

Erasmus+ ka2 partnership

Beyond and Louder than Words

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Output O1

THIS OUTPUT IS THE RESULT OF THE COLLABORATION OF THE PARTNERS ALL OVER EUROPE. METHODOLOGIES THAT GIVE STUDENTS AUTONOMY AND CRITICAL THINKING DEVELOPMENT, IN AN INCLUSIVE ATMOSPHERE.

ENHANCING
MOTIVATION
THROUGH CLIL
AND CLIM
METHODOLOGIES



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Introduction

The project was born on a basis of finding out what kind of approaches would have been the best one to increase students' critical thinking and working independence, language competence and cooperation as a way to include. The basic idea was: nowadays there are many methodologies in fashion, but are they really effective? So, when we had the first meeting we decided to try with our students, in our classrooms the theory. It was a kind of research-action activity, where CLIL, CLIM (where M stays for multi-ethnic) Active learning, debate, ICT awareness, were learned and put into practice.

CLIL and CLIM were the first to be studied in Italy (January 2016) both through a conference held by one of the maximum expert in these subjects in Italy, Mrs. Gisella Langé, Ministry inspector, and also put in practice during the workshops where the Italian experts highlighted the main phases and procedures to be put into practice with students. The partners from countries where CLIL and CLIM were already used took active part in the training activity, while countries where these two approaches were not so activated studied the necessary conditions to work with them. Partners from Greece and Macedonia expressed their doubts, also referring to the age of students, but in the end, we all decided to try. They also underlined the fact that talking about two different approaches may seem a little wrong because they both are based on the same principles: autonomy, cooperation, effective competence, respect. We all agreed with this vision because CLIL and CLIM aim to the same goal, and what is more important, they are “means” not “goals”.

All the partners decide to consider CLIL the umbrella under which all the other approaches could be studied.

Because 3 schools decided to leave the project because of poor funding, we had to re-module the project. This operation has been made in Holland and then revised again in Macedonia, because of the change of the principal and contact people of the coordinator school.

The Italian school has years of experience in CLIL, also because our colleagues attended courses in Finland (CLILedu) and Island (CLIM), and they underlined that the main positive aspect of using these approaches were two: increased motivation and inclusiveness.

CLIL more aimed to contents and language learning, CLIM more addressed to social skills, based on cooperation and respect the main part of their characteristics as teaching methodology. Students are going to learn how to listen to each other, to share progress in the name of a common goal.

As Filip Paelman – Centre for Intercultural Education University of Ghent, Belgium points out “CLIM permanently works at the status of ‘low-status pupils’. The composition of the groups, the organisation of the activities, the task of the teacher, the contents of the tasks, the training of the social skills; all of this aims at the realisation of a changing status within the groups, in order to start appreciating the possibilities hidden in each pupil. This exerts a positive influence on the participation in the interaction, on the learning process, on the involvement, on the well-being and on the self-image of the pupil.

The acquisition of status has several causes. Certain pupils derive their status from their intelligence, from their good school results. Other pupils are good at playing football, they are strong and tall, they dare

more than their classmates. Still others are treated respectfully by their peers because they always wear pretty (and expensive) clothes, because they have a big weekly allowance, because they dare talk back to

the principal or because they are allowed to do things at home that the other pupils are not allowed to do.

This is why CLIM also plays its part in the well-being of the pupils.

CLIM also supports the high-status children, the smart children, in their further development because of its task-oriented approach. CLIM aims at imparting the social skill of “working together” to all the children.

Status and working at status are so important within CLIM that they are found in all areas.

Figure 2 shows the three components that determine the participation in the interaction: the position of the participants, the organisation and the contents.

The interpretation of the organisation during a CLIM-session entails that authority is dealt with in a different way. The teacher delegates his authority to the pupils since they receive rotating tasks.” (Veerle Ernalsteen CLIEC: a report on the methodology of cooperative learning and its implementation in

different European educational settings)

Plunging into CLIL: Enhancing Motivation through CLIL and CLIM methodology

Why CLIL?

We decided to put this subject into the project because of our positive experience in CLIL and CLIM activity both as teachers and teacher trainers. CLIL appeared in Italy more or less in 2000 after the publishing of Marsh's book about this methodology in 1994. This methodology is spreading all over Europe as the reports **Eurydice Keydata on Languages at school in Europe (2012)** and **Rethinking Education (2012)** show.

In Italy CLIL was introduced as an experiment at the beginning of the new millennium and it was introduced in all school grades, from primary to high school: In 2010, The Gelmini's reform cancelled CLIL from lower grades but it made it compulsory in the last year of high schools specifying that the teachers had to be the teachers of the subject (science, chemistry, maths etc), not the teachers of languages.

The premises were right but Italy was not ready for this because we hadn't "bilingual teachers" with a level of Knowledge of a foreign language corresponding to the C1 level (QCER).

So, when we started this project we also wanted to know what was the possibility other country in Europe had and if the motivations of their students increased or not applying this methodology.

We thought that it would have been a good idea to share our experience in this subject also because Italy was the first European country to have CLIL introduced in high school by law and made it compulsory in the last year of high school.

We proposed to our partners to put aside their doubts and try the methodology in their schools and see what effect it had especially at the very important level of "motivation" for students.

How?

During the first meeting we spent a full day in studying the methodologies with our partners, offering hints for research and practical suggestions to use into the classroom, and then there was the conference with our Italian expert from the Ministry of

Education, doctor Gisella Langè, followed by workshops with teachers from all over our place. The partners were observators and actors of the workshops.

Follow up

Then we decided that the partners should send their material to the website of the project so that it could be examined and shared with the others.

This document will be divided into two parts: the first one will be about the theory and the researches about the methodology and the second one about the results of our work. The first part is also a special produce because we succeeded in having one of the main experts of CLIL interviewed by the Italian responsible.

My name is Carmine Di Giustino and together with my partner from Belgium, we decided to ask Peeter Mehisto for this interview to make this output more complete and scientific. The Italian Group has known Peeter and Tulla since our first course about CLIL in Finland, in 2009. This was followed by other courses in Finland and in 2016 we succeeded in organizing a 3 days course in our school in Avezzano. We constantly refer to them for any doubts or for any novelty we discover about CLIL methodology, and they continuously suggest us new researches or things like that. Our school has been inserted in the CLILedu circuit and in February 2018 a week course where many Erasmus teachers from Finland, Portugal and Italy will attend it.

Peeter Mehisto, professor at University College in London and part of the CLILedu org. together with Tuula Aisikainen, Summer Lapland University in Rovaniemi, was very happy to answer to the questions we asked and this is the complete interview. We hope to add to this output as an addendum a video interview we are thinking to have in February.

1) Can you give a complete definition of CLIL?

CLIL (Content and Language Integrated Learning) refers in the ideal to a dual-focused teaching and learning approach in which the L1¹ and one or more additional languages are used for promoting both content mastery and language acquisition to pre-defined levels. **At least two languages** including the L1 are used to teach different 'high-status' content subjects such as Mathematics and History. CLIL educators largely separate the L1 and L2 by teaching a given subject primarily through one or the other language.

¹ The term 'L1' refers to a student's first and strongest language. For simplicity's sake, when referring to a situation in general, it is assumed that the L1 is also the society's dominant language. At the same time, it is recognised that for individual students from immigrant or minority backgrounds the L1 can be their second (L2) or even third language (L3).

However, the L1 is used sparingly and judiciously by teachers teaching through the students' L2 and vice versa, thereby taking into account the fact that the L1 and L2 continually interact in the learner's mind. **Concomitantly, content and language learning are systematically supported in both content and language classes.** In the short and long term, CLIL aims to support students from diverse socio-economic backgrounds in developing age- and grade appropriate levels of:

- L1 competence in reading, writing, speaking and listening comprehension
- advanced functional proficiency in L2 reading, writing, speaking and listening comprehension
- academic achievement in all school content subjects, such as Mathematics and Science taught primarily through the L2 and in those taught primarily through the L1, and
- understanding and appreciation of the culture(s) of the L1 group(s), and of the L2 group(s);

At the same time, CLIL aims to promote:

- capacity for and interest in inter-cultural communication; and
- the cognitive and social skills and habits required for success in an ever-changing world (Mehisto, 2017).

2) Can CLIL be considered as an umbrella term covering a mix of approaches/methods aimed to develop competences and critical thinking in students?

The concurrent teaching of content and language are at the heart of CLIL no matter if the CLIL programme is short-term and low-intensity or long-term and high-intensity in nature. Thus CLIL can be considered an umbrella term where at one end of the spectrum one can teach discrete modules through an L2 whilst at the other end programmes can deliver 50% or more of the curriculum through the L2 as long as they both seek to integrate the teaching of content and language and adhere to the principles described above.

In other words, although focussed on the concurrent learning of content and language, CLIL places additional demands on students. In CLIL language classes, there is at minimum a triple-focus on: (1) learning new content other than language, (2) learning new language, and (3) thinking critically about both that new content and language. The content and the critical thinking are at the forefront of the learning process, including the language learning process. Importantly, in language classes, content learning is not simply focused on acquiring facts and related language, but is also 'a means to help learners to develop cognitively' (Martel, 2016; see also Coyle et al.,

2010). Students are expected to learn and work with substantive new content and language.

In CLIL content classes, L2 academic language is also a gateway to the knowledge and skills of any given content subject. The CLIL content teacher faces the challenging fact that students almost inevitably need help to navigate and learn the L2 academic language of the given subject. CLIL is based on the premise that if students are systematically helped not only to engage deeply – meaning critically – with the content concepts and big ideas and to build on these, and are helped to notice the related academic language and to use this language several times for meaningful tasks over a period of time, they are likely to not only learn the language, and content, but to be able to think critically about both.

