making something into a “game” will make serious content banal.

John Shindler (2009) warns of the dangers of “unhealthy” competition: the over-use of competition that develops a competitive mindset among students over time, where the sole purpose is about winning, where only the advantaged students are rewarded, implicitly and explicitly, where both the losers and winners will be affected…

So why do we at Cumbria CLIL always have some kind of competition element in our courses? (I hesitate to use the word “game” especially in class, as the students might not take the content seriously).

The simple answer is that we are modelling tried and tested ways of using “healthy” (Shindler, 2009) competition to motivate and involve students. “If we are having fun, we’re learning.”

So why do we at Cumbria CLIL always have some kind of competition element in our courses? (I hesitate to use the word “game” especially in class, as the students might not take the content seriously).

The simple answer is that we are modelling tried and tested ways of using “healthy” (Shindler, 2009) competition to motivate and involve students. “If we are having fun, we’re learning.”

A Year 1 student said to me spontaneously in a Dutch school a few years ago. (I wished I’d recorded her!) On another occasion, a group of Kuwaiti university professors successfully engaged in a postprandial learning theory session where we delivered it in the form of a running dictation! That was certainly preferable to them snoozing in the “graveyard slot” after a copious and delicious lunch! Competition is certainly used by teachers in remote (and also not quite so remote) areas of the UK as a way of motivating students to learn a foreign language. And last but not least, we have successfully used and have encouraged others to motivate their students by using the competitive element in countless TTO classrooms in the Netherlands.

So what is our rationale for using competition?

Some teachers have said that we use competition because we are British and it is part of our culture. This could be true. Our public schools, (which are, of course, private) thrive on cross-country running, rugby and cricket!

Closer to home there are fine examples of competition at our local agricultural show: the best animal made of garden vegetables, the best miniature garden made on a biscuit tin lid, the best decorated plastic duck, to name just a few. Yet these kinds of competitions are not what we are referring to in the CLIL classroom. For us, as educators, the process is much more important than the outcome, which Shindler (2009) defines as “the product of the winning”.

In order to motivate our students, we need to give them a purpose. “Yes”, I hear you say, “Their purpose is to learn XYZ and pass the test.” For some, that might be enough, but many teenagers, particularly those not in VWO, are much more likely to be involved and speak English if there is a purpose to the activity. A well-constructed and carefully thought-through competition or competitive activity/strategy encourages students to interact in English, increases the pace of the lesson and introduces an element of fun and enjoyment. This is particularly the case if the class is competing against the teacher.

Such activities can be short and sweet, but serve to motivate the students just that little bit more. For example, see how many people you
can speak to in four minutes, guess my covered list, or speak for 20 seconds on topic 1 to win a point. Students can be encouraged to speak out in English when they might have remained silent. Others can be rewarded for effort. Competitions can promote discussion language and all sorts of other classroom language such as justification of arguments. Above all, competition helps “the teacher to create contexts in which the language (and content) is useful and meaningful.” (Wright et al, 1984) 

However, like many other classroom strategies, the competition element comes with a health warning. Professional trainer, Sivasailam Thiagarajan is quoted (Johnson et al, 2005) as saying that “an awareness of your participants and an understanding of their needs and learning styles are vital to using training games effectively.”

This of course applies to our CLIL classrooms, or indeed to any classroom. Shindler (2009) describes a “healthy” competition element as “exclusively undertaken for symbolic value”. It should be short and sweet, it should be fair, it’s primary goal should be fun, it should give the “process and quality of the work conspicuous value” and it should not become part of the formal grading system. Certainly in CLIL, your “normal” content and language goals should be integrated into any competition element you use, it is not an add-on. It is there to enhance students’ learning, not to detract from it and it needs to be used skillfully so it remains “healthy”, simple and fun.

So, to return to said delegate at the workshop in the Netherlands, I briefly explained that on our courses we encourage teachers to set their own goals and step out of their comfort zones. The competition element is more attractive to some teachers than others, just as certain classroom activities are more attractive to some than others. At the end of the day it is the students who matter.

That said, by the end of a week in Cumbria there is certainly a bit of anxiety among delegates if they get wind of the fact that I may have misplaced the flipchart sheet with the teachers’ on-going points for the week... (I have been known to go back to our venues several times over the years to “rescue” the points !) Everyone receives applause (even the trainers) when the winners are announced in the pub on the final night. In short, our delegates experience competition for themselves, and as professionals, can decide for themselves how to implement it best because they are the ones who know their classes.

Competition in the classroom can take all sorts of forms. For example, a short activity to wake a class up on Monday afternoon or a regular strategy to help classroom management. Competition can also be used as a way of engaging students with challenging material, helping them revise for a test, or as part of a reward system for encouraging the use of English in the classroom. There are countless possibilities.

There are also countless theories about the role of competition in education and its effect on the intrinsic and extrinsic motivation of students. There are far too many to include here. However, one thing is for sure: we see many more hands up when we run a competition in class. Try it and see !

“Are we British obsessed with competition? Maybe, but in the classroom, it’s more the process that teachers seek, rather than the outcome.”

