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Thank you for reading the 10th edition of CLIL Magazine. A magazine that aims to share CLIL ideas and help out teachers all over the globe with the everyday challenges of working with students in a CLIL environment. A great many people have contributed to the magazine in the past and still are, as some authors have written something for almost every edition!

In this issue, you will find some new topics as well. The page with "Kids say the darndest things" is actually an idea of colleagues of mine, who wanted to share some things students of theirs said in the classroom.

You will also find a page with ‘best practices’, a collaboration of a variety of CLIL experts who share their best CLIL ideas. With an anniversary edition like this one, I felt an article like this would really help to show what can be done with CLIL and what has been published so far already.

However, like the saying, all good things come an end.

With this issue being the 10th edition, I decided to stop publishing the magazine. I am a teacher and although I value the ideas that were shared, I felt it took me too much time to find advertisers and authors every couple of months. This hobby of mine had gotten really big and quite time consuming, so: this is it!

I will continue publishing articles on the website www.theclilblog.com and hopefully other people will join me so this blog will become a great resource like CLIL Magazine was and will be.

The online versions will still be available for free, so don't worry about missing out on anything.

Thank you again for contributing to, sharing, reading or just flipping through the magazine. It has been a great project and great time!

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

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Kids say the darndest things

Students say weird things all the time, but what about the English they use? As this is the common language we communicate in (most) CLIL lessons, shouldn’t we encounter the same things? Read on and see if you recognize any of these!

Esme said: Miss, I am Claire
I thought she was Esme
she meant: Miss, I am done / ready
Brigitte van den Bouwuijsen

A teacher was discussing an assignment with the students. One clever student wanted to know about the marks, of course, and when the teacher would give the class their marks. He asked the teacher, "Miss, when are you going to assassinate us?" Rosie Tanner

Parents separated: I’m going to sleep with my father. Chris de Haan

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Colophon

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The potential of game-based resources as a meaningful context for content and language learning

Game-based learning (GBL) can be most easily defined as a form of game play that has clearly defined learning outcomes. By Sarah Lister and Pauline Palmer

The aim of game-based learning is to balance subject content with gameplay and opportunities for the player to apply their knowledge and understanding of this subject content in a real world setting.

Within a GBL environment, learners work towards a goal, choosing actions and experiencing the consequences as they move through the game. They can make mistakes in a risk-free setting, and learn actively through experimentation and practising the right way to do things. GBL offers a dynamic way to engage and motivate learners. Games that are fun to play significantly improve learning performance. When learning is fun, pressure and anxiety are reduced. Games also provide a life enhancing experience for learners and revolutionize the routinized ways of learning through fusing learning and play. (Gee, 2007). Rewards and challenges within games keep the learners coming back for more. This fosters a continuous learning process for the student/player, as each learning objective is linked to a series of challenges. A good game has the right amount of challenge.

Games can help the teacher create contexts in which the language is useful and provide meaningful opportunities for the learners to practise the language. Games provide one way of helping the learners to experience language rather than merely study it. Using games in a classroom setting creates a safe space to allow learners to practise/play with language to explore new concepts or to consolidate understanding of subject specific content and concepts. Learners also retain more knowledge, skills and understanding because games offer opportunities for practice and allow for repetition of key content and concepts leading to mastery.

Learners need their language and content contextualised. Gaming is an effective vehicle to scaffold both learners’ content and language learning. Breaking down content and language into manageable chunks - ‘chunking the learning’ helps learners access, use and apply both their prior and new knowledge, skills and understanding. The visual nature of games can support and enhance teaching and learning and help learners to visualise subject content.

In the digital age, GBL provides scope to capitalise on learners’ interest and experiences outside the classroom, enabling them to apply these skills in a classroom setting. GBL also affords opportunities for learning to extend beyond the formal classroom environment. The need for learners to be digitally literate and communicate effectively within a digital world is increasingly important with the access to information via the internet and speed of communication via social media.

There is significant evidence to suggest that computer based learning both initiates and sustains learners’ motivation and interest. Activities that entertain and challenge learners can lead to increased engagement. A key benefit of contextualising both subject and language content within a GBL context is the potential for significant gains in pupil motivation. This is in line with William and Burden’s (1997:120) view of motivation as “a state of cognitive and emotional arousal which leads to a conscious decision to act and give rise to a period of sustained intellectual and/or physical effort.”

Locating CLIL pedagogy within a GBL context affords learners opportunities to connect ideas, concepts and experiences. GBL can also facilitate the development of new neural pathways. Research indicates that learning subject content and language simultaneously has significant consequences for learning in general, in the sense that the brain is fundamentally altered. Games help students to learn effortlessly by engaging the whole brain. Playing games requires learners to think creatively and solve problems in order to progress.

This is associated with higher order thinking skills and fosters independent learning. Whilst GBL may not provide learners with opportunities to articulate their own ideas and understanding of content and concepts directly, follow up discussions both with peers and their teachers can demonstrate the role that GBL can play.

Within our own research, initial data suggests that there are considerable cognitive and linguistic gains made as a result of learners engaging with GBL. Children participating in
our small-scale study indicated that playing the games challenged their thinking and afforded them space and time to think. Participant comments also revealed a willingness to keep practising and reported how they engaged with the games at home until they ‘got it.’

These remarks seem to reiterate the potential of GBL to build resilience. Language did not appear to present a significant barrier to the children accessing the subject content and demonstrated an ability to code switch or translanguage when discussing the mathematical concepts with each other and their class teacher. What we suggest is that different kinds of knowledge require different kinds of language and in a GBL context, learners interact with and use language differently, particularly within a GBL context. If we consider mastery in terms of conceptual understanding and ability to use language to demonstrate this understanding, mastery at the conceptual level has to include and build on simpler facts, concepts, procedures and strategies.

Mastery of languages requires the learner to be able to move between levels of sophistication, mode and style. The way learners communicate their understanding not only influences the way this knowledge and understanding is communicated, it actually leads to deeper conceptual understanding.

Learners have to make choices regarding language functions that 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. The game-based learning resources developed within the remit of our current research project have been designed to align with age appropriate mathematical concepts and language. Our games encourage learners to begin to use subject specific vocabulary and appropriate ways of talking about their mathematics as mathematicians.

Sarah Lister is a senior lecturer at Manchester Metropolitan University, co-ordinating the modern foreign languages provision within the initial primary teacher education programmes. She also teaches on the MA in Language Education exploring some of the key issues associated with language learning, including motivation, early language learning, effective assessment strategies and transition between primary and secondary.

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

s.lister@mmu.ac.uk

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. p.m.palmer@mmu.ac.uk
Concept maps: supporting integrated content and language design of mathematics lessons

It has been increasingly acknowledged that students’ active participation in discourse is fundamental to the development of mathematical understanding (e.g., Goos, 2004; NCTM, 2000; Walsh & Anthony, 2008). Key to this discourse is the usage of subject-specific language required for mathematical learning (Schleppregg, 2007; Van Eerde, Hajer, & Prenger, 2008). However, little is known about how teachers can design and enact language-oriented mathematics education (e.g., Prediger & Wessel, 2013; Warren & Miller, 2013). This is of concern as learners require support from teachers within this domain, especially those with low language proficiency and second language learners, as shortcomings in subject-specific language can impede their development of mathematical understanding (Moschkovich, 2010). One general approach that has been advocated within content-based language approaches is the scaffolding of language (Gibbons, 2002). By Farran Mackay

One linguistic scaffolding method that has come to the forefront in the last decade is content and language integrated learning (CLIL). CLIL is an umbrella term which refers to ‘any dual-focused educational context in which an addition language, thus not usually the first foreign language of the learners involved, is used as a medium in the teaching and learning of non-language content’ (Marsh, 2002, p. 15). What makes CLIL distinct from other linguistic scaffolding methods is that both language and content are not distinct and there is no implicit preference for either (Coyle, 2007). Although originally conceptualized for second language learners, this approach can provide mathematics teachers with the opportunity to design and enact lessons that simultaneously support student development in content and language.