3) What is CLIL's relationship with Long Life Learning?

CLIL programmes that encourage students to develop learning skills such as planning skills, to set content and language learning goals, and to become assessment literate help build learner autonomy. Assessment literacy is the capacity to assess effectively their own learning so as to draw conclusions based on that assessment and to take action that will help them to overcome any gap between intended learning and their current state of learning (Clarke, 2014). Being an effective planner, being able to set clear, realistic and measurable goals, being able to assess progress against goals and to readjust plans accordingly are all essential life skills. When the use of those skills become a habit or a regular mode of operation they are likely to encourage life long learning.

4) How do you think using CLIL approach can raise motivation in students?

Several researchers have noted that CLIL programmes create ‘a genuine immediate need to learn the language’, which in turn engages and motivates students to learn language (Lightbown and Spada, 2013; see also Lyster, 2016 and 2007). Schools where subject teachers systematically support language learning (including their students’ proficient use of the language of their subject – e.g. Mathematics or History) see higher levels of student motivation and learning (National Academies of Sciences, Engineering and Medicine, 2017).

The setting of learning goals, which are a core CLIL feature (Mehisto, 2017) are considered fundamental to building and maintaining learner motivation (Gardner, 1985; MacIntyre, 2002). Moreover, education programmes that help students build their capacity to self-assess are ultimately also focussed on building students' self-esteem and their capacity to control their own learning. Feeling some level of independence, control and power over one's life are fundamental psychological needs, and if these are denied to students, they will seek ways of satisfying these needs in a manner that may well impede learning (Frey and Wilhite, 2005). ‘

5) What have you noticed about CLIL at the Liceo scientifico statale " M. Vitruvio P."?

Although I have visited the school and some classes my primary experience with your school has been in working with your teachers over several years one week at a time. I am impressed by your interest in learning about best practices in CLIL and in education in general. You are focussed on how to enhance student learning. The school is engaged in CLIL projects and has organised CLIL professional development experiences for its own staff and has delivered professional development to others. Teaching others often motivates one to distil and test one's own learning. The school's annual science fair, which includes CLIL elements, sounds highly engaging and no doubt memorable for students. The teaching and learning activities described during professional assessment sessions have been inspiring.

6) Would you suggest the use of CLIL for teaching content subjects?

Absolutely, this is the primary focus of most CLIL programmes.

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What is CLIL?

CLIL is an acronym standing for “Content and language integrated learning” and it appeared for the first time in 1994 in Europe. The term CLIL was first coined in 1994 by David Marsh. According to Mehisto, Marsh and Frigols (Uncovering CLIL, Longman, 2018), ‘CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language’.

Even though CLIL seems to be somehow new, it has a much longer history. The first known CLIL activities date back to the age of the Akkadians who conquered the Sumerians (Mehisto, Marsh & Frigols, 2008, Uncovering CLIL, Longman). The local language (Sumerian) was used as a medium of instruction to teach the Akkadians several subjects, including theology, botany and zoology. A similar example is found with the use of Latin. For centuries, Latin was the language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy. (Mehisto, Marsh & Frigols, 2008, Uncovering CLIL, Longman)

Content-based language teaching was an approach to language teaching in the US around the 80s whose aim was to offer alternatives to the classroom practices used with learners from immigrant communities (Brinton, Snow & Wesche, 1989; Snow, Met & Genesee, 1989)

In the 1990s, the term CLIL emerged as an umbrella term encompassing different forms of learning in which a language carries a special role alongside the learning of any specific subject or content. This term has been adopted by various European researchers and agencies as a generic term for such programmes. (An overview of Content and Language Integrated Learning: origins, features and research outcomes María Martínez Adrián, academica-e.unavarra.es/.../HSJ_Filología_11_2011_Overview....).

What we think to be important talking of CLIL is its definition as an “umbrella” able to host many different kinds of strategies aimed to motivate students and to develop their critical thinking abilities. That was the aim of the project and the activities carried out in the time between two meetings has had the final goal to see if our starting idea was effective to this goal.

So every partner has worked on all the objects of the outputs and the results are in our website (....)

CLIL in practice

This part is about the outcomes of each partner of the project and it is structured in three levels:

- a. The plan
- b. The material
- c. Activity into the classroom

The plan

The plan is a shared document we decided during the first meeting in Italy (January 2016) so to have a common reference plan to organize the CLIL lesson. It was decided to use a word form so that if during the project any change was needed by any partner it was easy to have it.

Form for CLIL lessons

Title	
Subject	
Teacher	
Teacher(s) involved	
Class	
Age	
Time	
Materials	
Contents	
Prerequisites	
Aims (content)	
Aims (language)	
Strategy	

Activities	
Bibliography and websources	

This form has been suggested by the Italian teachers who usually work also as CLIL trainers and accepted by all the partners.

This form has been put in the new website and it is a guide for all to plan their CLIL activities. We are going to analyse the job made by the countries and the teachers and students involved and especially those countries where CLIL is not part of the school system.

Of course, shows of the activities are videos that are in the website, under the headline “outputs” divided for each country.

Each partner has been asked the following questions:

Is CLIL inserted in your school system?

After and during the CLIL activity, did you find any increase in student’s motivation?

Was it useful to avoid exclusion depending on the different level of knowledge of English or because of personal reasons?

Was the activity inclusive for all the students?

Were the teachers satisfied?

GREECE

School of Palekastro, CLIL Lesson

LESSON PLAN	
Aim	To learn the names and some characteristics of the planets that form the Solar System and to understand the Sun and the Earth as a part of the Solar System
Level	Language level - A1
Content - Subject	Science Solar System: Planets and their characteristics The Earth: its relationship with the Sun (Rotation: day and night)
Communication Learning	-Present simple: "to be" and "to have" -Hot/cold, big/small -Superlatives (the hottest, the coldest, the smallest, the biggest) -Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, last. -Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune "To orbit" – Turn round, "to rotate", "rotation"
Approx time overall	2 hours

Plan	Short Description	Links to Activities
Stage 1	Introduction to The Sun and the Solar System.	Solar System power point . Activity 1
Stage 2	Learn some characteristics of each planet.	Solar System power point with information about planets. Activity 2 Game Stick the correct information. Activity 3
Stage 3	The Earth, our planet, as a part of the Solar System.	Power Point with information about The Earth as a part of the Solar System. Activity 4
Stage 4	Explanation of day and night	They watch a video about rotation. Activity 5

		Painting our solar system. Activity 6
Evaluation	Learners will be evaluated through everyday activities. The teacher will ask them some questions to evaluate what they have learnt.	

As it is possible to see the language level is A1 also because of the age of pupils. The lesson is about geography, but in English. The teacher respected all the keynotes we gave in the first meeting and the form is clear and without any contrasting points. The classroom language is very easy and most of the work is on glossary and communication skills. Language reflects the age of the pupils so present tenses, size adjectives, superlatives (not difficult because all and everywhere they know what “I am the best “means); also, the verbs are easily comprehensible. Technology has an important role (video, Power point) and every step is evaluated with a questions and answers game.

As responsible, together with Belgium, for this output and as coordinator we asked to our Greek reference teacher news about the activity. This was all made through socials and this is the transcription of our conversation:

hi Emmanoueli.

I have an important question to ask: is CLIL inserted in the Greek school as normal practice? Or your excellent job was only inside our project? Is there any reference to CLIL in Greece, as books or website, any studies about CLIL in Greece? Because as far as I know Greece doesn't admit CLIL, as Denmark or Turkey. Will you let me know as soon as you can please?

hello Carmine...CLIL is not in the Greek curriculum! Only two schools in experimental phase. We tried it sometimes. We are free to do it, but not officially. CLIL is not in Greece yet.

Just a question Emmanoueli.

Did you find any increase in the student's motivation during your CLIL activity? I am analysing it and you did a very good job

yes of course.... they were much motivated, even students without good knowledge of English because the subject was very interesting, the different ways of teaching it was a motive for them and sure the change of the daily teaching routine in the classroom

Yes I had this impression from video. And another question: was it useful to avoid exclusion? Was the activity inclusive for all? Sorry but I need this information for the output

yes, the activity was for all of the students of the classroom, every student participated with its own level of English but the lesson was prepared to the average level of English language of the students

So, Greece was very satisfied with the activity and the goals we had in the beginning were achieved: inclusiveness, participation, autonomy.

Austria

Form for Clil lessons

Title	The Colosseum in Rome
Subject	History
Teacher	Mr Pusterhofer, Mrs Mara
Teacher(s) involved	
Class	6th Grade
Age	11-12
Time	50minutes
Materials	Worksheet; IPAD/Notebook
Contents	Working on a history chapter (6th grade – getting in touch with the topic of Rome) – most famous sight – The Colosseum
Prerequisites	
Aims (content)	Getting facts about the colosseum (short movie / worksheet)
Aims (language)	Studying new words/phrases (short movie) Pupils should try to speak English language (by using their own words and phrases) - always positive feedback (high motivation level)
Strategy	
Activities	Watching movie; working on a worksheet; QUIZ
Bibliography and websources	

Austria decided to work on two subjects: History and cooking, a subject very important in their school. We start analysing the history lesson. We would like to underline that being experimental activities, the time is not too much. This is because

everyone wanted to be sure of when/what/how/why. In Austria we still have very young pupils, and in the aims box we can find an important keynote of Clil: **positive feedback**.

Positive feedback is necessary both in Clil and CLim. When in CLim the group work is strongly structured and the respect of time and roles is very important and in this context self-assessment plays a huge function.