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CLIL at the pre-primary stage
A new challenge for Spanish teachers

It is a fact that most schools in the Community of Madrid are bilingual. However, the Pre-Primary stage has not been taken into account in these bilingual projects. Recently, the Community of Madrid has considered the possibility of implementing bilingualism in this stage in spite of there not being any real examples of this practice in state schools at the present moment. By Natalia García Martínez

I strongly believe that the benefits of including CLIL in Pre-Primary stage of bilingual schools would be many, as they connect different subjects around a single topic. Furthermore, as pupils are supposed to work on CLIL in Primary and Secondary Education, including this approach in Pre-Primary stage would benefit students preparing them for the following years. This research project suggests the introduction of the CLIL methodology in Pre-Primary Education (5 year olds), including some adjustments, in order to improve children’s motivation and learning results in CLIL subjects during the Primary stage.

The project
The main objective of this project is to put into practice a CLIL unit about the five senses in Pre-Primary stage (5 years) into practice, identifying the necessary adjustments and checking achievements.

In order to achieve this objective, we should start answering two questions:
1) Are Pre-Primary (5 year olds) children ready to learn through CLIL?
2) Would it be necessary to apply an adaptation of CLIL elements to Pre-Primary stage (5 year olds) methodology?

Regarding the first question, we should take into account, among others, the studies Littlefield and Cook (2005;5:13) did about children at this stage:
• Children develop their mental representation abilities. These symbols may be expressed in artistic, linguistic and playful moments.
• Children develop Intuitive Thought. This is based on personal experiences, rather than on a logical system. Because of this, children at this age tend to be egocentric and show difficulty understanding different points of view.
• Conservation problems. This refers to the difficulty of understanding that certain properties of an object remain the same even if its physical appearance changes.
• Children have not yet developed abstract thinking. This ability is accomplished in the fourth stage (from age 12 onwards).

On the other hand, María Montessori (1949) emphasised the notion of auto-education of children. According to her, we should let children experiment from an early age in order to promote auto-education and to facilitate independence and cognitive development.

In addition, through CLIL we can help young children to live these experiences by using English as a vehicular language and this will help them cope with the subsequent experiences in this second language with a positive attitude.

Moreover, Coyle, Marsh and Hood (2013) suggest that CLIL in schools prepare children for future studies, help them to develop communication skills, increase motivation and build intercultural knowledge, understanding and tolerance.

Then, considering all the ideas and principles mentioned above, we can consider CLIL suitable for young learners because:
• It promotes experimentation in the environment, independence and auto-education.
• It is focused on children’s interest areas.
• It would improve second language learning while preschoolers learn new concepts at the same time.
• It would prepare young learners for their future school years.
• It is a motivational approach that promotes creativity instead of reproduction.

‘Are Pre-Primary (5 year olds) children ready to learn through CLIL?’

The next step should be to answer the question: how can we adapt the different CLIL elements to them?

Thus, the adjustments I have put into practice in this unit about the five senses are:
• Adapting the 4 C’s model:
  - The unit should be more language-focused than content-focused.
  - Most of the input and output should be oral.
  - Culture should permeate the entire unit.
  - Activities should involve all the students and not be too long.
  - Activities are based on different texts: a song, a video and a book.
  - Scaffolding techniques are carried out to support the learning process.

The CLIL unit: the five senses
This study was carried out with a group of 21 children, all 5 years old, from a school of a village in the North of Madrid during fifteen sessions.

In order to establish a routine that should help pupils to follow the classes, every lesson was divided into three phases:
1) Warm-up activity: designed to review the contents learnt the previous day and get ready to continue working on the unit.
2) Main activities: games or ‘senses labs’ or the listening of Kevin’s big book of the five senses as an exemplification.
3) Closing activity: children review what they learnt during the lesson through a song, a game or a video.

Data collection instruments
1) Checklist: each student obtained a final mark that summarizes his/her performance during the entire unit.
2) ‘Can do’ chart: its main aim is to promote reflection on the learning process and to make students aware of it.

There were three types of assessment: initial, formative and final.

The Planning
Taking into account the characteristics of the children and the topic (The five senses), the mind map of the unit develops the 4 C’s model with young learners adapting it and simplifying the HOTS of the Bloom’s taxonomy. (Image 1)

On the other hand, Communication is focused on oral skills although written skills were introduced by games and worksheets. The language triptych shows the way the different aspects of language were developed. (Image 2)

The unit is built around three main texts: a song, a video and a book. Thus, all intelligences and learning styles are taken into account.

Through these three texts and putting into practice different games and activities the unit became appealing for students and the 4 C’s were introduced in a natural way. Moreover, all activities were carried out creating an atmosphere where mistakes were seen as an opportunity to learn. Thus, all children wanted to participate and it was easier for me to evaluate their performance and extract conclusions.

The findings
After analyzing the collected data it could be said that 5-year-old children are able to cope with a CLIL lesson. In fact, all children followed the lessons and improved their knowledge of the unit topic (even the special needs ones). They also improved their general performance by raising their hands to participate and respecting
others’ opinions when working in small groups. Taking into consideration the learners’ perceptions gathered by the ‘can do’ chart and the different items of the checklist, we can assume that the following principles are valid for my test group.