While there are numerous models to assist teachers to design lessons with respect to content (e.g., Van Gelder’s Model of Didactical Analysis), as well as strategies to scaffold language within both monolingual and bilingual mathematics classrooms (e.g., Dale, Van der Es, Tanner, & Timmers, 2012; Smit, 2013), the theories and understanding of how teachers can identify the language for mathematical learning to be scaffolded in their classrooms is still developing (Mackay, 2015). Mackay (2015) noted that the identification of language for mathematical learning proved challenging for teachers even when supported through a professional development program. In order to successfully identify the language for mathematical learning, the participant teachers in the professional development program limited themselves to considering the language required for a specific activity, such as calculating 70% of 120. However the risk of limiting the identification of language for a specific activity is that it may result in students’ disjointed linguistic development in relation to the curriculum as a whole.

A possible strategy to reduce the risk of disjointed language development would be to approach the identification of language for mathematical learning from the curriculum perspective. A curriculum typically refers to the knowledge a student is expected to develop within a given educational setting. One way of organizing and representing the knowledge within a curriculum is through the use of concept maps (Novak & Cañas, 2008). Novak and Cañas (2008) describe that concept maps not only include the concepts and the relationships between concepts represented by a line, but it includes a linking word or phrase describing the relationship. The linking word or phrase combines two or more concepts to provide a meaningful statement which could facilitate the identification of language for mathematical learning in relation to the selected concepts.

Conceptual analysis

The cognitive structure is a complex set of interrelated memory systems (Novak, & Cañas, 2008). Novak and Cañas (2008) viewed the short-term and working memory systems as the most crucial for integrating knowledge into long-term memory. Conceptual analysis identifies the concept(s) to be addressed in a lesson with an awareness of the targeted cognitive structure, relationships to other concepts and serves as a kind of template or scaffold to help to organize knowledge and to structure it’ (Novak, & Cañas, 2008). Novak and Cañas (2008) argue that by identifying the concepts and related structure between the concepts that the students cognitive processes are supported by allowing the students to integrate the new concept knowledge into their long term memory meaningful learning occurs.

Novak and Cañas (2008) describe a number of characteristics of a concept map (see Figure 1). Concept maps consists of enclosed boxes representing the concepts, lines linking the concepts indicating a relationship between the concepts and a linking word or phrase on the line describing the relationship between the two or more concepts. Novak and Cañas (2008) were especially interested in the relationships between different segments or domains in the concept map, called cross-links and that these cross-links often require a “creative leap” on the part of the student.

Identification of Language for mathematical learning

Within the context of the mathematics classroom, this article will frame language for mathematical learning as the vocabulary and phrases that a student must be proficient
in order to gain mathematical knowledge (Moschkovich, 2010; Schleppegrell, 2007). A teacher must explicitly pay attention to language for mathematical learning in the classroom in order to foster an environment that allows learners to interact and communicate at a mathematical level (Goos, 2004; Lampert & Cobb, 2003). In order to be able to explicitly pay attention to language for mathematical learning, a teacher must identify what vocabulary and phrases are required. However when designing a lesson, usually a teacher first considers the learning goal, then chooses the question or activity and finally identifies the language for mathematical learning. Although this approach may identify language for a very specific aspect of a curriculum, the language for mathematical learning for an entire domain, or section of a curriculum, is not identified.

One possible way to support the identification of mathematical language for a domain, as such a domain text (Mackay, 2015), is to identify the language for mathematical learning at the same stage as determining the learning goals for the lesson. Since learning goals are based on the choice of which concepts in the curriculum will be covered, and that concept maps provide linguistic meaning to the relationships between concepts, it is possible that concept maps can be used to identify both the content as well as language for mathematical learning in a mathematics lesson.

An example of a concept map for line graphs, for a Dutch lower secondary school class, is shown in Figure 2. This map was constructed by first physically placing the concepts of the domain in the “cmaptools” software (available from http://cmap.ihmc.us from the Florida Institute for Human and Machine Cognition). Following this a preliminary map was constructed by adding linking statements between the concepts and the concepts were analyzed to determine if there were any cross-links within the concept map in order to identify where sub-domain knowledge is related. Finally concepts were physically moved around the concept map to provide clarity and easily identifiable structure. After the final concept map was created, the key concepts and prior knowledge for a specific lesson in relation to line graphs were identified (see Figure 2).

What is of note in the concept map is how a series of concepts can be connected together through linking statements that result in vocabulary and phrases that may not have been considered as part of the language for mathematical learning in relation to line graphs. For example “a story can be described as [a] relationship [which] can be represented by [a] graph” indicated that “describe” and “represent”, although not considered as mathematical vocabulary, were also required to be understood by the students and therefore also are required to be in the domain text. By using the concepts as well as the linking terms a domain text can be generated.

Based on the domain text and the learning goal for the lesson, the teacher can then design a lesson to support both the learning goal and the language for mathematical learning by choosing appropriate learning and assessment activities. It is possible that based on the choice of activities further updates need to be made to the concept map and/or domain text.

Concept maps and lesson design
In this article we have briefly touched on the use of concept maps in identifying identify language for mathematical learning for a specific domain and as such a domain text. Although the construction of a concept map and related domain text may initially feel daunting, it is worthwhile noting that it is an iterative process and that over time the concept map and the resulting domain text become more refined.

Teachers should also be aware that concept maps have a multitude of educational uses such as scaffolding student learning or the basis for (formative) assessment (Novak, & Canas, 2008). Thus a concept map and domain text should be considered as multifaceted resource that can be utilized by teachers in all aspects of their lesson design and execution, and there-
fore is a worthwhile investment of their time.

Of special note is that by using a concept map to identify the required prior conceptual knowledge, the linguistic proficiencies the students are required to have prior to the lesson were also identified. This is of interest as it indicates that a concept map can provide the basic framework for identifying language for mathematical learning not only for a domain but also for an entire curriculum. This suggests that teachers could employ concept maps in their lesson design to provide students not only coherent content across a domain but also coherent linguistic development across the curriculum. There are no indications that this approach could not be used in other content and language integrated subjects.

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Farran Mackay is a mathematics teacher within the bilingual department of Stedelijke College Eindhoven as well as a CLIL coach within the Trion Opleidingschool also based in Eindhoven. She completed her Masters in Science Education and Communication and the U-TEach programme at the University Utrecht that focused on bilingual and international education. Her current educational research focus is on the use of mathematical language within the classroom.
Practical CLIL ideas for everyone

CLIL: Activity or Strategy?
In the early days of CLIL, groups of teachers applying for courses in Cumbria would occasionally say ‘we don’t want any of that CLIL stuff, Janet, we just want English language.’ I suspect that some of these teachers were perhaps put off by the widespread perception that CLIL has to do with “the dreaded activities”. By Janet Streeter

People sometimes see an activity as something big, that takes a lot of time, involves students moving around the classroom and involving teachers in exhausting midnight laminating and card-cutting sessions. They see it as an add-on to their “normal teaching,” something you might do as a game at the end of your chapter or as a special treat for the students on a Friday afternoon.

You might think this is a bit rich coming from someone who always sends teachers away from workshops clutching an activity list!

However, let me suggest that sometimes, rather than thinking ‘activity,’ it’s easier and less daunting if we think ‘strategy.’ So start off by taking what you already do in your subject and tweaking it to increase student-student interaction in English and involvement in the lesson.