A quiz as final activity seems the right conclusion for a module aiming to enjoy students and teachers.

Technology use s I-pad and notebooks and video.

Form for Clil lessons

Title	Menu Pancake soup, Viennoise escalope, Sachertorte
Subject	Cooking
Teacher	Weißhaupt (Cooking)
Teacher(s) involved	Mara (English)
Class	3th lower secondary school
Age	13
Time	140
Materials	Poster with vocabulary for the menu Recipes in English Ingredients
Contents	1. How to prepare a pancake soup 2. How to prepare a Viennoise escalope (Wiener Schnitzel) 3. How to prepare a Sachertorte
Prerequisites	Poster with vocabulary for the menu Recipe in English
Aims (content)	At the end of the lesson the pupils will: 1. be able to prepare a three-course meal 2. will have practiced working in groups 3. be trained in time managing
Aims (language)	At the end of the lesson students: 1. will have expanded their vocabulary for food and cooking

	tools 2. will be able to understand instructions for cooking meals in English 3. will have become aware that their knowledge in English is that good, that they are able to understand a cooking lesson in English 4. will be able to read recipes out of English cooking books
Strategy	1. Revision of the words on the poster 2. Teacher goes through the recipe, pupils ask in English if they don't ... know a word. 3. When the pupils work in groups cooking their meal the teacher goes from group to group to give instructions. Children ask in English if they need help
Activities	1. Pupils have the recipe and go on working step by step as they were told before. 2. Teacher supports them if there is help needed
Bibliography and websources	Own recipes from the cooking teacher

This **CLIL** module is more practical, because involves theory and practice. Time is a little more (140 minutes) and the age is 13. In this module the characteristics of **CLIM** are more evident, because structured group work is essential. The role of the teacher as facilitator and as a guide is a necessity and the language used is also important for future developments. The skills in action are reading comprehension and technical skill (social one) and speaking and **association of request and action** is very important.

We like to add to this short analysis of the Austrian job a short report of our Austrian colleagues talking about their experience with CLIL.

“Our report to the task of the project (CLIL) - Austria

When we were talking to our colleagues about our Erasmus project and CLIL all the English teachers were fond of the idea of teaching another subject in English.

So Mr Draxler realized a PE lesson in English with pupils who are in the 5th form (it's the first year of learning English).

Mr Pusterhofer did a history lesson in the 6th form and Karin and I did a cooking lesson in team teaching in the 7th form.

Feedback of the English lessons

Andrea Mara and Karin Weißhaupt

Karin and I did a cooking lesson in team teaching. The pupils got the recipe of the food they were cooking in this lesson in English. Karin had prepared a poster with some vocabulary of food the lesson before so the pupils knew some words about food. The children read out the recipe before they started to cook as they usually do in German

but this time they did it in English. Karin told me how to do the lesson step by step and I told the pupils how to do it in English.

The children were very excited doing the cooking lesson in English. We also liked this lesson as the children were very enthusiastic about it. The pupils were also proud that they could understand a cooking lesson in English. So we are thinking about to do another cooking lesson in English once again.

Michael Draxler

English in the PE lessons

Especially in simplified games like baseball, American football, paintball, basketball, soccer and so on you can easily use phrases, instructions and idioms from the English language and they are even motivating and the children like the authentic character of the game. E.g. first base, second base, touch down, homerun, score, goals, fouls, 2 teams, defense, offence....

Othmar Pusterhofer

On Friday 1st of April I got the opportunity to teach the school subject history in English language. We talked about CLIL during our teacher discussions and we decided to try it out in different lessons/classes. I think it is a nice option to bring in a kind of variety into our classrooms. It is also a connection between English and other school stuff... nice way to show our kids how they can use their English knowledge besides ordinary English classes.

So, we had a wonderful history lesson in English language. First of all, the topic (Colosseum of Rome) was really interesting and our kids (6th grade) did a fantastic job. In the end we asked our pupils about the lesson and their feedbacks were great. They enjoyed the lesson, so I'm sure we are going to do it again at times.

As responsible, together with Belgium, for this output and as coordinator we asked to our Austrian reference teacher news about the activity. This was all made through socials and this is the transcription of our conversation:

This is Andrea, the Austrian colleague, answering the questions

1) CLIL isn't inserted in our school system because our students are at the age of 10 to 14 and many of them are very weak pupils, who sometimes don't even understand the contents of the subject in German.

Some English teachers treat a topic in Biology, Geography, or History, but these lessons are done very seldom.

2) During the CLIL activity which we did as a project work at our school the students were motivated because it was different and exciting but they wouldn't be motivated if there were lessons held regularly in English because many of the students wouldn't understand the contents.

3) The project was inclusive for all the pupils

4) The teachers were satisfied and we are thinking of doing it as a project work again, but we won't use English as a teaching language in other subjects, except in the subject English of course.

Macedonia

Title	Probability of independent events
Subject	Mathmatics in English
Teacher	Mrs. Valentina Karanfilovikj and student Jane Stanoev
Teacher(s) involved	Blagica G. Cvetkovikj
Class	4 th High School
Age	17-18
Time	45 minutes
Materials	Glossary, PPT presentation, photocopies
Contents	<ol style="list-style-type: none"> 1. Definition of probability; 2. Definition of dependent events; 3. Probability of Independent events
Prerequisites	1. The students have to know the basics of probability and know the difference between dependent and independent events;
Aims (content)	<p>At the end of the lesson the students will:</p> <ol style="list-style-type: none"> 1. know the likelihood of something happening in the future(chances of something to happen); 2. know why said events are dependent and independent ; 3. solve problems based on probability.
Aims (language)	<p>At the end of the lesson students :</p> <ol style="list-style-type: none"> 1. will know and understand the new terms connected to probability; 2. will practice solving Math problems connected to probability in English.
Strategy	<ol style="list-style-type: none"> 1. Introduction: of the topic; 2. Explanation: of the topic and sub-topics; 3. Practice: Solving problems.
Activities	<ol style="list-style-type: none"> 1. Introduction (5 min): The teacher presents the topic; 2. Explanation (35 min): The student takes on the role of the teacher and explains the topic to his classmates in English. He solves various problems on the board in order to make the lecture easily understandable; 3. Practice (5 min): The teacher gives the students an opportunity to ask for an explanation about the things they did not understand about the lecture. Students are given problems that they solve with the help of the teacher.
Sources	<ol style="list-style-type: none"> 1. Mathematics Book for 4th year of Highschool; 2. Link

This lesson plan by Macedonia shows some interesting things:

- 1) 2 teachers and one student are involved
- 2) The student has an important part because he is the teacher
- 3) The timing of the lesson is very precise

The **ICT** involved is a PP and it seems to be a perfect CLIL lesson with all the keynotes of the methodology and it is possible to imagine the student's preparation at home with a sort of “**flipped lesson**”

Title	Energy sources in Macedonia
Subject	Geography in English
Teacher	Mss. Emilija Trajkovska
Teacher(s) involved	Mrs. Blagica G. Cvetkovikj
Class	2nd High School
Age	15-16
Time	60 minutes
Materials	Glossary, PPT presentation, ICT equipment, photocopies
Contents	<ol style="list-style-type: none"> 1. Main energy sources; 2. Hydro-energy as an energy source; 3. Coal as an energy source; 4. Other materials used as an energy sources.
Prerequisites	<ol style="list-style-type: none"> 1. The students have to be able to read the map of Macedonia, to distinguish different types of energy sources and to know how to use the ICT equipment;
Aims (content)	<p>At the end of the lesson the students will:</p> <ol style="list-style-type: none"> 1. Know which materials can be used for collecting energy; 2. Know which kinds of energy sources Macedonia uses the most; 3. Know the different energy sources Macedonia imports from other countries; 4. Know the most inexpensive and practical materials used for gathering energy. 5. Know the different places from which Macedonia exploits its resources.
Aims (language)	<p>At the end of the lesson students:</p> <ol style="list-style-type: none"> 1. Will learn and understand new words connected to energy sources; 2. Learn new terms about Macedonia's typography; 3. Will be able to speak about Macedonia's energy resources in English.
Strategy	<ol style="list-style-type: none"> 1. Introduction: of the topic; 2. Explanation: of the topic; 3. Practice: pin-pointing the given locations on the map of Macedonia; 4. Evaluation: Filling out a questionnaire, grading their experience of the lesson.

Activities	<ol style="list-style-type: none"> 1. Introduction (5 min): The teacher introduces the topic to the students; 2. Explanation (40 min): The teacher talks about the topic, points out various locations on the map, connected to where Macedonia's top resources are located; 3. Practice (5 min): The students are given locations they need to find and pin-point them on the map of Macedonia; 4. Evaluation (10 min): The students are given questionnaires about their class experience, where they can rate their gained knowledge of the language and the lecture.
Sources	<ol style="list-style-type: none"> 1. Geography book: 2nd year in High School; 2. Link: http://minerals.usgs.gov/minerals/pubs/country/2012/myb3-2012-mk.pdf

Here we have a geography lesson with a different age and different teachers. Both the plans show goals and means to achieve them and in the second one, there is a great use of ICT.

What is important, as for the other partners, is the commitment of different teachers of different subject and the use of techs to open the classroom.

The following are the answers to the questions asked as a feedback to the project.

1. Is CLIL inserted in your school system

Yes.

In 1996, the French Embassy announced a project for promotion of study of the French language in Macedonia. One part of this comprehensive project was the creation of CLIL

classes in French. In 1999, the Macedonian Teachers' Association of French Language was

founded, while in 2000, ELTAM (English Language Teachers' Association of Macedonia)

was established. Gimnazija Goce Delcev was one of the schools that were chosen to become a bilingual school that will implement CLIL programme in French in their daily techniques. The students are offered to take up the bilingual class at the moment of their enrolling the high school. These students are exposed to French language with introduction of one class a month for each subject in the first year of high school education, followed by two classes per month for each subject taught in French in the second year and so on until the final academic year.