• 5-year-old students are able to understand an abstract concept (senses) if it is connected to something tangible (in this case, the parts of the body).
• 5-year-old students are able to finish worksheets correctly when there is an explanation and scaffolding is provided (on the board, for instance).
• 5-year-old students improve their group work and behaviour in general when they are motivated for the topic and the activities (experimental activities and guessing games, for example).
• 5-year-old students are able to use new structures when they connect them to the vocabulary they already know.
  • Most 5-year-old students are able to reflect on their own learning process with some guidance.
  • Most 5-year-old students are able to read and transliterate some sounds if these have been previously discussed.

Then, the question that promoted this research: How can CLIL methodology be carried out with 5-year-old children?, can be answered as follows:

1) Incorporating playful elements.
2) Basing the unit on oral skills but without forgetting the written ones.
3) Supporting the learning process through experimentation.
4) Telling them what you expect from them at the beginning of the unit and reminding them from time to time.
5) Allowing learners to reflect on their own learning process.
6) Introducing different types of texts in the unit.
7) Avoiding abstract concepts. If you need to work on abstract concepts, match them to specific ones.

Finally, I would like to mention that “Stenhouse and Elliot linked classroom-based research to curriculum change and innovative learning strategies, and felt that all teaching should be based upon research and that research and curriculum development were the preserve of teachers” (McKernan 1996, cited in Nikolov et al, 2007: 23). Therefore, the idea of the continuity of this project in the school and the implementation of other similar projects in other schools may offer an opportunity to introduce changes in the pre-primary education curriculum in the Community of Madrid in the future.
Natalia García Martínez is a biologist and a teacher of English language in a state school in the Community of Madrid. She started her career as an environmental education coordinator and as a teacher trainer twenty years ago. From 2008 to 2012 she participated in a European programme where she instructed adults to work with 2 year-old-children in play centers. This program included practices in a real play centers where learners monitored their peers under guidance. In 2011 she finished her teaching degree and two years later she started working as an English teacher in a state school in the Community of Madrid. Simultaneously, she studied a Master’s Degree on teaching trough English in bilingual schools in the University of Alcalá de Henares (Madrid). This article contributes to her Action Research Project, focused on CLIL in pre-primary education. Currently, she is the head of studies of this school and continues finding out new ideas to improve the CLIL implementation.

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CLIL Comes to Israel

By Eric Golombok, M.A. M.Ed.

When Eliezer Ben Yehudah moved to Ottoman Palestine in 1881, he brought with him a vision. He believed that he could unite the Jewish people by revising a language not spoken for thousands of years, the language of Hebrew. By the time Palestine became the State of Israel in 1948, Hebrew had already become one of Israel’s national languages. The revival of Hebrew is the first and only time a language with no native speakers has been revived into a flourishing language. Today, millions of Israelis speak Hebrew as their mother tongue.

Although the remarkable realization of Eliezer Ben Yehudah’s dream succeeded in bringing together Jews, it also created a population that is linguistically isolated. Without knowledge of other languages, Israelis cannot communicate with people outside of the country. This makes it challenging to be part of the international community and to participate in the global economy.

For this reason, the Ministry of Education in Israel has made learning English both mandatory and a core subject area starting in the fourth grade. Yet, despite this, the results of English teaching in Israel have been uneven and generally poor. Lack of qualified teachers and inconsistent support for English as a subject are in part to blame. But, it is also likely that the approach to teaching English needs to change—on an economy.

In these subject areas. In total, students are in an English learning environment thirteen hours per week, or approximately one third of the time they are in school.

It was clear from the start that the English program at Eitan represented a very significant rattling of the culture of teaching and learning in Israel. Some parents expressed concern that the English program would compromise learning in core subject areas like Science. Others were concerned that the emphasis on English would come at the expense of literacy in Hebrew.

For the teachers in the program, the biggest fear was (and still is) that thirteen hours was not sufficient for accomplishing the goals of the program. While thirteen hours seemed like a lot to many in our community, in the world of immersion education, and in particular North American immersion education after which our program was initially modeled, thirteen hours is very few indeed (Hamayan, Genesee and Cloud, 2013).

Because of the parental concerns surrounding the program, having open communication was important from the start. We set up parent nights and open houses where we regularly explain the vision of the program and its core principles. We share research on the ability of students to learn a second language and we explain that having a second language can reinforce first language development (Lambert et. al., 1993).

Most importantly, we share our commitment to developing high levels of literacy in both Hebrew and English, and to high levels of achievement in content areas. Assessment is built into our school’s strategic plan so that we are able to back our commitments up with data. Examining this data has led us to make changes to the program and to identify students who need extra support.

But, it is still an open question as to whether thirteen hours weekly of CLIL based instruction is sufficient to meet our language goals. That said, the few number of hours has encouraged CLIL teachers to squeeze the most out of every minute they are with children. From the moment students arrive, they are flooded with language. Students are greeted in English as they walk in their classroom doors. Daily physical fitness is done in English. Even snack time is used to develop language skills, with students listening and responding to stories or videos in English.

CLIL teachers also employ techniques that are designed to maximize learning in the limited instructional time. We use these techniques are used to build comprehensibility. In this way, even students who are weak in English can learn.

‘From the moment students arrive, they are flooded with language’

With this idea in mind, when a new neighbour-hood, elementary school in Jerusalem was founded four years ago, the principal, Ms. Sari Tavor, and I, a teacher, applied to become a laboratory school for the teaching of English. The Ministry approved our application and our school, Mamad Hanissui Eitan (“Eitan” for short) became the first school in the country to adopt a CLIL based approach to the teaching of English. Science, Social Studies, Geometry and Physical Education were all brought under the English language program alongside English as a subject area.