Well here it is. This is from Rosemary Feasey’s ‘Jumpstart Science’ for Primary schools in the English National Curriculum. It’s not even from a CLIL textbook, but for native speakers! But that’s the point. Feasey understands that young children need not just language support, but conceptual (what) and procedural (how) support too. In CLIL, where we are more aware of the need for across-the-range support, this is surely what we mean by ‘integration’. The dual-focus of content + language remains an abstract notion until you look at something like this.

What I love is the separation of these three educational ‘dimensions’ and the inductive nature of the tasks. Look at the first instruction: ‘Make a list’. Instead of a boring explanation plus ‘Read the text and answer the questions that follow’ (agh!) Feasey just implies ‘You can do it.’ She treats the kids like intelligent human beings. This procedural command leaves the field open. Of course they’ll make mistakes, but then they’ll learn from them by the conceptual support she provides in the shape of the scientific information in the bullet-points further down, and the illustrations. The kids check. The teacher is largely irrelevant, which is how it should be!

In short, encourage students to arrive at meaning themselves, rather than just telling them.

One of my favorite classroom activities is a small-group speaking activity based on ‘nomination cards’, designed and described by the EFL blogger Tekhnologic, an English teacher in Japan. The activity combines a set of topic cards, each with a question, with a set of nomination cards which indicate who will answer the question. It seems to work best in groups of 4 – 6, so that everyone can see the cards and everyone gets several speaking opportunities. The sets should be printed out on two different colors of stiff paper and cut into cards. By Jenny Denman

The topic cards are placed face up in a pile so that everyone can see the next topic (and, hopefully, think about it). The nomination cards are placed face down in a pile so each one is a surprise. The first person turns over a nomination card and addresses the topic card question to the person indicated by the nomination card, for instance ‘ask the second person on the left’ or ‘ask a random person’. If no other person is indicated, then the first person has to answer the question, sometimes with a minimum time: ‘keep talking for 1 minute’. (There is also a ‘keep talking for 2 minutes’ nomination card, but this card may be removed if 2 minutes is too long for the level of the group.) After the question has been answered, the next person turns over a nomination card and proceeds with

- Break up your teacher input with 1-2 minute, purposeful paired conversations before feeding back as a whole class;
- Use mini-whiteboards for feedback;
- Partially cover key words in your PowerPoint or on the board so students have to guess them;
- Jumble key sentences and words or put gaps in words;
- Get students to spot the lie or spot the truth, get them to identify the false statement in a list;
- Get them to rank items;
- Get them to guess your covered list by writing their own;
- Partially cover up pictures and diagrams.

In short, encourage students to arrive at meaning themselves, rather than just telling them.

This sequence of activities looks like nothing special at first, but it was very important to me because it confirmed what I’d always thought about good CLIL practice – that it works best when the teacher can highlight (make salient) either the conceptual, procedural or linguistic aspects of the learning objective. I was never really convinced by the word ‘integrated’ in CLIL. It seemed to me to be too vague. Where is this so-called integration? Show me an example! By Phil Ball

The topic cards are placed face up in a pile so that everyone can see the next topic (and, hopefully, think about it). The nomination cards are placed face down in a pile so each one is a surprise. The first person turns over a nomination card and addresses the topic card question to the person indicated by the nomination card, for instance ‘ask the second person on the left’ or ‘ask a random person’. If no other person is indicated, then the first person has to answer the question, sometimes with a minimum time: ‘keep talking for 1 minute’. (There is also a ‘keep talking for 2 minutes’ nomination card, but this card may be removed if 2 minutes is too long for the level of the group.) After the question has been answered, the next person turns over a nomination card and proceeds with
the next topic card. The activity takes about 15 - 20 minutes; each person should have several turns within that time.

Teachers can make their own topic cards to fit the CLIL subject being taught, or use general topics just to stimulate and encourage oral production. As I usually use this activity to help students prepare for CAE and CPE speaking, the topic cards I’ve made are quite varied and general (see example).

One twist that works well is to give a list of vocabulary or chunks – or let the students compile their own list - and require that as many as possible have to be used in every answer. This can get hilarious (and sometimes questionably accurate) as students try to fit the whole list, but the point is to foster experimentation, repetition, fluency, quick thinking, and courage! Nomination cards and detailed activity instructions (and other activities from Tekhnologic): https://tekhnologic.wordpress.com/2016/03/29/nomination-cards-giving-students-a-chance-to-speak/

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Descriptive possibilities and CLIL

As an art teacher in my lessons I make use of a great deal of images. Paintings and sculpture from art history, films, drawings and photographs all have a part to play. This visual input in my lessons invites a descriptive use of language, which in turn offers interesting possibilities for CLIL lesson strategies. By Peter Sansom

Simply articulating what we see in images is an obvious starting point, generating spoken or written output. Encouraging pupils to think more creatively in their use of descriptive adjectives might also be useful. However the best use of descriptive language comes when it is truly integrated in the creative process of image making.

I’ve experimented with this in various forms. Pupils first writing a short descriptive text before others use only the text to try and produce their own version of the original image. I’ve had groups describing a concealed still life arrangement while others tried to draw it. More recently I’ve exchanged texts that described portrait photographs with a school in Finland. My pupils each received a descriptive text and then tried to re-stage the photographic composition without ever having seen the original.

It’s a tremendous learning experience. Firstly calling for accurate descriptive writing. This is followed, after the text work has been exchanged, by a very critical evaluation and interpretation of the written descriptive work of others, as the pupils set about a process of photographic recreation. But maybe the most enlightening element is actually the fact that the project helps the teenagers to discover that language isn’t quite as concrete in its interpretation as we would perhaps like. Even when text is grammatically correct and solidly written there may well be grey areas where multiple interpretations are possible.

I conduct such descriptive exchange projects in the art class, but I certainly feel that there are possibilities to combine images and descriptive work in other subject areas.

Documentation of these projects and others can be found on my blog: www.petersansom.wordpress.com

Peter Sansom is and arts teacher at the Maaslandcollege, Oss in the Netherlands and teaches his arts lessons to children aged between twelve and sixteen using CLIL teaching practices.

The CLIL Ball Revisited

The CLIL ball is one of my favourite activities. You can use a CLIL ball to activate prior knowledge about a topic or about language or to revise or assess what your CLIL students have learned. I have used the CLIL ball at all levels of training: bilingual vocational education, secondary schools, in higher education and in sessions for coaches and trainers. Why is it so effective? I think because it is flexible, fun and easy to create. And if you are convinced about an activity such as this, it’s easy even to get adults to play it. By Rosie Tanner

Materials needed:
• A blow-up plastic ball that you can write on (so a light colour)
• A permanent black pen

Instructions
1. Write down about 30 questions that you would like to ask your students. Write them all over your blown up ball, using the permanent pen.
2. Ask your students to stand in a circle. Make sure everyone can see each other.
3. Instruct your students that when they receive the ball, they answer the question next to their left thumb. Throw the ball to a student. S/he answers the question next to his/her left thumb. If s/he can’t, help with some prompts.
4. You can choose: the student throws the ball back to you or to another student. S/he answers the next question.
5. Continue until the energy level goes down.

Examples
Here are four examples of questions I have used. You will notice a variety of questions, which work on both content and language. I usually write about 30 question on a ball, but here are examples of sets of eight questions:

For CLIL secondary school teachers in Japan, revising CLIL
1. What does CLIL stand for?
2. What is the CEFR?
3. Why was the CEFR created?
4. Give an example of something that makes an English lesson “CLIL”.
5. What is hard CLIL?
6. What is soft CLIL?
7. Name the 4Cs of CLIL.
8. What is activating in CLIL?

For teachers working in vocational education revising working in hotels:
1. Name five jobs related to hotel and catering.
2. What are the different courses of a meal called?
3. What is an appetiser?
4. Say four things you have to do in the kitchen to work hygienically.
5. What are five tasks that a receptionist must do?
6. Name five companies that work with counter clerks.
7. Name the eight things you find on a business card.
8. Spell your name using the telephone alphabet.