The subjects that are taught in French are Mathematisc, Physics, History, Geography and Chemistry. The programmes are content as well as language oriented and do not change compared with that in the regular classes, but the number of lessons does. Usually, these students have more lessons than the regular students. As far as examinations are concerned, students in French CLIL schools have to take a test at the end of high school. If they pass it successfully, the students receive a certificate from

the French Embassy in Skopje. These students also receive a graduating diploma with the note 'bilingual'. If the holders of this kind of diploma decide to continue their studies in one of the universities in France, they do not have to take the language test required for foreign students for entrance to higher educational institutions.

The French CLIL teachers have gone through a CLIL training programme. They first went through language training, followed by a series of preparatory French language courses, led by French language lecturers. When they successfully passed DALF (*Diplome Approfondie en Langue Francaise*), they went through methodological training and were involved in preparation of pedagogical materials. The French CLIL teachers, with a contract between them and the director of the French centre for cultural and linguistic cooperation, are given 32.5 euros per month for their extra working hours.

2. After and during the CLIL activity, did you find any increase in students' motivation?

For the needs of the project "Beyond and "Louder than" Words", beside the French CLIL classes, we decided to prepare CLIL classes in English language. The first one was Math class prepared by Valentina Karanfilovikj (a Math teacher) and the other one was Geography prepared by Emilija Trajkovska (Geography teacher). Both teachers don't speak English fluently but that wasn't an obstacle for them. The students were really interested in the classes because the groups that were chosen were not a part of the bilingual classes. For them CLIL was something new, and they showed a great interest for that kind of classes. They found it more fun and were more focused. Some of the students thought that they would more easily remember the material. They were really motivated which was concluded after summarizing the results from the questionnaire/evaluation form they had to complete after the classes. The questionnaire consisted of six closed and one open question. The answers to the closed questions were mostly positive, and the open question showed that CLIL increases students' motivation.

QUESTIONNAIRE

A SURVEY ABOUT TEACHING CLASSES IN ENGLISH – GEOGRAPHY
10.05.2016

ENERGY SOURCES IN R. MACEDONIA

Name_____ Surname_____

Class_____

1. Was it hard to understand the lesson?

- a) Yes
- b) No

2. How much did you understand?

- a) I understood everything.
- b) I understood most of it.
- c) I understood half of it.
- d) I understood less than half.
- e) I understood nothing.

3. Was it more difficult now that the lesson is in English?

- a) Yes, it's a lot harder than in my native language.
- b) No, it's the same.

4. Did your English improve after taking this class?

- a) Yes, a lot
- b) Yes, a little
- c) No, not really

5. Was the lesson explained simple enough for you to understand?

- a) Yes
- b) No

6. Would you like to have more classes in English in the future?

- a) Yes
- b) No

7. Write down your opinion on how to make this kind of teaching better for students.

3. Was it useful to avoid exclusion.

Yes.

We all know that there are always students that break the rules and disrupt the classes so that other pupils cannot learn. In this case, the teacher has to react according to the rules that the educational system imposes. During the CLIL classes it was very

noticeable that all of the students were equally interested in the lessons. They all were focused and payed attention both to the context and to the language as well.

4. Was the activity inclusive for all.

Yes.

Since I am an English language teacher, I can say that when students learn foreign language as a regular lesson, the language barrier is much more presented. Some of the students do not feel comfortable to speak in front of their classmates, because the level of speaking is not the same for all of them. We have mixed ability classes, which make some of them “ashamed” to speak in front of the other students. When we held the CLIL lessons, we noticed that the focus of the students was not to the language, but to the context itself. They were all paying attention to the material that was presented to them, not even realizing the mistakes they did while they were answering the questions.

5. Were the teachers satisfied?

Yes.

Both of the teachers that presented the CLIL lessons said that were very satisfied first because they were given a chance to use different kind of methodology during their lessons, and second because they have a chance to improve their English skills even though they use it only on one of their classes. The satisfaction grew even more when students showed their interest and pleasure. They also said that they are looking forward to CLIL implementation in English in our school and would be glad to become English CLIL teachers.

Spain

Title	Egyptian Civilization
Subject	History in English (Clil lesson)
Teacher	History Teacher Leandro Sanchez Garre
Teacher(s) involved	Language assistant Giorgi Despokatis
Class	12 year-old students
Age	
Time	4 lesson of 80 minutes
Materials	Videos, maps, articles, websites
Contents	Egypt culture, pyramids, mummies
Prerequisites	A1-A2 level of English to increase their confidence in English, develop cooperative learning, to make inclusion easier
Aims (content)	History
Aims (language)	language competence
Strategy	CLIL, CLIM, Active Learning, ICT, WebQuest, inclusive activity as cooperative learning
Activities	Watching videos, research the Net, games, discussion, group activity
Bibliography and websources	

We decided to analyze this work also because the video is very explicative of the job done by students and teachers. The basic idea is to have a lesson in a foreign language while it is usually held in Spanish. The subject chosen was History, in details the Egyptian civilization. What is really interesting in the lesson plan and the video is the fact that our idea of CLIL as an umbrella hosting different approaches that have in common the learning autonomy of the students, is confirmed and proved successful.

We are going to report what the teachers said about the birth of the project and its development and realization.

Spanish colleagues decided to create an environment aimed to make this experience easy and motivating. They chose a subject that is one of the favorite subject with science and P.E. of a CLIL activity, and having a teacher who can speak English and a language assistant their role was only to guide the students.

They used the CLIM approach to form the groups and make all the students feel included and part of something important.

So they re-moduled their timetable and instead of a normal lesson of 50' they organized 4 lesson of 80'.we can guess that this was a right move because CLIL needs a slow approach to give all the students the possibility to participate in full to all the activities with their own time.

They involved students giving each group the name of an Egyptian god and this is a great thing for motivation, then each group was assigned a project. This is called **project-based approach** and in is perfectly in line with CLIL methodology.

The activities were designed using their school learning platform were the students could find videos, maps, how to use hieroglyphics, how mummies were made, played games and quizzes also to see their level of understanding. Students used tablets instead of books and they used them to research material to do their project and presentation. This is clearly an **active learning** approach and the teachers observed that all the students participated actively in their group, according to **CLIM and inclusive approach**.

They enjoyed playing a game about the mummification process as it is possible to see in the video. They did a virtual tour of the pyramids and became familiar with hieroglyphics using them to write their names. The final act was to have the students to present their job using ICT.

The Spanish colleagues were really amazed at the quality of their job; students also prepared questions for the other students and the project ended playing Egyptian games during the PE class, but using English as the language of communication.

Students were asked about the experience and they have said their enjoyed it very much. And they wanted to do it again! They realized they have learned something about Egyptian civilization and also, they had improved their competence in English. Teachers were amazed and satisfied of the results. The starting idea was right and this is another evidence of how good an active and critical approach to teaching and learning could be.

<https://vimeo.com/161325636>

Spain realized another video which can be seen at the following link.

<https://vimeo.com/166931598>

Belgium

Title	La préhistoire : l'art
Subject	History in French
Teacher	Mss van Spreeuwel and Mss Peeters
Teacher(s) involved	Mss van Spreeuwel and Mss Peeters (teachers history and French)
Class	1th HIGH SCHOOL
Age	12-13
Time	90 minutes
Materials	glossary, , PPT presentation, photocopies, PPT quiz
Contents	1.L'art au paléolithique; 2. L'art au néolithique; 3. Les vénus
Prerequisites	1. the students must be able to situate the neolithic, the palaeolithic and the prehistory in time;
Aims (content)	At the end of the lesson the students will: 1. describe and recognize forms of art in the palaeolithic 2. describe and recognize forms of art in the neolithic 3. describe and recognize the prehistorical statues of Venus
Aims (language)	At the end of the lesson students : 1. will have expanded their vocabulary in the field related the prehistorical art in French 2. will have practiced the impersonal language to speculate about prehistorical art in French;
Strategy	1. Brain-storming on what students know of the topic; 2. Teamwork : reading about the topic and answering questions with the help of the teacher; 3. evaluation : quiz
Activities	1. Introduction (10 min): Students will read the glossary thinking about their behavior and trying to classify the most important linked aspects; 2. Teamwork (60 min) Students will be divided in 5 groups. (4-5 students per group if it will be possible: each group will have its recorder, reporter or summarizer, material manager, harmonizer or group facilitator, timekeeper and organizer) Teacher will give each group some short texts on the topic, with these tasks: -first each group will find and organize the main concepts while each member of the group does his/her specific task

		<p>-secondly reporters will summarize to the classmates what their group have learnt.</p> <p>3. Quiz (15 min) to evaluate if the students understood</p> <p>6. Put a cross (5 min) Students will fill a questionnaire (if the outcomes have been understood, if the outcomes have been half understood, if the outcomes haven't been understood) to indicate how comfortable they are with the topic (learning assessment)</p>
Bibliography websources	and	<p>1. All materials are from Wikipedia, the free encyclopedia www.laclassedemallory.comlaprhistoire</p>

Belgium as responsible together with Italy of the final output on CLIL, did an interesting thing because differently from all the other partners, their CLIL activity has been made in French, according to their school system. Obviously, the lesson plan and the conclusion (directly from the voice of the teacher involved in a video) are in English.

The subject chosen was History (again) and prehistoric art, students of 12-13 years of age, and a lesson of 90 minutes.