The English program sought to develop high levels of English literacy based on ACTFL outcomes (ACTFL, 2015). Starting in second grade, we paired English language learning goals with Ministry dictated content outcomes in these subject areas.

Some of the techniques include

• Active learning
  It is only when students are doing that we can be sure they are engaged. This is true for all learning, but it seems especially true when it comes to language learning. Students need to practice using language before they are able to do use it naturally.
Even the textbooks we develop for subject learning are geared towards active learning— they are filled with graphic organizers and places for responses and reflection all of which require students to be active during the lessons.

• Visual assists
  Teachers bridge new language with prior knowledge using visual aids. Every teacher maintains a “Word Wall” that contains important vocabulary paired up with pictures. Teachers do demonstrations and describe what is happening in English. Teachers use body language and gestures to visually communicate an idea that they are saying in English. In this way, we are able to use visual input to build comprehensibility of the spoken input.

• Authentic learning
  Effort is made to make learning authentically interesting. Science units are built around engaging inquiry questions. Social Studies units invite students to wrestle with interesting issues. Even “Morning Message” is geared towards the real world of the child. If the concept of CLIL is to give an authentic purpose for language learning, it is important to build learning experiences about which students care and in which students feel invested.

• First language framing
  It has a question since day one about how much, if any, Hebrew may be used by the CLIL teacher. Because of the pressure to achieve content outcomes, our CLIL teachers often feel obligated to do some instruction in Hebrew to ensure comprehension. This, has led us to say that if you are going to use Hebrew, it must be intentional and not spontaneous.

One example of this is a technique we call ‘first language framing’. At the beginning of a period, the CLIL teacher will give an outline of what is to come in Hebrew - titles and key vocabulary - which serve as mental scaffolding for the lesson that follows. Although this segment takes only a couple of minutes, it ensures that every students knows what is going on in the class, and reduces stress on students who are strugglers.

Our school is still too young to point to a track record of success. The first cohort of students to participate in the program from start to finish will only graduate in 2019. It will be interesting then to see if we were able to achieve our goal of developing a high level of communicative English. However, even they are just a beginning. The program is constantly evolving— new teaching techniques are adopted, new materials are written, and new approaches for dealing with struggling learners are implemented. As Israel’s first CLIL school, it will likely be years before we feel like we have a well-oiled machine.

I often wonder: what would Eliezer Ben Yehudah think? For sure, he would be proud to see that the Hebrew language is flourishing in modern Israel today. But I also think he would agree with the CLIL approach to teaching English. Ben Yehudah was an adamant believer that learning a language demands living the language. At Eitan, we help students live English— not to diminish from Ben Yehuda’s vision, but to support the dream of a strong Israel, fully connected to and participating in the global community.

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Eric Golombek, M.A., M.Ed. moved to Israel from Canada in 2012 where he had an opportunity to serve as principal of a private, Jewish day school that includes Hebrew immersion. In Israel, Eric is part of the administrative team at the Mamad Hanisui Eitan school, Israel’s first public, English language CLIL school. He runs the school’s CLIL program and teaches grade five. As well, Eric runs a program for teacher leadership at the Hebrew University of Jerusalem. Eric welcomes feedback and ideas at: mrg.mrgclass@gmail.com
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Synergies between mathematics and second language learning in the primary classroom

By Sarah Lister and Pauline Palmer

Mathematics as a language
It is often said that Mathematics is a universal language (National Numeracy Review Report, Council of Australian Governments, 2008). The ‘mathematical register’ is unique to mathematics, is highly formalised and includes symbols, pictures, words and numbers (Kotsopoulos, 2007). As with any other language, mathematics has its own lexicon, with both specialist words and non-specialist words used in specific ways, its own syntax and grammar and children need to be able to decode this language for themselves.

Mathematics and second language learning
Mathematics can provoke anxiety and negative attitudes in the same way as learning a second language (L2). Teachers can lack confidence in their own ability. Within a Modern Foreign Language (MFL) context, teachers often cite a lack of subject knowledge. Williams (2008) also reports that a lack of subject content knowledge in mathematics is an issue for some teachers. Likewise, pupils can have negative feelings about their own capabilities and may see the subject as irrelevant and of no practical use. They may be reluctant to participate actively in lessons and lack the motivation or confidence to contribute.

If learners are to gain the confidence that enables them to see themselves as part of a community or group [mathematicians or linguists] and to recognise the subject content as relevant, useful and accessible, they need to be able to select and use the appropriate language independently. In order to facilitate this, learners need regular exposure to the subject content and target language that incorporates the repetition of key words and vocabulary supported by the use of visual images and gestures, as well as modelling by the teacher. Learners must have frequent opportunities to use the target language for themselves, in a meaningful context.

Linking Mathematics and second language learning
A CLIL pedagogical approach can offer these opportunities. Teaching mathematical content and concepts through the medium of another language can offer an opportunity to revisit key ideas and concepts and consolidate their understanding in a different context. This can be particularly valuable for children who have become disengaged in their conventional subject lessons.