For teachers of mathematics
1. What is an integer?
2. What is a numerator?
3. What is a denominator?
4. What is a fraction?
5. Give an example of a fraction.
6. What is another word for divide?
7. What is another word or phrase for subtract?
8. How do you say 14 x 5 in English?

Activating lecturers in higher education, struggling with teaching speaking:
1. What is your greatest challenge in teaching speaking?
2. What is your burning question about teaching speaking?
3. What is your favourite website for ideas on teaching speaking?

4. Describe your most successful speaking activity.
5. What do you need to be able to teach more speaking?
6. How can your colleagues support you in teaching speaking?
7. How are pupils tested on their speaking?
8. Why are information gaps important in teaching speaking?

For teachers working in vocational education revising working in hotels:
1. Name five jobs related to hotel and catering.
2. What are the different courses of a meal called?
3. What is an appetiser?
4. Say four things you have to do in the kitchen to work hygienically.
5. What are five tasks that a receptionist must do?
6. Name five companies that work with counter clerks.
7. Name the eight things you find on a business card.
8. Spell your name using the telephone alphabet.

Rosie Tanner trains and advises CLIL teachers and institutions. Contact information: www.rosietanner.com, info@rosietanner.com +31-6-28745670
The 4th C in CLIL Planning for Teacher Training*

Teachers working in a CLIL environment are very used to working with and planning for the inclusion of the first 3 Cs in CLIL (Content, Cognition, Communication and Culture) (Bently, 2010). However, the 4th C, Culture, is often left by the wayside when creating and implementing lessons taught in a foreign language. By Marta Gómez Martínez and Isadora Belle Norman

When culture is addressed, it usually centers on aspects of the culture of the target language and can end up being rather anecdotol; for example, in a Science class, students may be asked to do a project on prominent women scientists from an English speaking country. However, if we examine the communicative competence models proposed by experts (Byram, 2003; Canale & Swain, 1980) we can see that teaching culture goes far beyond just presenting superficial data about the country where the language is spoken. Both students and teachers need to have skills for building bridges between cultures by using intercultural communication skills.

Over the years, many different approaches to teaching culture have emerged and oftentimes, especially in the L2 classroom itself, a Culture ‘with a capital C’ (music, literature, history) approach has been taken (Kramsch, 1993; Thanasoulas, 2001); experience has taught us that this model is insufficient when attempting to fully develop students’ intercultural skills as focusing on key aspects of the target language culture has only been shown to improve students’ intercultural knowledge. If we want to ensure that our students and their teachers are developing intercultural attitudes, behaviors, and skills we need to take a different approach.

How can we help teachers move from this limited approach to a more comprehensive intercultural approach?

Looking at traditional CLIL training and intercultural competence training, we can see many similarities in the objectives, strategies and activities recommended by trainers and experts in both fields (Norman, 2016). As researchers, we ask ourselves if it would be possible to create a specific teacher training course designed to help CLIL teachers become more interculturally conscious while, at the same time, providing them with real practical tools to use in the classroom. In order to create this course we had to find out exactly how CLIL teachers feel about culture in the classroom and what they need in their intercultural toolkit.

Interviewing CLIL Teachers

This is where action-research (Carr & Kemmis, 1986; Kemmis, McTaggart, & Nixon, 2014) comes into play: teachers identify an issue and work together to find a solution, put it into practice and step back to reevaluate. As our first move, we spoke to teachers currently working with secondary level bilingual programs, in the Netherlands and in Spain, to explore their attitudes and teaching practices. In these interviews we focused on three main topics which are the general teacher background (training and experience), the teacher’s intercultural competence (dealing with self-knowledge and self-awareness, road-blocks and challenges or getting to know ‘the other’, i.e.) as well as their treatment of intercultural competence in the classroom.

Although this stage is still in process, we have seen that teachers in both countries have a very wide variety of both personal and professional intercultural experience due to their unique contexts (students’ needs, school location, cultural background...), but they are largely on their own when it comes to translating this into the classroom. All of the teachers have expressed interest in receiving specific training to help them shape their own intercultural awareness and transform the way they deal with culture to make the learning process more effective.

We can see that teaching culture goes far beyond just presenting superficial data about the country where the language is spoken.

Designing a Course for CLIL Teachers

Bearing this in mind, we planned a teacher training course that would combine good practices in CLIL with intercultural competence training. “Working with Culture” is a course designed not only to help teachers become more aware of themselves as intercultural communicators, but also to help them develop subject specific activities and lesson plans to carry out in the CLIL classroom. A version of the course was piloted with university students on a teacher training program at the University of Cantabria in spring 2016; now, with the input from the interviews carried out so far, we have been able to redesign the course for use with secondary level CLIL teachers in the region of Cantabria (Spain) during November and December 2017.

The language of instruction of the course is English, principally because the course is designed to exemplify every aspect of intercultural CLIL teaching. The course methodology is highly practical using cooperative learning activities and techniques like role-plays and simulations as well as conversation and reflection activities. Teachers will also see how to adapt texts and other resources for use in the classroom in addition to developing strategies for helping students to work on their communicative competence in the target language. Thus, the course will be structured according to the following topics, which are linked to the interviews basic outline: understanding ourselves, motivation and attitudes, obstacles and challenges, understanding others, building skills, and, finally, evaluation and follow-up. Potential participant teachers have been provided with a course outline which includes a series of course objectives, which have been agreed upon with the local in-service teacher training administration, and can be seen in the table.

Course Objectives:
- Explore CLIL methodology, especially cultural aspects
- Practice strategies such as experiential learning, collaborative learning and peer-teaching
- Know and identify cultural markers and ethnocentric and ethnorelative perspectives
- Learn how to work with attitudes, prejudices and stereotypes of other cultures and countries
- Create and share practical resources for the classroom
- Develop communicative competence in English (B2+)

While between 25 and 30 secondary level educators will participate in the course, some of which will have participated in the interview stage, all of the participants will be invited to follow-up on the course by taking part in work groups on developing specific intercultural materials for CLIL classes.

Establishing Work Groups

The aim of these groups is to extend the teaching-learning process beyond the limited 20-hour scope of the teacher training course. While the activities carried out during the course will be more general in nature in order to appeal to teachers working in all subjects, with the work group structure teachers will...
be able to focus in on their own classes and lesson plans (demographic context, content-specific language, students’ needs, etc.). The work group format is one that is already well-established in our local context; the Centre for Teachers in Cantabria publishes an annual call for participation and is on hand to provide logistical support and a platform for the digital publication of any results.

**Planning Exit Interviews**

As the school year draws to a close, we will invite the teachers who participated in all three previous stages in Spain to be interviewed once more, this time in order to see what they feel they have learned through the training, and if there has been any impact on their teaching practices. We will ask them to re-evaluate their own intercultural understanding as well as the role intercultural competence plays in their lesson planning and day-to-day classroom activities.

**Coming Full Circle**

After completing one round of the action research cycle, it will then be time to reflect on the lessons learned during the research process and explore how to improve our training module as well as how to multiply its impact both locally and farther afield. As teachers ourselves, our goal is to use the insight we gain from the interviews and the implementation of the training process to transform how culture is taught at many levels. In the future, we would like to study how to transfer what we have learned to other levels of education, namely tertiary exchange programs at the University of Cantabria (Elola & Ozkoz, 2008; Ennam, 2009).

**References**


Marta Gómez Martínez, Graduate and PhD in Spanish Language and Graduate in English Philology, is Assistant Lecturer at the Faculty of Education, University of Cantabria (Spain), where she teaches at undergraduate and postgraduate level. Her areas of research interest gather synchronic and diachronic studies of specialized vocabulary and specialized lexicography together with bilingual programs teaching and second language teacher training.