From the video it is possible to see the active part of students in the activity (**active learning**) and the role of the teacher as a guide. Students seem to be very interested and motivated and also the material used deserve its importance. The following are examples of the material used:



La préhistoire - L'art au néolithique

Doc 1 : les dolmens

Les dolmens sont des constructions en pierres. Les dolmens étaient recouverts à l'époque d'un tumulus, sorte de butte de terre et de pierre et de ce fait, ils étaient invisibles. Tous les dolmens ont deux parties principales : la chambre funéraire et le couloir d'accès. On entre dans un dolmen par le couloir d'accès qui est souvent très bas à l'entrée. Le couloir devient plus haut lorsqu'on avance vers la chambre funéraire.

Les dolmens servaient à enterrer les morts : ce sont des monuments funéraires.



Doc 2 : les menhirs

Ce sont des pierres plantées dans le sol. Leur hauteur varie de 0,80m à 22m. On ne sait pas à quoi servaient les menhirs.

Les menhirs peuvent être implantés de façon isolée ou en alignement. Plus rarement, plusieurs menhirs peuvent être disposés en cercle ; on parle alors de « cercle de pierres » ou de cromlec'h.

La pierre peut être taillée (en forme de colonne, d'amande, de dalle anthropomorphe, etc.) ou avoir été plantée telle quelle, plus ou moins brute.



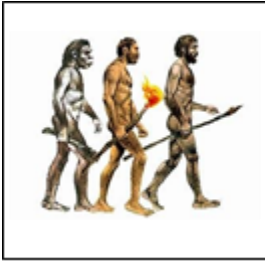
cercle de pierres



alignement de menhirs



menhir isolé



La préhistoire – L'art

Clé de correction

L'art au paléolithique

Doc 1 (Ce sont) des bisons.

(On utilise) le jaune, le rouge, l'orange (l'ocre), le noir et le brun.

Doc 2 (Il s'agit d') une sculpture.

Doc 4 (Ce sont) les chevaux.

Doc 5 (Ce sont) les rennes.

Doc 6 On voit une flèche (= een pijl).

L'art au néolithique

- (Il sert)à enterrer les morts.
- (C'est)une sorte de butte de terre et de pierre.
- (Leur hauteur varie) de 0.80 à 22 mètres.
- (On trouve des menhirs) en forme de colonne, d'amande ou de dalle anthropomorphe.

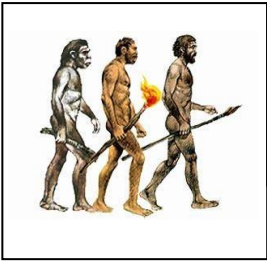
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4

3

Les vénus

- (Elles datent)de 40000 à 20000 avant JC.
- (Elles sont réalisées) en ivoire, pierre tendre ou terre cuite.
- (On a trouvé des vénus) en France, Autriche, Italie, Rép. Tchèque, Ukraine, Allemagne, Russie, Sibérie et Angleterre.
- (Ce sont)des objets de parure ou de culte ou des symboles de fertilité et fécondité.
- (Ce sont) le buste, le ventre et les hanches.
- (Ce sont)la tête, les bras et les jambes.



La préhistoire – L'art au paléolithique

Vocabulaire

Titre :	l'art	de kunst
	le paléolithique	het oude steentijdperk
Doc 2	en argile	in klei
	Doc 3 une paroi	een wand
Doc 4	peint	geschilderd (peindre = schilderen)
	des ossements	beenderen
	des bovins	runderen
	un cerf	een hert
	un bouquetin	een steenbok
	une renne	een rendier
	un sanglier	een everzwijn
	un chevreuil	een ree

Doc 1 :

Quels animaux voit-on ?.....

Quelles sont les couleurs utilisées (=gebruikt) ?
.....
.....

Doc 2 :

C'est une peinture ou une sculpture (= beeldhouwwerk) ?.....

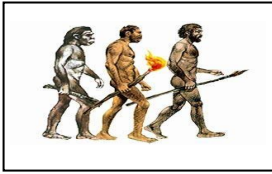
Doc 4 :

Quels sont les animaux les plus souvent (= het vaakst) peints?
.....
.....

Quels sont les animaux dont on a trouvé le plus(= de meeste) d'ossements dans la grotte?
.....
.....

Doc 5 :

A quoi voit-on que le bison est blessé?.....



La préhistoire – L'art au néolithique

Vocabulaire

Doc 1	en pierre	in steen
	étaient recouverts à l'époque	waren in de tijd bedolven
	une butte de terre	een heuvel van aarde
	invisible	onzichtbaar
	une partie	een deel
	une chambre funéraire	een grafkamer
	un couloir d'accès	een toegang (in de vorm van een gang)
Doc 2	le sol	de grond, de bodem
	la hauteur	de hoogte
	implanté / disposé	geplaatst
	en alignement	in rijen
	taillé	gekapt
	une colonne	een zuil
	une amende	een amandel
	une dalle anthropomorhe	een steen met een menselijke vorm

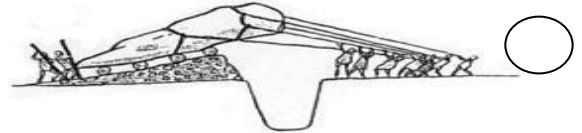
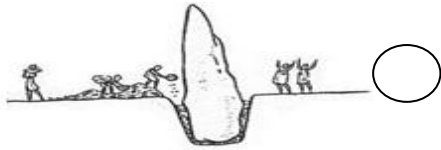
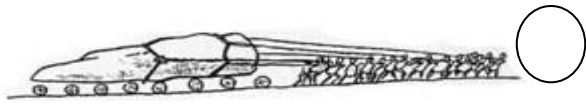
A quoi sert un dolmen?

Qu'est-ce que c'est un tumulus?

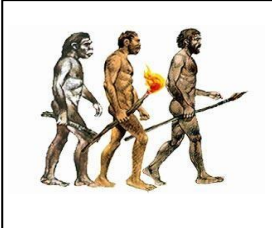
Quelle taille peut mesurer un menhir?

Sous quelle forme trouve-t-on les menhirs?

Numérote dans l'ordre les images montrant comment les hommes du néolithique dressaient des menhirs.



www.laclassedemallory.com



La préhistoire – Les vénus préhistoriques

Vocabulaire

Doc 1	une statuette	een beeldje
	en pierre tendre	in zachte steen
	cuit(e)	gebakken
	il en a été découvert	er zijn er ontdekt
	connu(e)	bekend
	un trou de suspension	een gaatje om iets door op te hangen
	un pendentif	een hanger (juweel)
	protéger	beschermen
	de la parure	opsmuk, versiering
	des hanches	heupen
	la fertilité	de vruchtbaarheid
	la fécondité	de vruchtbaarheid, de rijkdom
Doc 2	l'Autriche	Oostenrijk
	L'Allemagne	Duitsland
	L'Angleterre	Engeland

De quand datent les vénus préhistoriques?.....

Dans quelle matière sont-elles fabriquées?

.....
.....

Dans quels pays a-t-on découvert ces statuettes ?

.....
.....

Quelles sont les hypothèses concernant(betreffende) l'utilité (het gebruik) de ces statuettes ?

.....
.....

Quelles sont les parties du corps surdéveloppées ?

.....
.....

Quelles sont les parties du corps sous-développées ?

.....
.....



La-prhistoire-lart-q
uiz.pptx

<https://www.youtube.com/embed/gAEeCpd8Xbs>

Wat vond je van de inhoud van de les? (43 reacties)

Ik heb de leerstof even goed begrepen als anders.	20.9
Ik heb de leerstof begrepen dankzij extra hulp van de leerkracht.	39.5
Ik vond de leerstof moeilijker te begrijpen dan anders.	39.5

Wat vond je van de opdrachten?(43 reacties)

Ik heb de vragen vlot kunnen beantwoorden .	27.9
Ik heb de vragen kunnen beantwoorden dankzij extra hulp van de leerkracht.	41.9
Ik heb sommige vragen niet kunnen beantwoorden.	30.2

Wat vond je van het groepswerk?(43 reacties)

Ik vond het groepswerk leuk.	81.4
------------------------------	------

Ik vond het groepswerk niet zo leuk. 14

Ik heb geen mening. 4.6

Wat vond je van het les volgen in een vreemde taal?(43 reacties)

Ik vond het boeiend en zou wel meer lessen in een andere taal willen volgen. 58.1

Ik vond het niet zo boeiend en ben niet geïnteresseerd in lessen in een vreemde taal. 27.9

Ik heb een mening. 14

Als je les kon volgen in een vreemde taal, voor welke taal zou je dan kiezen?(42 reacties)

Voor Engels 64.3

Voor Frans 28.6

Voor geen van beiden 8.1

The questions asked in the reaction questionnaire are:

Did you understand everything?

21% easily

40% with help

39% not everything

Could you answer all the questions?

28% easily

42% with help

30% not everything

Did you like working in teams?

81% yes

14% no

5% no opinion

Do you want more CLIL lesson?

58% yes

30% no

12% no opinion

What is your preferred language for CLIL lesson?

64% English

28% French

8% no opinion

In the material we would like to highlight the presence of the glossary, one of the most important aspect of the CLIL methodology. It is a way to make the language **visible, in order to avoid any obstacle to comprehension.**

Students are working in groups and they seem to enjoy it. You can see students asking questions to the teacher and to the other students,

Now what is really interesting from the analysis of Belgium colleagues are the results of the questionnaire and the words of students and teachers in the video.