Both mathematics and MFL are concerned with enabling learners to understand and express ideas for themselves and in communication with others. The way in which learners communicate their understanding not only influences the way this knowledge and understanding is communicated, it actually leads to deeper conceptual understanding.

As a learner seeks to articulate their own understanding in order to communicate this unambiguously to others, they begin to understand the need for precision. Moreover, as they seek to do this, they can begin to question and challenge the ideas that they are seeking to make transparent. Thus, they think at a deeper level. There is always a linguistic connection to knowledge expressed because concept building requires more than knowledge. Conceptualising and communicating are inseparable and lead to deep learning. The use of a second language can support this process as children draw upon and connect ideas, actively looking for patterns and relationships.

‘As with any other language, mathematics has its own lexis’

Mastery in languages & mathematics
However, we need to be mindful of the fact that different kinds of knowledge and procedural and conceptual knowledge require different kinds of language. Mastery of languages requires the learner to be able to move between levels of sophistication, mode and style (adapting language choice and use appropriate to the context and content in question). Learners have to make choices about language functions - which provide the medium for learners to express their understanding of the content appropriate to the stage of development in their understanding i.e. the ‘right’ cognitive level. It is this ability to select the appropriate style, genre and mode that indicates the depth/level of conceptual understanding of the learner in question.

In England, there is currently a focus on ‘Teaching for Mastery’ in mathematics. This relates to a deep understanding of key ideas and an ability to utilise and apply this understanding and knowledge in a range of contexts. Mastery at the conceptual level has to include and build on simpler facts, concepts, procedures and strategies. Engaging with and communicating about the concepts and ‘big ideas’ of the subject can develop thought processes. If we add on this the challenge of doing this within a restricted language repertoire, whilst retaining the required precision, we can begin to see the place and purpose of a Pluraliteracies approach.

A Pluraliteracies approach to the teaching of mathematics in a second language
The Pluraliteracies model suggests that learning only becomes meaningful when learners are able to understand and learning is conceptualised. For conceptualisation to occur, learners need to be able to use language appropriately, because it is through language that learning and understanding is made visible. By this, we mean that learners are able to put learning into their own words. To use Swain’s (2006) term ‘linguaging,’ learners are not just required to use any language but rather the language of the subject content and/or discipline.

Of particular interest within our field of study, is how children use and engage with...
the second language (L2) to explain and demonstrate their conceptual understanding. Research conducted by the Graz Group in the development of the Pluriliteracies Model (2015), emphasises the importance of the genre and purpose - i.e. there is a reason and/or purpose relating to something we and/or the children want to achieve.

Central to this idea, is concept building. In the context of the Pluriliteracies model, the Graz Group (2015) argue that this relates to much more than simply knowing facts or understanding concepts. In order to understand and act like a scientist or mathematician, as an 'expert' in the field, learners need to acquire the procedures and strategies of the content subject.

However, this alone is not sufficient to enable learners to demonstrate deep conceptual understanding. Of equal importance to a learner’s ability to demonstrate their conceptual understanding, is the linguistic dimension. It is possible to suggest that learners demonstrate different levels of skill/linguistic competence in the way they are able to engage with the language as well as the type, range and appropriateness of the language being used to articulate and explain their understanding. To qualify this further, we are not suggesting that this relates solely to the grammatical and linguistic accuracy of the language used, but rather its appropriateness - i.e. the 'right' cognitive level. (Cognitive Discourse Functions, Dalton-Puffer, 2013).

Implications for the classroom

Using the Pluriliteracies model framework acknowledges the importance of the linguistic dimension of articulating and communicating understanding. Learners need to be able to select and use the most appropriate mode of communication to present information. Their conceptual understanding is key to successful communication of their knowledge and understanding of subject content. Therefore, not only do learners need to think and act like mathematicians, they need to be able to understand, use and successfully apply/use the language of mathematics.

Therefore, this adaptation of the CLIL framework requires a re-think and re-conceptualisation of the role and nature of language in a more integrated approach (Van Lier;1996 & Mohan & Beckett; 2003). If knowledge construction and concept development are at the heart of effective CLIL pedagogy, learners need to have more than a grammatical understanding of the language, they need to have an awareness and understand of the type of language required as well as the academic discourses which drive them – i.e. academic literacies appropriate to mathematics.

Pauline Palmer is a Senior Lecturer in Primary Mathematics at Manchester Metropolitan University. Always interested in the use of talk in the mathematics classroom, she became interested in CLIL pedagogy from working with a visiting academic from Cordoba in 2013, which led to collaboration with Sarah.

They have since run a series of CLIL based workshops for local teachers to begin to explore how mathematics can be used as the content focus and context for a CLIL based approach. Since 2014, they have also been engaged in planning and delivering CLIL training and support for a number of European teachers.

Their current research centres around a new and exciting research project, having recently secured funding as part of a KTP (Knowledge Transfer partnership) project (May 2015). This is a collaborative project between the MMU academics and a commercial software company, Cyber Coach. Sarah and Pauline are keen to explore the synergies between Mathematics and MFL (Modern Foreign Languages) and how CLIL can be used as an effective pedagogical tool to enhance linguistic and cognitive development in both Mathematics and MFL.