Isadora Belle Norman, PhD in Intercultural and International Studies and Graduate in Anthropology, Spanish and International Studies, combines her adjunct faculty position at the University of Cantabria (Spain) with her work in Life-long Learning as a teacher and administrator. Her teaching and research focuses are on intercultural teaching and training applied to the FL classroom, bilingual education and policy, the cultural construction of “other” and internationalization in the life-long learning field.
At the heart of CLIL: Equilibrating content and language cognitive demands

In this article, Patrick has asked me to illustrate how CLIL prompts us towards more “brain-compatible” instruction. Why do I take this approach to CLIL? In my first life teaching Human Neuroanatomy to students at a medical school in the US, I had the opportunity to research learning and memory in the brain of rats, in vivo and in vitro; in my second life teaching English to students at an Italian university, I have the opportunity to observe learning and memory in the brain of students, in vivo. Therefore, beyond FL-instruction and Content-education, I am interested in CLIL because it offers a Modus Operandi through which research regarding how the brain processes complex information can be transformed into everyday classroom practice.

By Teresa Ting

That said, a note of caution is in order. It is tempting to label classroom practice with brain-related terminologies such as “short-term and long-term memory”, “forming mental schema” etc. Neuroscientists warn against this, urging us to distinguish between reporting data derived from scientific research and hypothesizing about learning based on research. Since I have not put electrodes on the scalp of CLIL-students, I am only using research findings to suggest how CLIL makes for more “brain-compatible” learning. With this caution in mind, let’s see why educating might be cognitively demanding and how CLIL can help.

“Learning content at upper secondary is already challenging in our mother tongue. How then, can the use of a foreign language help?” Why are school subjects at upper secondary difficult, even in our mother tongue?

When thinking of learning Content, we naturally consider learning various concepts related to that Content. For example, in learning about “climate” students would need to understand concepts such as precipitation, evaporation, condensation and the water-cycle, which cumulate into “Climate” (Fig. 1). Understanding each of these concepts would require some cognitive effort that we might call the Content Cognitive Demand (CCD), “C”. The more complex the content, the bigger C becomes. As students get older, Content becomes increasingly more complex and abstract: “food and nutrition” at primary is very different from “fatty acids and amino acids” at upper secondary. Along the Vygotsky continuum of “cognitive development”, school moves us from spontaneous knowledge that allows us to understand what we can see, towards scientific knowledge (Fig. 2).

Therefore, beyond “becoming knowledgeable”, school provides the context for cultivating our ability to think in complex ways about non-visible processes and abstract notions: schooling is an exercise in higher-order thinking. And, just as building our biceps calls for the use of weights that put a slight demand on our muscles, cognitive development calls for the use of complex content that imposes a certain cognitive demand. (Sometimes C seems so complex we might feel that it “tears our brain”, much like excess weights tear our biceps!)

Content complexity, the size of C, is not, however, the only source of cognitive demand. Another source of cognitive demand relates to language. Indeed, even if art and music could exist as sensory stimuli, we still need language to language about the concepts related to these stimuli: what does Dali’s melting clock signify? How politically effective is hip-hop? etc. So, unless we have the proper Language-Discourse to language about Content, we cannot formulate accurate understandings about Content, even in the mother tongue. As shown in Figure 3, the process of understanding complex Content is therefore a matter of equilibrating between two cognitive demands, that

Learning content at upper secondary is already challenging in our mother tongue. How then, can the use of a foreign language help?
To understand Content (C), we must not only understand the concepts of that content but also the Language (L) in which content-concepts are embedded. Learning thus imposed two cognitive loads on working memory, the Content Cognitive Demand and the Language Cognitive Demand. What does this mean for how our brain learns (or not)? In this article, let us look at one fundamental “brain-fact” that all teachers should understand: working memory and its three limitations. Imagine you have an emergency water leak in the kitchen. In the days when phones were still attached to walls and phonebook were books, we would quickly look up the number of a plumber, run to the phone and dial the number. Once dialed, the number would evaporate from our brain... gone from our working memory because of its “limited-duration”. If the unfamiliar number is longer than six numbers, we would have to write it down because working memory is “low-capacity”. And, if on the way to the phone our children say “hey, how about a pizza since there is no water?” we would “lose” that number and have to return to the phonebook because working memory is “volatile”. As teachers, we hope that all the input we provide is soaked up by students’ long-term-memory. Unfortunately for us, all information must pass through working memory before getting into long-term-memory. As illustrated in Figure 4, although long-term-memory seems to have infinite capacity for new information, since working memory can process only a small amount of information for a very short time and is easily distracted, in the end, only a limited amount of information passes through working memory and dribbles into long-term-memory. So, imagine a student receiving the following input that contains six notions (numbered): The heart has four chambers (1) and shows left-right symmetry (2). The upper chambers are smaller than the lower chambers (3) and are called atrium singular and atria plural while the lower chambers are called ventricles (4). At rest, the heart pumps from four to six litres of blood per minute (5) but in an endurance athlete under duress, it can pump up to 30 litres of blood per minute (6). Even if art and music could exist as sensory stimuli, we still need language to talk about the concepts. Even for a student learning through the mother tongue, when C and L are both “new”, they both impose high cognitive demands. Therefore, by the time a student’s working memory has processed notion (1) and figured out that “chambers” is used in a discipline-specific way (new L) probably to mean “areas... and the heart has four of them” (new C), the teacher is probably delivering the end of notion (4) “...called ventricles”, which makes little sense if the student has missed the preceding notions. Understanding working memory helps us understand why your input often does not become their intake. Bourdieu and Passeron already diagnosed the problem in 1977: “academic language is nobody’s mother tongue”. In fact, few would disagree that academic language turns our mother tongue into a foreign language, generating what Halliday and Martin (1993) call a sense of “alienation”. Of course students must learn this language and use it at...
After obtaining degrees in biology and psychology, Teresa completed a PhD in neurobiology studying learning and memory in rats, in vivo and in vitro and worked as a biomedical researcher and instructor for 15+ years. After moving to Italy, she was offered the dream job of biomedical researchers, teaching English to Italian students, which motivated her to obtain an MA-TEFL. Since then she has been studying learning and memory in students, in vivo: “CLIL provides very pragmatic guidelines for designing brain-compatible instruction.”

As teachers, we hope that all the input we provide is soaked up by students’ long-term-memory.

CLIL teachers realize that students may not have the linguistic resources to understand long explanations and texts about complex content. Of course many students struggle with academic language even in their mother tongue. However, by making the foreign-ness of academic language obvious, CLIL prompts us to take the first step towards effective education that, according to Hattie and Yates (2013), involves “seeing learning through the eyes of the learner”.

More simply put, since our poor students must learn unknown content through a foreign language, we shift our attention away from the act of teaching towards the process of learning and realize that, to avoid working memory overload, we must engineer input so that the Content Cognitive Demand and the Language Cognitive Demand of learning are equilibrated.
As a teacher of English in upper secondary education who is keen on working and collaborating with my colleagues in European projects such as Comenius, Erasmus + and the eTwinning community, it was pretty natural for me to approach CLIL in the classroom and give my contribution to the lesson in cooperation with the subject teacher.

At first, subject teachers were somewhat reluctant to cooperate because they feared to be judged for their not perfect knowledge of the language. Vice versa, some English teachers were skeptical about the role of the subject teacher using English in what they considered “their” classroom. It became evident, with the passing of time and after new English and CLIL methodology courses organized and financed by our Ministry of Education, that most of the teachers interested in CLIL had gained more confidence and were eager to start practice. What we actually did, as a school, was to involve ever more teachers in the process of developing this methodology and to try to overcome any obstacles to build an operating framework to spread good practices in teaching CLIL.