Students said they enjoyed the activity and they also enacted a strategy to develop understanding using interlanguage: when they missed French words, they used Dutch words with a French sound!!! This is a great achievement to improve ability to speak and comprehend. Students also underlined the fact that the job was made easier because students could help each other and so they succeeded in understanding almost everything. One of the girl says a very important thing when talking of CLIL: it was fun to talk with friends in another language. Fun is the key word of teaching as a job, in both sides: teachers and students and CLIL methodology can help to enjoy the learning process. They realized that their foreign language skill could improve and we add that also their learning strategies ca find a great stimulus with this activity.

They also said it was nice to have lessons in a different language and they also said they preferred to have more CLIL lessons and in English because it is easy.

The teacher Miss **van Spreeuwel** says she found the activity interesting and challenging, even if you need a lot of work before to prepare the lessons. She also adds that it was a positive experience to be made perhaps systematic to get the best results, and she confirmed what we said before in this essay: CLIL needs much more time to be effective and lessons usually ask for more then one or two hours.

Another thing she says that match our starting idea is that she was surprised of the positive reaction of students, they asked lots of questions and they were really motivated. She has a positive impression about CLIL in the end.

It is a very good thing that the headmaster asked to the teachers involved in the experiment to meet the other teachers of the school and report them the results and their impression. This could open to a great action-research activity with more important motivation and results. She hopes CLIL activity in her school will continue because of the positive experience they made.







These are the pictures of the meeting about CLIL held in Belgium after the experience. The following are three examples of CLIL lesson in Belgium using ICT and PP.



lab carbon dioxide
ORGANIC COMPOU



CLIL 12 april
2016.pptx



The Great War
teacher.pptx

The Netherlands

Our Dutch partners has presented two videos about their Clil activity and a clear information about what their schol system is and how Clil is inside the system.

Clil methodology

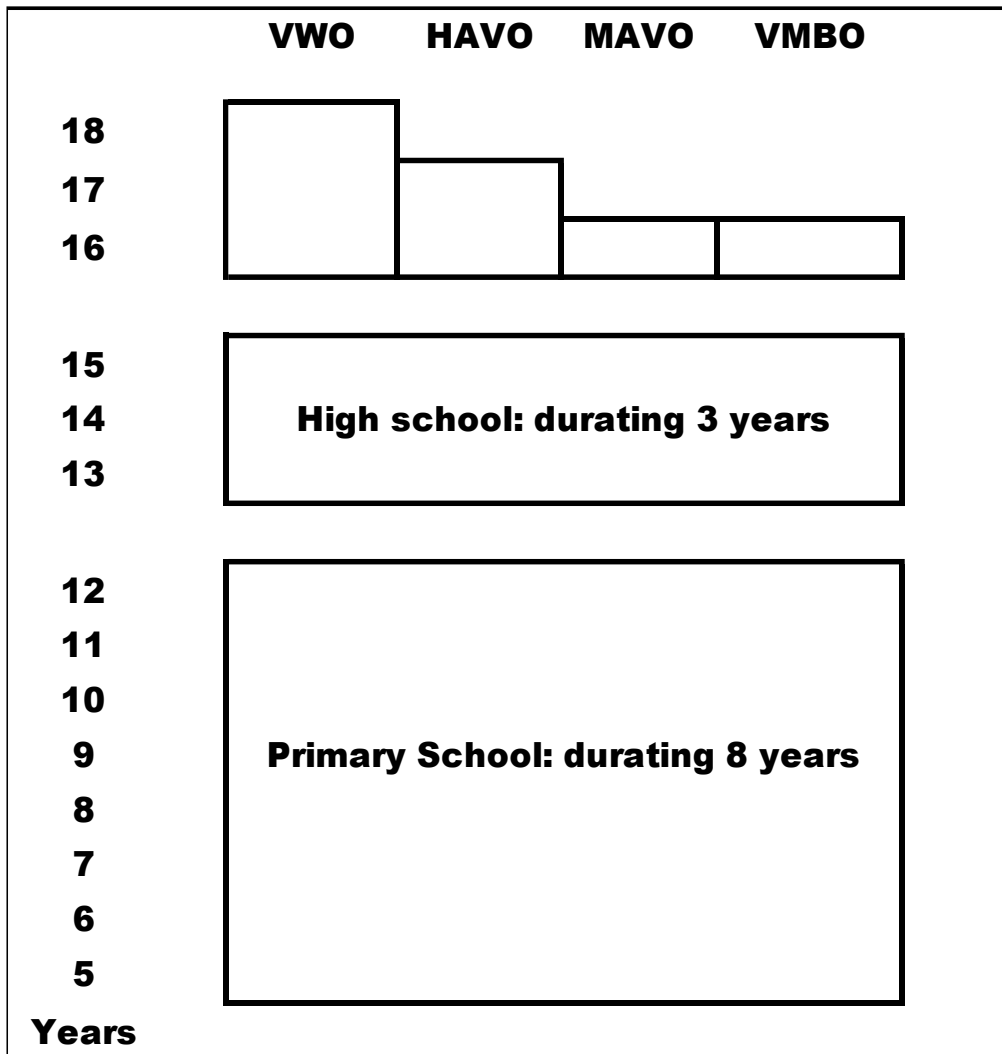
(Content and Language Intergrated Learning)

CLIL methodology could be applied in the Netherlands and its education system. Since 1986 it has been mandatory for middle schools (more specifically the Dutch equivalent thereof, which is actually integrated in the last few years of primary schooling) to include English in the curriculum for children aged ten through twelve. Then at the high schools English is mandatory as subject during the end of study and even in the following studies. English is a mandatory subject throughout high school and is also very prevalent in higher education. Other mandatory subjects are for example Dutch and Mathematics.

It is important to offer English as a subject in schools because the Dutch language is spoken in only a very small number of countries. Thus, to maintain an adequate international commercial position, the population needs to be able to communicate in the English language.

In this kind of setting and with this motivation it is quite obvious that CLIL can represent a good way to increase competence in the English language. When you offer students the possibility to have more hours of expositions to a foreign language and because they are learning a content, for example math's, in a target foreign language, the reactions they show is mostly positive, showing an immediate increase in motivation. Because CLIL works as an umbrella under which you enact students with active learning activities aimed to develop their autonomy and their skill in deciding what to do, offering them the possibility of a real cooperative learning and of showing and sharing their results, students give back enthusiasm and a great development of critical thinking. More there is a great collaboration of high performer students and weaker ones, both gaining in social skills and inclusive behavior.

The Dutch school system in years of age:



The Dutch school system in different types of levels:

UNIVERSITY (4 years)			
VWO (6 years)	HBO (3 years)		
	HAVO (5 years)	MBO (3 years)	
		MAVO (4 years)	VMBO (4 years)
Primary school (8 years)			

School career

Primary School

When their child reaches the age of four parents are free to choose a preferred type of school for their children. At the age of five it is mandatory for children to be in education. Primary and middle schools are divided in different types based on religion (Catholic, Protestant, Muslim and Hindu) or on special education methods (Dalton, Montessori, Jenaplan).

In the last year of primary schooling, pupils will partake in a final test called the Citotoets. The outcome of this test, combined with the teacher's advice, determines which high school level the pupil will attend. These are the four levels, in ascending order: VMBO, MAVO, HAVO and VWO. Until 2014 the test results played the largest factor in determining a pupil's appropriate level, but criticism from parents regarding the test being of a more 'snapshot' nature rather than a representative medium for assessing a pupil's true skills. From 2015 and on, the Citotoets will still be provided, but teacher's advice will start playing a bigger role.

High school

Once the level is determined, parents are once again free to choose which kind of high school they want to subscribe their child to. The high schools are also divided in different kind of types. The high schools can be based on religion and they often have a special profile. A high school is free to fill in this profile. Of course they are all required to offer the same basic/general subjects which are mandatory too, such as: Dutch, English, Mathematics, Physics, Science, German, French, Biology, Gymnastics, Music, Arts etc, but they can vary in offering more lessons in sport, arts, languages, technical subjects and the like.

It is up to the parents and especially the child to choose what he or she is interested in. This is in line with the aim of the educational system in The Netherlands: freedom of choice and tailor-made education for students.

Teachers and schools are paid by the government. There are only very few private schools. In non-private schools, parents make a small yearly contribution for special extra-curricular activities. Books are free through a system of loaning books for a whole year and then returning them.

As a result of the freedom of choice and tailor-made education, you can expect a certain competitiveness between schools. Results from previous exams are openly published for everyone to see, on either the school websites, newspapers or other official websites. As a result of parents and students being able to compare schools in their area, schools try to distinguish themselves in order to attract more students. A higher number of students will provide more income and more means to realize good education.

Bilingual Education

Primary schools (TPO)

A bilingual primary education pilot called TPO has been set up for the years of 2014-2016, in which twenty primary schools are to give bilingual education. Even though all of these schools had the freedom to choose between English, German or French, all schools opted for English. Subjects such as history and sports will be taught in English (there is a range of 30 to 50 percent of subjects which are allowed to be taught in English). If this project is a success then all primary schools in The Netherlands will be allowed to choose whether they will be bilingual schools or not. It will not be mandatory, but a choice.

In the Netherlands 1000 primary schools offer VVTO. At the age of four children follow a lesson in Spanish, French, German or English one hour a week.

High schools

As for the high schools, they can choose to offer bilingual education called TTO. At VWO and HAVO levels they are required to offer 50% of the subjects in English or another foreign language, while at MAVO level it is 30%. This bilingual education is only for the first three years. The final exams will be in the Dutch language but students will obtain a special certificate for their competence in subjects in English or another foreign language.

Teachers have to attend special education for languages practice and didactics provided by TTO. The high school also has to offer their students international activities such as special workshops, exchanges and languages trips.