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‘Meaningful communication’

It’s almost impossible these days to find an English-language textbook blurb without the two adjectives ‘communicative’ and ‘meaningful’ floating around somewhere. In a sense, we should be relieved to know that these two words are at the forefront of language education, and similarly comfortable to learn, when we talk to language teachers about their learning beliefs, that they too prize the result of the merger of these twin assets – namely the act of communicating meaningfully. And yet, like all value-laden terms – particularly in the complex arena of education – they can descend into mere slogans, labels that all too easily implode under the weight of their own ambiguity.

All language teachers would claim that their lessons are ‘communicative’ and that where possible, the classes they deliver are ‘meaningful’. To lay claim to the opposite would be problematic, professionally speaking. And yet as we know, target-language student ‘communication’ in class can often be monosyllabic, be largely teacher-led, and involve at best a small percentage of learners. Students can even communicate paralinguistically if they so wish, without even opening their mouths. This often happens, particularly when the teacher (and absent textbook author) are convinced that the unit on ‘My favourite music’ is going to be a big meaningful hit with their adolescent class – the unit that is probably sandwiched between the other two contemporary textbook favourites, ‘Global warming – what can we do?’ and ‘Mobile phones, blessing or a curse?’

As a CLIL convert who has long since given up these language-led practices, I don’t want to seem overly cynical, but the long-suffering language teacher will recognise the problems associated with the above. They are crucial topics, of course, and they should indeed be meaningful to learners – leading them to interact, to share and to communicate ideas. Well, that’s what the textbook blurb tells us, but the reality is often very different. Student indifference to potentially engaging topics derives from a very simple weakness in the language-teaching paradigm, but one that is rarely addressed. What is this weakness, this major ELT Achilles Heel?

Slaves to the language

Well it’s not rocket-science. The problem with the chapter on music, mobile phones or meat-eating is always the same: the topics are slaves to the language. Or put more formally, the conceptual objectives are subservient to the linguistic objectives – and thereby hangs the problem. The student knows that the teacher isn’t really interested in exploring the topic of global warming in any depth, because in the end-term exam he/she will be assessed on the language, not on the conceptual topics.

The chapter on Global Warming was in truth a useful way to introduce the 2nd Conditional (if I were an environmental warrior, I would reduce carbon emissions), but no-one is particularly focused on really saving the planet – certainly not the teacher. If he/she were, then why not assess us on our ability to preserve the human race? Now that’s a useful objective! Similarly, the (fictitious) unit on ‘Mobile phones – blessing or a curse?’ is similarly constructed to practise the Past Simple – what was the world like before mobile phones?

All interesting stuff, but not when the end-of-term test consists of 25 multiple-choice items which try to trick the student into using the wrong past tense forms. Naturally, after being subjected to several years of this slave-to-the-language paradigm, the learner reacts with understandable indifference. Meaningful communication for what purpose? Why are you asking me to communicate?

Conceptual sequencing

The other problem with engaging learners under the auspices of this common paradigm is that these typical textbook units or chapters are designed to last for around three lessons, at the most. As a result, it is virtually impossible to engage the learners to any significant extent on the subjects, because conceptual depth is not the unit’s aim. Besides, the chapter before was about something completely disconnected, and the chapter that follows is also a completely unrelated topic. In the educational world, only language students are asked to talk about Global Warming for 3 days, to then move onto the topic of their favourite music. There is no conceptual sequencing, nothing resembling the more substantial, linear kind of learning that takes place in the rest of their school subjects. Is this a problem? Yes – I think it is.

CLIL was originally developed as a way of making language issues more salient to students learning ‘hard’ school subjects through an additional language. Its popularity and subsequent spread meant that it became equally attractive to the language curriculum, earning it the epithet of ‘soft’ CLIL. The problem has been (and still is) that the publishers who have tried to develop soft CLIL in the ELT world have too often only dabbled around the margins, instead of going for the real thing, the ‘hard’ core version of CLIL, if you’ll excuse the phrase. There are ELT textbooks now, written for large publishing houses, which still persist in the addition of a ‘CLIL page’ at the end of a chapter – a chapter entirely predicated on language objectives and utterly uninterested in exploring the one-page topic to a depth that might truly engage the learner.

Why not make the whole chapter thematic? It might help. Other language textbooks have ‘CLIL sections’ and other curious creations that are well-intended, but ultimately pointless.

Why? Because the whole weight and rationale of the CLIL paradigm is based on the integration of topic content and language, to the extent that the merger converts the two dimensions (content and language) into an indivisible unit. Why do we need topics (concepts), and why do we need language? Well we don’t! We only need them together – to co-exist. They always have done. From the dawn of Homo sapiens, language has always had content, and content has always had language. It only became a problem when the language-teaching world came along and decided to separate them.

Learner intervention

So much for the diagnosis – but what’s the cure? A good way to consider this is to ask yourself, as a teacher, the following question. When you leave school some afternoon happy and fulfilled, feeling that it’s been a good day in class, why do you feel this? You would be unlikely to say, for example, ‘My kids just listened in awe to my 50-minute lecture on the Wall Street Crash’ or ‘My students are now convinced that they understand the differing functions of the Past Simple and the Present Perfect’.