Our school got two projects financed by the Ministry of Education to activate e-CLIL modules in a network of 7 schools in 2015/2016 and later of 5 schools in 2016/2017. Having coordinated last year’s project, I must say that we are gradually reaching the goal: making CLIL a reality!

The result of our work is the big website named “CLILLabs4all” designed with Google Sites New. This big website contains 5 smaller sites, one for each school of the project. Here, a number of CLIL lessons have been created on different subjects from Visual Arts and Geography to ICT and Biology, so as to have a wide array of topics and activities. Both experienced CLIL teachers and neophytes had the chance to try out the CLIL methodology with the aim to produce a sort of “contagion effect” to other teachers of each school participating in the project with a common philosophy behind the project: “use, share and re-use”.

If you navigate the 5 sites, you will find a web user friendly content menu which will help you find several ready-to-use activities you may like to use in your classroom.

In our module on the site on “Route 66”, for example, students had to create an interactive itinerary using the digital tool “google my maps” reusing and applying all the key words, content, and cultural references introduced by the teacher of Tourism Geography. Students worked in small groups, prepared the materials at home, and worked at school in the ICT Lab to create a map with all the collected information. During classes the teacher of geography and I supervised the students’ work, answered their questions and encouraged the weaker ones. The result was a map of the famous Route 66, which they were very proud of because it was original, it was “theirs” and made each group strongly wanting to show the others the content of their own section.

As teachers of the project we are pleased to say that students have begun to understand the meaning of learning to learn when they asked us for the first time if they could create some exercises themselves on what they had studied. They produced true or false tests, open questions, simple drills, games, and puzzles on the map. The activity was of great value in so far that they demonstrated, better than with any other form of traditional testing, that they had reached the objectives we had set at the beginning.

I probably sound too optimistic after high-lighting all the advantages of the experience. Naturally, there were a couple of drawbacks that had to be sorted out: the difficulty in working with mixed abilities classes, for example, or the lack of time. It is obvious that experimenting needs time and lessons of 3 hours a week is not much, or the inevitable technical problems with the access to the ICT labs, but we do not want to see these obstacles as threats, they have not spoilt the formative value of the approach and the positive feedback we got of the experience as a whole.

I will just make a couple of concluding remarks. What I have learnt from this experience is that, while doing CLIL, students feel more motivated, involved and can appreciate the novelty of learning in a different way; they learn English through English, they progress more quickly and at the same time they feel responsible for and participate actively in what they are learning. What else?

Students have begun to understand the meaning of learning to learn

When you see students have begun learning to learn, it is so rewarding...

CLILLabs4all: CLIL & ICT modules for upper secondary education. The experience of a network of Italian schools.

The introduction of CLIL (Content and Language Integrated Learning) as mandatory in the last year of upper secondary schools in Italy has been a great step forward towards innovation and it gave English teachers the opportunity to teach and cooperate with the subject teachers in order to improve students’ skills and competencies. This is particularly challenging in Italy, where, in spite of the directions of “Riforma Gelmini” and the implications of Law 107, the approach to teaching has remained mainly transmissive and teacher oriented, more than student centered. By Alessandra Paoli

Alessandra Paoli teaches English in upper secondary education at ISI “Piaggia”, Viareggio, Italy. She has trained teachers and coordinated CLIL and ICT projects in her school and is currently involved in the spreading and implementation of the CLIL methodology through Erasmus + projects. E-mail: alessandra.paoli@istruzione.it
Expedition Europe

Why did you start with this project, what problem were you trying to solve?
I started last year during the summer break. Before the holiday students had to create a portfolio with international projects, but we did not really have a system for this. As a physics teacher I already explored the possibilities of gamification and I saw the opportunity of applying this to a portfolio system. During the summer break I developed the product and in November I received funding for further development. From that moment on, we could really develop it further.

We set ourselves two goals:
1) An easy to use digital portfolio for students to track their development
2) Making international projects and concepts more 'real' for students. Not just concepts, but real examples they could identify with.

Both of these goals were actually solutions to the problems of not having a decent working portfolio system and students not being very motivated to work on these projects.

What could schools achieve with this?
When I was asked to present my idea during a meeting with other schools I received a lot of positive feedback on the concepts of my ideas. Many people found that, like at our school, the many projects were not really linked and schools lacked a clear structure to identify what to work on. Because my concept helps with this, many schools wanted to start working with it.

The framework is the CEFC, but because it is not particularly written in students’ language, Expedition Europe might be a better way for students to see what they want to achieve.

What would you eventually like to achieve?
The answer to that question would actually imply 2 important things:

1) To keep track of the internationally focused elements in lessons and projects during the school career of students
2) To motivate students to develop themselves by doing 'missions' instead of 'projects' and developing skills along the way.

Missions can be completed during a lesson, a project or even during exchanges. These missions are linked to a certain skill they develop by completing the mission. This motivates students to actively participate in the different missions, as they get to 'level up' their skill trees, all the while learning about a variety of international topics.

Each mission consists of a few fixed elements including: the final product, the learning objectives and the reflection questions. After students have completed the final product successfully, they have to answer the reflection questions to show what they learned during this mission. This way students learn not only how to reflect upon their own work, but also check if they indeed completed the assignment according to the instructions. Only after a teacher has provided feedback, students can place the product in their portfolio, including the final product, the answers to the reflection questions and the teacher’s feedback. When this has been inserted in their portfolio, they can check off a skill in a skill tree.

There are 4 skill trees, developed according to the CEFC, each divided into three specializations. Each skill tree has 6 levels, which are actually the years the students are in. Thus, level 1 skills are for first year students, etc.

Can you briefly explain what is expected from teachers and students when working with Expedition Europe?
That depends on whether or not the scenarios and roleplaying elements of the project are implemented. The portfolio itself is rather straightforward. When a student chooses to do a mission during a lesson or an exchange project this involves an end result. Something they have to make, like an essay, a blog or a magazine cover. Students do this according to the instruction and answer the reflection questions. After handing this in a teacher provides feedback with a feedback card and returns this. This way every mission has three components:
the final product, the answers to the reflection questions and the teachers’ feedback. After having completed the project successfully students check off the associated skill in the skill tree, thus showing them their progress.

Generally speaking, first year students receive level 1 missions, but this is not something that is really fixed. If students want to, they can choose the difficulty and direction they want to grow in themselves. After 3 years, they can use the portfolio to show their progress and receive their junior or ELOS certificated. This project can also be continued after those 3 years.

What are your experiences like at your school?

Allow me to start with the things that were more of a challenge. After that I’ll elaborate on the things that went quite well. Luckily, this second list is longer.

The missions had to be distributed over the different subjects. What I noticed is that some colleagues don’t really want to do this and I had to ask them a couple of times to actually do the (little) work that was needed to get this portfolio to work.

For students the systems work really well. We did a pilot last year with three classes with second year students (aged 13-14). This included a two-day roleplay game. The project was a success. They all had to play a certain role, a person from a town I made up, and participate in a mutual decision about the opening of an refugee centre in town. Through debates, meetings and commissions the students had to develop an opinion on the matter and eventually had to vote.

Students played their different roles for about half of the time available. I saw some really cool stuff happening, as students had to take on a role of someone with an opinion quite opposite of their personal one. This gave them the feeling they had to ‘lie’, only to understand later on that it was not so much ‘lying’ as it was looking at the challenges they faced from a different point of view.

Another thing I was pleasantly surprised to see was the way those rather young students discussed difficult topics like financial effects, safety concerns and job security. I am sure they learned a lot during these two days.

The rest of the time was spent on working on the missions of choice. They could develop a wide variety of things like vlogs and websites that had to do with the current theme. Students really appreciated the fact they could choose what to do. This allowed students to show me part of their creativity or knowledge I would not have seen otherwise. This was worthwhile for both me and the students.