As of this moment, 130 schools are members of the TTO network. Within this figure 120 schools have a bilingual VWO department, 51 have a HAVO department and 26 provide VMBO departments.

There are also 6 bilingual VMBO-only schools.

Two schools are bilingual schools in German. They are situated at the border with Germany.

As for the other partners we asked questions about the students and teachers and students' reaction to CLIL and this are the answers:

Hi Carmine,

Here is the answer of your questions:

1. No, CLIL isn't inserted in our school.

2. During the CLIL lesson students were certainly excited and had positive motivation. However, there were also students who would prefer lessons in Dutch to be certain that they understand the lesson material very well. Our lesson was in Math and Math is an obligatory subject, very important for students to understand the material and be able to ask questions.

We also have CLIL schools in Amersfoort and students had the comment that they have chosen our school because it has the same program as the CLIL schools but it isn't a CLIL school.

3. yes it was useful to avoid exclusion and all the students were active part of the activities

4. The activity was inclusive for the whole class.

5. The teacher was satisfied, but also unsecure about his work even if he is an English native.

Greets,

Gordana

We think that answer number 2 is very interesting: students have chosen our school because it has the same program as the CLIL school, even if it is a CLIL oriented school. We think this is another evidence of how good CLIL can be when made in the right way.

[CLIL Lesson Math](#)

<https://www.youtube.com/watch?v=UCrschDGLDM>

[ADSL Lessons Sea Battle](#)

http://www.youtube.com/watch?v=3zm3_jC2BLA

Especially the video about the geography lesson in form of a sea battle shows how enjoyment and motivation are strong in a CLIL lesson. After having received few instructions in English the game start, students become the active part of the lesson and they work in cooperation with the other trying to sort out positive results. They use atlas as well as google maps and they are acting a BOYD methodology (also we teachers have used this kind of techs when we visited Utrecht and Amsterdam).

To end this analysis, we can say that CLIL in the Netherlands has given the expected results.

Italy

Our school, the Liceo scientifico “Vitruvio P.” has been involved in CLIL activities since 2000, when after a training course we started to be interested in this methodology. The reading of a book, “Uncovering CLIL”, Marsh-Mehisto-Frigols, Macmillan, 2008, was such a revelation for that we decided to start to research CLIL science articles. This book gives you the perfect definition and practical suggestion to realize a CLIL module and the right assumptions you need to start your job as a CLIL teacher. The essential CLIL steps and the Pyramid, ending with the final aim of CLIL, the development of critical thinking, are explained in a language teachers know well.

Probably only among scholars it is known that CLIL is very old, but sometimes forgotten in the past.

“... the first known CLIL-type programme dates back some 5000 years ...in Iraq. If the Sumerian instructors were true to the principle of CLIL, they supported the learning of Sumerian as well as the learning of the content in theology, botany and zoology.

Another example from history.....Latin was used as a language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy.” (Mehisto, Marsh, Frigols, Uncovering CLIL, Macmillan, 2008).

Because of the bombing of laws coming from our ministry, and after CLIL became mandatory in 2010 in the last year of high school, we decided to fight to show that CLIL should start in primary school to be effective and when we had the chance of the Erasmus KA2 project we thought it would have been interesting to see what was the European world around CLIL.

We have been trained by Ca’ Foscari University in Venice and since 2004 we started to do and help other teachers all over our place in researching CLIL approaches in different levels of schools.

Until 2010, we went on working on different modules (science, physics, math’s, arts, history and philosophy, Latin) and training ourselves thanks to European projects (Mrs Tiziana Scenna went to Finland for a teacher training course on CLIL, the teachers were David Marsh and Peeter Mehisto and the organization was the Summer Lapland

University); the year after I went to Finland for another course on CLIL with the same teachers.

In 2014, together with our colleague Lucia Tabacco, we decided it was time to start a massive action for training our colleagues to reach a good competence in the English language, achieving excellent results and great success also among teachers from other schools.

Eventually we succeeded in being granted for Erasmus KA1, linking the project to the development of CLIL in our area, not only in our school, realizing 37 mobilities for teacher training abroad, with courses in both language and CLIL methodology, the last two spent again in Finland to conclude the training path and in Ireland for an intensive language course.

Our concern about CLIL didn't end. We were granted for Erasmus KA2, with 6 foreign countries and, being the goal of the project the development of good teaching practices, the first meetings (Italy and Austria) have been CLIL and ICT focused. During the first meeting held in Italy, Avezzano (AQ), organized by our school, there has been an important conference on CLIL, with the participation of 150 teachers, among them our European partners and inspector Gisella Langè, from the Ministry of Education, who spoke about the state of art of CLIL in Italy.

In 2015 we have been asked to work a language course addressed to future CLIL teachers which ended in December 2016.

Now it is clear why we decided to concentrate on CLIL methodology and also why, after we have known our national reality we size the chance of researching the reality of other European country. We asked to our partners to apply themselves in creating CLIL lessons in their schools and through any means to register the results and put them on our shared website. The job made in our school is documented in a website

<https://makingwaveska1.wordpress.com/>

where it is possible to find many CLIL modules we realized and also the training activity we did.

Our role in the ErasmusKA2 project has been that of pushing our partners to search their reality and report to us the laws concerning CLIL in their countries, if it was mandatory or not, if there were schools experimenting this methodology, if they could report positive or negative reactions to the experiment.

The leading idea was that already explained of CLIL as a methodology that can host many good teaching practice leading to the same aim: make our students active and protagonists of their learning, through active learning, virtual and flipped classroom, cooperative learning, a critical use of ICT, mastering ICT, increasing their motivation both for high performing students and weaker ones, but the most important aspect was

to find a way to avoid any kind of exclusion, bringing students to cooperate for the best of everyone.

Conclusion

This output is the final result of months of working between the first and the second meeting, sometimes the job has continued for a longer period, because partners wanted to be sure of their conclusion. During the following meetings, Italy and Belgium discussed to find out the contents and the form to give to the produce and this is the final choice.

It is obvious that when we come to teaching and learning nothing can be conclusive or permanent and new horizons are always ready to be discovered. Researches on CLIL and other methodologies are being held anywhere, especially in those country were the problem of inclusion because, of new affluent society and people mobility, asks for a challenge to be faced and solved.

Everything was aimed to this important problem and even if inclusion and special needs can seem something different, our job as teachers and our role as part of a European project is to spread all over the idea of inclusion and not the one of refuse. Last year has been signed by the great tragedy of war and thousand people trying to escape their tragedy. In Italy migrants are arriving everyday and we cannot close our eyes and ignore them. Our school needs to be prepared to find out means of teaching that are inclusive and make them useful for our future students to read the new reality they are going to face, without fear of the “diverse”. During last meeting in Macedonia we had a training session about avoiding conflict in the classroom. It was very interesting also because a country that has suffered the war not long time ago can really teach something to the others.

Now we believe CLIL/CLIM can be of great help in this perspective and the results of the cooperation of all the partners seem to validate this idea.

As far as the results of our quest we can say that all the teachers and students involved in the CLIL/CLIM activities were satisfied and the evidence is the answers they gave to our questions. Cooperative learning, active learning, flipped classroom and all the other approaches used under the big umbrella of CLIL revealed effective to involve all the students, avoiding exclusion and addressing them to realize that cooperation is the key to a better future.

We would like to thanks all the colleagues that worked for us and more we would like to thank the students all over Europe who were enthusiast to be part of this project. As teachers we always need to remember that our success derives from their success and without them we are nothing.

Special thanks to Peeter and Tuula, for their precious suggestions and help in working the CLIL in this project.

Output responsible: Italy and Belgium

CLIL/CLIM the Italian experience

CONTENT LANGUAGE INTEGRATED LEARNING

The acronym CLIL , created by David Marsh and Anne Maljers in 1994, refers to a methodology aimed to have a leading role in the education of students. Its power is in the word “integrated” because thanks to the blending of two subjects, language and a non linguistic one, it transforms learning in an added value for both.

To have a clear idea of what CLIL is and how it works, I suggest the reading of this book, "Uncovering CLIL", Marsh-Mehisto-Frigols, Macmillia, 2008. This book gives you the perfect definition and practical suggestion to realize a CLIL module and the right assumptions you need to start your job as a Clil teacher. The essential CLIL steps and the Pyramid, ending with the final aim of CLIL, the development of critical thinking, are explained in a language teachers know well.

Obviously nowadays internet gives lots of websites where CLIL is the main object. Surfing the net you could think that CLIL is already in use everywhere, but this is not true and there is still a lot of work to do.

CLIL

When talking about CLIL, teachers usually have two kinds of reactions considering it as:

1. A new methodology to teach foreign languages among the thousands already known
2. Something really new but difficult to realize

Probably only among scholars it is known that CLIL is very old, but sometimes forgotten in the past.

“...the first known CLIL-type programme dates back some 5000 years ...in Iraq. If the Sumerians instructors were true to the principle of CLIL, they supported the learning of Sumerian as well as the learning of the content in theology, botany and zoology.

Another example from history.....Latin was used as a language of instruction in European universities and became the primary language of law, medicine, theology, science and philosophy.” (Mehisto, Marsh, Frigols, Uncovering CLIL, Macmillian, 2008)

So, what are the reasons for teachers’ resistance to CLIL in Italy?

Probably they are many, but I think the most important are the poor communication and unclear ideas of the ministry of education. Lots of papers, many times contrasting and confused, an enormous waste of time before starting the training of teachers, the high level of language competence requested. We had to wait the year 2010 to have a moment of decision, with a lot of mistakes but it was a decision.