In fact, what teachers always say when you ask them this question roughly approximates to the idea that they had become irrelevant – that they had set up the class in such a way that the learning took place independently of them, that the students were focused, interacted and intervened. This is a wonderful feeling, almost paradoxical in its nature – that the teacher is most successful when he/she is least present, less imposing. The teacher volume is turned down, and the student volume (in a positive sense) is turned up.

Good materials can achieve this for the teacher, but they will almost invariably be content-based, very probably be focused on a medium-term aim of some complexity, and possess transparent assessment criteria that are related to the conceptual content (the topic

‘Why are you asking me to communicate?’

‘So much for the diagnosis - but what’s the cure? ‘
itself) and the procedural content (the skills) that come with the thematic baggage. Once the language becomes the slave to the content, the students’ interest increases.

Good CLIL does this, whether it’s hard or soft. Both types of teacher try to make language issues salient, and try to highlight the discourse that is inherent to the topic (both lexically and grammatically).

For example, these five objectives derive from a 3-month single textbook unit (in the ‘EKI’ English syllabus in the Basque Country) on inventions or ‘gadgets’. Notice how the objectives always prioritise the conceptual/procedural content, but either state explicitly (see No. 2) or imply (see No. 3) the language content that arises as a result. The language is the ‘slave’ here, as it should be.

1. To identify the basic information about the historical process of certain technological advances.
2. To describe how certain technological advances have developed over time using the appropriate language and ICT techniques.
3. To describe the profile of some key people in the history of technological advances by selecting information from written biographies.
4. To design and make gadgets following the creative process and justifying decisions.
5. To participate actively cooperating with classmates.

Maximising intervention in CLIL – making soft CLIL harder!

However, just because you’re operating on a CLIL basis doesn’t magically mean that your students turn into enthusiastic communicators overnight. There is no magic wand in education, but to conclude this brief article, here are ten bullet-pointed suggestions of how to get the students involved – or how to get them actively intervening, turning the teacher volume down.

1. If you’re a language teacher, select a topic that you intend to use for a month’s classes (minimum)
2. The topic relates clearly to one of the subjects on the school curriculum, but does not imitate it, or reproduce its content.
3. At the beginning of the process, tell the students what they are going to do at the end.
4. This ‘final task’ will be in groups, with specific roles assigned to specific students.
5. Talk to the subject teacher whose expertise relates most closely to your chosen topic
6. Go to see him/her teach. Watch what subject teachers do differently to you. Watch how they develop conceptual content.
7. Think about your ‘project’ (if you want to call it that) in terms of three dimensions of content: conceptual, procedural, and linguistic.
8. The conceptual content gives you a high percentage of the inherent language. If your topic is about Global Warming, you’re going to need the phrase ‘greenhouse gases’ (for example)
9. The procedural content also affects the language. What are the students working towards, for the final task? If they are researching and then presenting, these two ‘procedures’ affect the language they will need. Are they going to ‘persuade’ at that end, or merely inform/describe? These procedures will change the discourse they need.
10. Assess the students on the basis of these three dimensions. Write an objective that prioritises the concepts and procedures, but which needs a certain set of related language items

If you can do this (particularly Number 10), then you are using language in its natural discourse context. This is the Holy Grail. When it works, students see its rationale. Remember – make the language the slave. Everything else will follow.

If you want to see hard examples of soft CLIL, they’re up and running in the ‘interventionist’ Basque syllabus right now. Just write to me at ball.philip6@gmail.com Happy to share.

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Gamification and Motivation in the Classroom: 
Turning Lessons into a Videogame

Children, teens and adults spend many hours playing videogames for free, but never would spend the same number of hours to work or to study without a return. What if turning our lessons into a game? Powerful extrinsic and intrinsic motivation factors are behind human behaviour when playing videogames. In the opposite side, the main issue in the CLIL classroom is to motivate the pupils to speak a foreign language. By Anna Maria Perez Moral

Gamification is the use of game elements and strategies in non-game contexts to motivate a desired behaviour. The concept comes from the world of marketing and has diversified into many applications for business, e-learning, fitness, social network engagement and many others. Official curricula’s classrooms are no strangers in recent times.

According to the expert in gamification Karl Kapp1’ game-based learning facilitates learning and students accept rules more easily in a playful environment, and react emotionally as they get involved in the process - learning is nearly an “extra” surprise coming out from the game. People are motivated when they feel they can control the environment and establish relationships with other players and games make an emotional connection. The goal is to make the learning more visible by introducing the entire project from the beginning of the game. These features can blend perfectly in a classroom when learning curricular lessons.

Intrinsic motivation involves the desire to engage in an activity for the pleasure of learning and extrinsic motivation is when activities are performed to attain ego enhancement or avoid guilt. Both are a common part of learning, and of playing games.

Even the best teachers in the world face issues related to behaviour and classroom management several times at a day, and CLIL lessons are among the most challenging. Motivation must be very high to keep a whole classroom speaking a foreign language, especially if they are not exposed to outside the school, as happens for example in most Spain’s classrooms. Spanish is a widely extended language and many pupils don’t understand the need to learn English. Their language is enough to surf a whole range of websites in the internet, to play most videogames, to install a wide range of mobile apps, to watch blockbuster films because they are dubbed, to travel to several countries or even to work abroad (South America), so they find - and sadly many of their families as well- the effort to learn English to not be worth, and more when CLIL lessons are concerned.