Do you think other countries in Europe might be able to implement this project?

This was not a priority for me, as I started the project for our school. However, I do think the system could be implemented in other countries because of its flexibility. I am sure schools abroad face the same challenges with keeping track of all of the work of students and student motivation as we do.

I have actually seen the roleplaying elements at other schools in Europe and they worked to effectively implement complex situations in the world of students and help them develop new skills.

Bart Giethoorn is a physics teacher at the Lentiz Revislyceum. He also loves to play games of all kinds and shapes, and uses the lessons learned from this to inform his teaching. He now shares his expertise in gamification through workshops for teachers with his company Playbook Gamification. Besides this, he develops gamified educational designs, of which Expedition Europe is one of the most succesful.
Creating an online database of CLIL resources

At the University of Foggia, in southern Italy, an online database has been set up of CLIL resources and materials which are freely accessible and downloadable for teachers and researchers of CLIL worldwide. By Christopher Williams

Why set up a CLIL database of resources?
As it says on the web link, “The aim of this website is to provide a user-friendly free access database of resources for anyone wishing to learn more about CLIL. It is an ongoing project still in its early stages and will be regularly updated.”

The idea of creating the database initially grew out of the practical need to provide a range of materials and resources that could be used as an integral part of the so-called ‘CLIL methodological courses’ that secondary school teachers in Italy were attending in order to become recognized CLIL teachers. The database was set up in 2014. For an appraisal of how CLIL works in Italy see, for example, Di Martino & Di Sabato (2012), Cinganotto (2016) and Maurizio (2017).

One peculiarity of the Italian system is that, according to Ministerial provisions, to become a fully recognized CLIL teacher in secondary school, teachers must have a certified C1 knowledge of English, and they must be teachers of ‘non-linguistic disciplines’, i.e. foreign language teachers are excluded, a policy that has inevitably proved to be somewhat controversial. Another important feature is that the organization of these methodological courses has been entrusted to Italy’s university language centres. As Head of the Language Centre of the University of Foggia I have been involved in organizing numerous CLIL methodological courses in recent years in the regions of Puglia and Molise in the south of Italy. A compulsory part of the CLIL methodological course was that each attendee had to prepare a teaching project on CLIL. So I thought it would be useful - and time-saving - for teachers to have a database of materials and resources already available to help them prepare and carry out their projects. Hence the idea of setting up a CLIL database.

Where can I find the CLIL database?
Here’s the link: http://www.unifg.it/didattica/corsi-di-lingua-e-ecdi/centro-linguistico-di-atteno/clil. If you can’t remember the link, just google “CLIL Foggia University” and you’ll get there!

Exploring the website is extremely easy and self-explanatory. I will simply outline some of the major features of each of the four sections (to be found on the left-hand side) that you can access by clicking on each of them.

Articles etc. on CLIL
All the pdf files are freely downloadable. Each one has to be less than 2 MB since the system won’t upload heavier files. At the top of the list there is ‘A CLIL-related bibliography’ (currently 100 pages and still growing!) which is regularly updated and contains bibliographical references to publications together with links, where available, to where the publications can be accessed. The first part of the bibliography, representing roughly 90 per cent of the total, is devoted to publications written in English. The second part lists publications written in Italian.

Most of the downloadable files in this section are CLIL-related publications of article length, but there are also several files which contain entire volumes devoted to CLIL. The vast majority are in English, though some are in Italian - unsurprisingly, given that the database was originally set up for would-be CLIL teachers working in Italy.

This is the most ‘academic’ of the four sections, whereas the other three sections tend to be of a more ‘hands-on’, practical nature.

CLIL-related power point presentations
This section contains a number of power point presentations on CLIL. As we know from experience, power point presentations can often be more stimulating and engaging as ways of absorbing knowledge than reading articles. Some presentations focus on CLIL methodological courses in general, others take the form of practical lessons on particular CLIL-related themes.

Materiale didattico su CLIL
As Letizia Cinganotti (2016: 393) points out, one “challenge faced by Italian CLIL teachers is the lack of material for their lessons.” Since my primary focus was initially on CLIL teachers working in Italy, this section provides teaching materials on CLIL, either in the form of pdf files or as links to where such material can be found, most of which are in Italian, though some are in English. This also explains why the heading for this section is in Italian! This turns out to be the page on the CLIL website that scores the most ‘hits’, a lot more than, for example, the page containing articles and volumes on CLIL, a clear indication that most visitors to the database are looking above all for practical teaching material to use in class.

Online CLIL resources
This relatively basic-looking section actually contains a lot more than first meets the eye. For example, if you go onto the ‘Online CLIL links’ page you will find links to dozens of websites which will give you enough material on CLIL to last you for several lifetimes! You will need to spend a while exploring at your
leisure the various links and see what might be of interest to you. Another link - ‘Journals which may contain CLIL articles’ - is also worth investigating in detail. The journals are divided into ‘free access’ and ‘pay-to-view’.

There are also links to CLIL-related blogs and YouTube videos. The number of YouTube videos on CLIL has grown exponentially in recent years, though of course the quality of the videos varies: some are more ‘professional’ and useful than others.

Who uses the CLIL database?
Predictably, the majority of users are based in Italy since that is where the database was set up. However, the CLIL web link has received a growing number of hits from a rich variety of countries as the database becomes more widely-known. After Italy, visitors from Kazakhstan, Spain, India, the UK and Greece have been the most numerous over the past 18 months or so, an indication that even if CLIL was initially a European-based idea, it is quickly becoming a worldwide phenomenon. Kazakhstan is a case in point: the importance of CLIL in the trilingual education (Kazakh, Russian and English) provided by certain schools there was highlighted in a recent article in CLIL Magazine (Tanner 2017).

How can the database be improved?
In these rapidly changing times, what seems new today is old hat by tomorrow. So the database needs to be constantly updated. This is done about twice a year. I am aware that the detailed CLIL-related bibliography in the first section in reality contains only a tiny percentage of all the publications on CLIL, also because the amount of research done on CLIL has expanded enormously over the last few years. So in my bibliographical updates I focus principally on including new articles and volumes on CLIL that have been published.

However, I welcome suggestions from readers as to how to improve the database. I also welcome suggestions from readers as to whether they feel any new sections should be added, or whether existing sections should be rearranged.

All in all, then, the CLIL database contains a large quantity of materials and resources, but it still represents just a small proportion of all that has been produced on CLIL.

If you have never visited the website before, my suggestion is to devote an unhurried hour on your first visit just to see what’s there. You will almost certainly discover aspects about CLIL that you knew nothing about before. Happy viewing!

References

Christopher Williams is full professor of English at the Department of Law of the University of Foggia, Italy. He is Head of the University Language Centre and is also Chief Editor of the journal ESP Across Cultures.
Email: christopher.williams@unifg.it
We combine knowledge with facts and skills

My name is Saskia Vugts and I am a bilingual Drama teacher at the Wolfert van Borselen TTO in Rotterdam. My training has been Dutch but I have taught Drama in English now for over 10 years.

Teaching Drama in English is a perfect way for me to combine my love for the Theatre with my love for the English language. During my graduation from the Theater school in Utrecht I spent my final research on how Drama is shaped in the bilingual environment. I was curious to see what the current state of this subject is in the TTO environment. The subject doesn't have a set curriculum in the Netherlands and the Central Exams for Drama are the same as for Art and Design, Dance and Music which is Kunst Algemeen.

This means that the schools themselves have a huge freedom into shaping the subject, especially in the lower years. I wanted to know how other schools and Drama teachers shape this subject, especially in a TTO environment. Teaching an art subject in a high school can be difficult, add a subject language to that and you just complicated things a bit more.

This small research resulted into an overview of the subject in the TTO schools and with the help of E.P. Nuffic we've made some drastic changes.