They fear that if they learn through English, the learning will not be as good and comprehensive as if it the learning was made in their motherly language. This is not the best scenario to motivate the pupils.

In the other side, gamification works especially well when a collaborative approach is intended as learning strategy. Getting a whole classroom, even the worst performers, to speak English is a kind of a collaborative work. If they hear all of their fellows - even struggling- in English, they feel empowered enough to speak, and at this point is when the magic in the CLIL classroom starts. The students pay less attention to the language and focus the lessons.

When they are learning English in EFL classes they fear failure because it has a negative outcome. The difference with CLIL lessons is failure at speaking English are not that important, but sometimes it is very difficult for the students to switch such mindset. In a playful environment the fear to failure gets minimised, as it is a step towards mastery, and not an end, according to Buckley and Doyle2, and this can help to the success of CLIL lessons.

Every kid is used to play Minecraft or Clash of Clans videogames, where collaboration and learning even at the international level is key to pass every stage of the games, so collaboration is well embedded into pupil’s mindset as a rewarding problem-solving strategy. We can use the rules of such videogames into our advantage in the classroom, and even in international projects like the Erasmus+ KA219 and its eTwinning sibling Heroes, Castles, Legends and CLIL Gamification to develop gamification at an international level.

Turning our regular lessons into a game needs only some additional time and effort, understanding from our school managers, and a degree of collaboration with our pupils. Some tools as Classcraft can be helpful to develop a gamified experience. Just ask in the classroom if there is any expert gamer available for developing the schoolyear as if it was a videogame, and many hands will raise enthusiastically, not only among the younger. Even some 16 year old pupils were offering themselves as consultants after they learnt from their younger siblings about my experience in the classroom.

The development of a game for the classroom was a great subject for conversation when a pupil was waiting out of the classroom for a lecture after a referral for bad behaviour. Pupils are eager to share their world with understanding adults and a very special relationship with them becomes after. They love to show their expertise at game planning, and to find appreciation from teachers for this matter, and emotional links get reinforced after talking with them. This leads to a boost of motivation to follow the classes as they feel empowered and listened to.

Book review

Putting CLIL into practice by Phil Ball, Keith Kelly and John Clegg. By Patrick de Boer

It doesn’t happen a lot these days that a CLIL book is published that tries to challenge the established ideas, shake them up a little and approach CLIL from a different perspective. Putting CLIL into Practice does exactly that and promises to be a refreshing read from page one on.

The three dimensions

One of the main themes of the book is the introduction of the phrase ‘three dimensions of CLIL.’ With this, the authors imply that every CLIL activity consists of three dimensions:

1) Concepts
2) Procedures
3) Language

In other words, if you design a CLIL activity, think about what you are going to discuss subject-wise, what language challenges might arise, and how you’re going to teach your students.

The role of language in a lesson

The authors also argue that as content is always taught through a language (be it a L1 or L2), the terms language and content can never be discussed separately. As such, language plays a vital role in any classroom setting, but even more so in a CLIL setting where the role of language is even more obvious. It is, however, still a vehicle through which subject content is taught, not a goal on its own.

It should be pointed out, though, that knowledge of the grammatical rules and extensive vocabulary skills are not necessarily skills that every CLIL teacher has acquired. These language statements can therefore appear to be a little daunting. I, for one, know that I simply lack the time to think about the language being used during every activity and task during a lesson. This does not, in any way, diminish the important aspect of thinking about the use of language during an activity, but it does require more time during the preparation phase.

Soft CLIL vs. Hard CLIL

I had never heard of these phrases before reading this book, but the authors use the terms “Soft CLIL” and “Hard CLIL” throughout. They define Soft CLIL as the broad linguistic aims that a language teacher brings to the classroom, whereas Hard CLIL refers exclusively to the subject-based aims and objectives where subjects are taught in a foreign language.

Because I live in the Netherlands, I can only reference the way Dutch teachers use CLIL, and in my experience we only define CLIL as the methodology used to teach a subject in a different language. In other words, hard CLIL. Teachers in the Basque Country use both ‘versions’ of CLIL in their teaching context, as is exemplified a lot in the book itself. This way of defining CLIL was new to me, but is clearly a phenomenon that is posing a challenge in different countries.

Doing the Dozen!

The book provides many practical ideas that can be used in CLIL lessons, and I would like to point out one of them as a taste of what to expect. The activity is called “Doing the Dozen” and is used to recap 12 words that might prove important to the next part of the lesson/text/etc.

Two students divide a list of twelve words, after which the first student describes a word from the list. The other student needs to identify what word is described. They continue in turns until all words have been discussed. This effectively ensures that students explain terms in their own words because “If the students defining the terms do not understand them, they have a difficult time with this task.”

Conclusion

I could easily keep writing about the many things I consider little gold mines from the book. For example, the clear definition of ‘a task,’ the importance of sequencing in a CLIL lesson, and the distinction between embedding and scaffolding are all examples of topics I would love to write more about. This review is limited by a word count though, and I therefore have to conclude that this is indeed a very interesting read and a source of inspiration for every CLIL teacher.

The book shows clear examples of activities to be used in class, as well as background information on a variety of topics, backed by examples and research (although many references are made to research done by the authors themselves).

I highly recommend this book. Teachers, trainers, and school leaders will all find something of use in this book.