Right now Drama has its own subject meeting once a year (just like the other subjects) and we have a National Drama Contest in which about 15 schools each year compete for the title of 'Best TTO Drama scene'.

So it is safe to say that what started as a small research for my graduation has turned into a platform for the subject within the Secondary TTO Education. A fantastic development because I believe that Drama should be a mandatory subject within Secondary (TTO) Education.

Now that you know where I come from I would like to tell you why I think the subject Drama is so extremely important in the development of 21st century students. A lot of subjects we teach revolve around teaching students ‘hard’ skills. We combine knowledge with facts and skills. Which are hugely important in a world where information is everywhere but knowledge is sometimes harder to find. The students take an unknown piece of information and make it their own using books, the internet, articles and so on. Even in a subject like Arts or Music, students need an exterior element to create output on set knowledge goals. In Drama the basic material we use is the student her/himself. Even though we use text, props, décor, lights, music and so on, the main material we use is the student self. And not just in the ‘hard sense’; the voice, the facial expressions and the body. Also the mind, the ideas, worldviews, memories and the emotions play a huge part in shaping the Drama lessons and performances.

Drama focuses on ‘softer’ skills like creating, creating together, improvisation, responsibility for a group, performing, presenting, sharing ideas and thinking outside the box. It is an action based subject in which the student is a central part of the process and the product. Teaching students the Drama skills they need to create a good performance and the skills to perform in a good way have benefits that extend the subject. If you are capable of catching an audience’s attention and communicate your ideas in a clear, creative way you have mastered a big set of skills that will help you in many ways. And you learn that just by play, by doing, by having fun with your peers in a safe environment.

Of course I, as a Drama teacher, love to create Theatre and that is where my heart is. So my goal is and always will be to teach the students about the craft and art that is the Theatre. But the side effects of my beloved subject are big and great.

Next to just offering Drama lessons in the curriculum, I believe, it is important to also offer Drama as an extra-curricular activity, in the form of a theatre group. In this way you can offer the students that want to do more with your subject and those who excel in it a place to do so. In my more than ten years of teaching Drama the most memorable moments were created in the theatre group. I still have students coming up to me after leaving school many years ago that remember performing in this group or a performance they saw. Having a theatre group also raises the level of acting in your classes because they will set the bar and students will want to reach that same level.

Drama is a subject that adds so much to the teaching environment but maybe even more so in a TTO environment.

Using language is an important part of creating theatre. You can of course create a beautiful performance without verbal language and sometimes a picture speaks more than a thousand words, but usually the characters speak on stage. Adding meaning to words, practice with phrasing and be aware of diction and intonation is a natural part of acting. Of course the students learn the language of the Theatre but the output in class is not just that language. It is everyday language that is being used during the performances and the preparations.

So it is safe to say that Drama within the Bilingual education has a lot to offer.

It is an active subject that teaches skills that few others do and the language output happens all the time in a natural way. The output is not just subject related but it is also everyday language.

Drama is a subject that you do, you practice, you experience. And that is where the biggest strength of them all is. This is why I would like to leave you with a quote from the brilliant poet and activist Maya Angelou who put down in a beautiful and simple way maybe the most powerful statement ever:

‘I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel’ – Maya Angelou

Saskia Vugts has been working as drama teacher for 16 year. Of those 16 years she’s been working at a TTO school for the last 11 years. Next to teaching Drama she directs the Theatre group, regularly hosts the subject meetings Drama and is an active part in the development of the yearly National TTO Drama contest.
EAS and CLIL: an innovative approach coming from Italian researches

What does EAS mean? EAS is an acronym coined about 5 years ago by an Italian professor, Pier Cesare Rivoltella (http://docenti.unicatt.it/ita/pier_cesare_rivoltella/), who teaches “Technologies of Education and Learning” at Catholic University in Milan... By Carmelina Maurizio

"E" stands for Episodes (in Italian "Episodi"), “A” stands for Learning (Apprendimento in Italian) and “S” stands for Situated (Situato in Italian); altogether it is the smallest unit of the act of teaching in a context. At the origin of Rivoltella’s innovative vision there is the idea of "micro-learning", recently proposed by the London Mobile Learning Group (http://www.london-mobilelearning.net/), according to which the process of learning itself is characterized by:

• A temporal side: it is usually short
• The content: it is again made of small and short units
• The syllabus: both the formal and informal parts of it are important
• Episodes: fragments and episodes are part of it
• Processes: all the process of learning is made of conscious activities, constantly integrated
• Media: learning objects vs face to face learning, symbols and cultural values constantly interacting

What is relevant, according to the Italian researchers, is the central role of the student in the process of learning, which means, on the other side, that thanks to the revolution brought by the ICTs in the educational field each student goes hand in hand with formal and informal education, inside and outside the learning traditional environment.

EAS into details
It is necessary to consider how EAS are structured for a real comprehension of Rivoltella and his followers’ main idea; they strongly push on the organizational side of the process of learning and, of course, indirectly on that of teaching, so they say that EAS are based on three different but joined moments:

• Anticipatory or preparatory, designed: the moment of the stimulating action, the episode which gives origin to the process of learning, the experience which makes curiosity arise
• Operative, when designing: the moment of cooperation and collaboration among the learners, who are coordinated and monitored by the teacher
• Restructured, when redesigning: the moment of the feedback, when the evaluation of the process of learning itself is shared inside the group of learners and the teacher

This structure recalls, according to neuroscience, the ways into which humans learn, that are: repetition, experience and modeling.3 the problem for teachers is how to find didactic activities to scaffold brain in its efforts. EAS, based on microlearning and microwork and micro activities and built on microcontents, facilitate repetition. Thanks to ICTs, contents are learning objects readable via mobile devices, so the experience of learning is possible everywhere and this makes learners actors of their own learning, in other words, learning is fostered if it is experienced, related with emotions and real life situations. Furthermore, situation is a landscape into which learning actions make sense, this means to contextualize each act of learning and teaching to contextualize it.

EAS and CLIL
What have in common EAS and CLIL? It is possible to find some amazing and not easily predictable common aspects. In the following table (Figure 2) the two methods have been matched.

Conclusions and perspectives
The union between EAS and CLIL may represent a challenge in the field of education, not only because both the methods have been considered according to the viewpoint of the central role of the learner in the process of learning itself. Then, Episodes of Situated Learning and Content and Language Integrated Learning have been opening an innovative educational window on the way ICTs and a structured vision of the didactic actions could give the way to an effective learning. What is necessary is a major engagement of teachers, not only in Italy of course, in experimenting CLIL lessons according to EAS approach, sharing ideas and products. It could be said that, at the moment, EAS lacks the international sharing, in fact for example, about the 90% of the materials are only in Italian. In conclusion, Rivoltella and his followers’ ideas may represent a meaningful pedagogical small revolution, that can support CLIL and give it a different productive perspective.

References
1 An international, interdisciplinary group of researchers from the fields of cultural and media studies, sociology, (social) semiotics, pedagogy, educational technology, work-based learning and learning design. The group has developed a theoretical and conceptual framework for mobile learning around the notion of cultural ecology. The analytical engagement with mobile learning of the group takes the shape of a conceptual model in which educational uses of mobile technologies are viewed in ecological terms as part of a cultural and pedagogical context in transformation.
2 An international, interdisciplinary group of researchers from the fields of cultural and media studies, sociology, (social) semiotics, pedagogy, educational technology, work-based learning and learning design. The group has developed a theoretical and conceptual framework for mobile learning around the notion of cultural ecology. The analytical engagement with mobile learning of the group takes the shape of a conceptual model in which educational uses of mobile technologies are viewed in ecological terms as part of a cultural and pedagogical context in transformation.

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Carmelina Maurizio (born 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 wit special needs. She is involved in the national courses for teachers’ training.