In our region, Abruzzo, a group of teachers started to be interested in CLIL in the year 2000, when thanks to the good job made by the Gruppo Provinciale Lingue, of which I was one of the founder, a training path on CLIL methodology was started with the help of the University Cà Foscari in Venice, and the teachings of one of the most important expert in Italy about CLIL, Mary Coonan.

At the end of the course, our school, Liceo Scientifico Statale “M. Vitruvio P.”, had 3 trained teachers, ready to start CLIL activities. It was a voluntary work but worth doing. One of the teachers, Mrs. Tiziana Scenna, realized the first CLIL module (English/Physics) spending hours learning Physics topics and teaching her colleague

some basic classroom English language. It was a success: students' motivation was really high because of curiosity, novelty and interest.

It was made sharing and cooperating and at the time the presence of two teachers in class was probably the only solution because of the very little number, if not total absence, of NLS (nonlinguistic subjects) teachers who knew a foreign language shared by the students at a good level.

Until 2010, we went on working on different modules (science, physics, maths, arts, history and philosophy, Latin) and training ourselves thanks to European projects (Mrs Tiziana Scenna went to Finland for a teacher training course on CLIL, the teachers were David Marsh and Peeter Mehisto and the organization was the Summer Lapland University); the year after I went to Finland for another course on CLIL with the same teachers.

Four years ago, together with our colleague Lucia Tabacco, we decided it was time to start a massive action for training our colleagues to reach a good competence in the English language, achieving excellent results and great success also among teachers from other schools.

Eventually 2 years ago we succeeded in being granted for Erasmus KA1, linking the project to the development of CLIL in our area, not only in our school, realizing 37 mobilities for teacher training abroad, with courses in both language and CLIL methodology, the last two spent again in Finland to conclude the training path and in Ireland for an intensive language course.

The teachers attending the courses have been chosen according to these characteristics:

- a. Great motivation
- b. They had attended a language course in our school at least of level B1 or B2 (60 or 90 hours) and got a certification (Pearson or Cambridge)
- c. They have attended a training course in our school of 46 hours about CLIL methodology

Many of these teachers have reached a B2 level of competence in English and they teach different subjects.

Our concern about CLIL didn't end. We have been granted for Erasmus KA2, with 6 foreign countries and, being the goal of the project the development of good teaching practices, the first meetings (Italy and Austria) have been CLIL and ICT focused. During

the first meeting held in Italy, Avezzano (AQ), organized by our school, there has been an important conference on CLIL, with the participation of 150 teachers, among them our European partners and inspector Gisella Langè, from the Ministry of Education, who spoke about the state of art of CLIL in Italy.

Today our school is in charge for a language course addressed to future CLIL teachers Carmine Di Giustino, language and CLIL teacher trainer, Liceo Scientifico Statale "Vitruvio" Avezzano (AQ) Italy

The Erasmus Staff

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CLIL: An interview with Professor David Marsh

<http://ihjournal.com/content-and-language-integrated-learning>

David Marsh is a leading expert in CLIL. Following David's presentation at the 2008 Directors' Conference on 'The impact of CLIL in Europe'

Ed: What is CLIL? Does it cover a single educational approach or many?

DM: Content and Language Integrated Learning (CLIL) is an educational approach where some content learning (like a topic on global climate, or a subject) is taught in an additional language (such as English

language in Korea). It is a single educational approach which involves very different models. In other words, the foundation is the same, but the way in which it is carried out differs – and this depends on what educators want to achieve in a given place and time. It is an innovation but based on putting together long-standing chunks of good educational practice into special packages.

Ed: What are the aims of CLIL?

DM: The aims depend on the model used. These may be subtle, as in helping youngsters understand the point of learning a language and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners. This is crucial in places like Spain and Japan where English is often remote from the real lives of young people. They may be more obvious such as developing advanced language skills. They may be ‘subliminal’ in getting teachers to change teaching practice (content and language teachers), or socially-oriented, in boosting levels of harmony between inter-ethnic groups. In 2001, we carried out a research survey in Europe and were surprised by the range of aims.

These can be seen at www.clilcompendium.com

Ed: What are the main advantages of CLIL?

DM: Positive attitude changes in learners towards learning a language, and towards themselves as language learners. This is a profound advantage. Then there is the question – why? Why are the results so good? We are now thinking that this relates mainly to the emotional dimension of learners; the ways in which CLIL connects them to their own ‘worlds’ using multi-mode technology; and the impact on the brain when language learning becomes ‘acquisitional’, and not just ‘intentional’.

Ed: Does CLIL make bilingualism in mainstream education a realistic and achievable aim?

DM: Yes, and trilingualism in some very special environments such as in Spain. Back in 1991, when we were exploring ways of giving foreign language learning a boost (in Europe), we faced a problem. Certain languages invited excellent methodologies and materials (English) – whilst others were drab and boring for young people; and educational systems were reluctant to give language learning more time in the curriculum, and so on. And at that time we were toying with using the term Bilingual Education and not CLIL. But bilingual is a loaded word and is frequently understood differently across countries and educators. The question ‘how long a piece of string is?’ comes to mind when asked whether or not a person is bilingual. Partial language competence is a very important concept now in education, and with this in mind, it is possible to mainstream CLIL, and it is happening right now.

Ed: What is the role of the students’ first language in the CLIL classroom?

DM: It is paramount – and when we look at the little research available we can see reports that exposure to CLIL enhances the first language. This is probably due to the development of metalinguistic awareness. But, remember that CLIL is not just ‘teaching in a foreign language’ – which is a trend surfacing all over the world with English. CLIL involves doing this using specific methodologies and expertise, and these accommodate the first language.

Ed: How much or little of the curriculum needs to be taught in the target language for it to qualify as CLIL?

DM: There is no minimum percentage – it is a question of what happens in the classroom. Small exposure to CLIL, e.g. English language lessons plus one subject (or much of one subject) taught through English can give surprisingly good results.

Ed: What is the youngest age group to have been taught with CLIL? Has it been used with pre-schoolers?

DM: Yes but remember that good early language learning often follows the same principles as CLIL even if it is called 'language learning'. In primary and secondary, these principles may be put aside, and this is where the potential of CLIL kicks in.

Ed: What are the implications for first language development?

DM: It depends on which language and where. This is one reason why there are CLIL model variants. For example, science and maths in English in Malaysia – now involving over 5m students, has invited a strong debate over potential damage to the Malay language. But back in the 1970s the same argument was raging – and it related to the complexity of concepts in Malay and English when approaching the sciences.

English is a powerful, viral language and in some parts of the world we can see how it acts as a 'killer language' (Tove Skuttnab-Kangas). But it is organic – and this gives it power. For a long time, France has attempted, through centralised power, to control dimensions of French language creation and usage. This frequently doesn't work because people and languages are organic – language doesn't respond well to laws and directives.

CLIL accommodates both first and second language where possible. There is a problem with classrooms which comprise wide linguistic diversity in terms of first languages. But the first languages would be under threat in these cases, with or without CLIL.

As I already mentioned we are getting very positive reports from some European countries that exposure to CLIL strengthens the first language.

Ed: To what extent has CLIL been adopted into the primary school curriculum?

DM: There is much stress at present on early language learning. The boom of the last decade has meant many families purchasing early language exposure to English for their children. Some educational systems have responded to this, others have not. Primary, lower secondary and vocational education, are fertile grounds for CLIL.

Ed: How diverse has the application been in secondary schools?

DM: Very diverse – from nearly 100% in English, through to 5%. The problems arise in higher secondary if examination systems do not recognise learning through a foreign language. Examination bodies act as gate-keepers which affect many types of educational innovation, including CLIL.

Ed: Are there any examples of English-speaking countries adopting CLIL in mainstream education to promote language learning?

DM: Canada is the classic with variants of immersion. Some bilingual education in the USA is close to CLIL. Australia, and now the UK are shifting towards CLIL for learning foreign languages. There is also discussion about CLIL as a concept to further support the teaching of English to migrant children in the UK.

Ed: Do students need a particular level of English to attend a particular class or do teachers have to deal with mixed proficiency classes?

DM: Teachers usually find themselves dealing with mixed-ability classes in terms of language proficiency, and other factors. This is one reason why CLIL methods reach out to cover a broad range of learning style preferences.

Ed: Could a lack of proficiency result in a reduced understanding of the subject?

DM: Yes, but this is the case with the first language. The use of constructivist methodologies, and scaffolding, helps to overcome this situation.

Ed: Do students ever feel frustrated with their inability to communicate in the other language and to be themselves?

DM: I'm sure this happens. I remember once being in a Tanzanian school where children caught speaking languages other than English were sent to stand under the 'punishment tree'. Likewise, I recall a Canadian immersion class in which the adult teacher would not speak in the first language to very young pupils but used a puppet whenever this became necessary. Each of these is highly undesirable. If you use force, then you will fail in the long-term, especially with the bulk of a student cohort.

When you look at good CLIL methods you will see 'trans-linguaging' used, which is the systematic use of more than one language. This is one mechanism to diminish such frustration.

Ed: What is the balance between content and language development in the design of a CLIL course?

DM: Content drives CLIL. This is an essential concept, and it is one which often differentiates CLIL from approaches like content-based language education. The balance may differ according to the model, or even according to what is being done in a specific class. It is the blend that matters, not the time attributed to each.

Ed: What other aspects need to be considered? How important are areas like methodology and culture?

DM: These are both integral to course design.

Ed: How is a CLIL subject assessed? Is the language or the subject knowledge assessed?

DM: It depends – a variety of approaches are used depending on the main aims. In some cases, there is only formative assessment, and in others there are large-scale tests in the CLIL vehicular language.

Ed: Have any universities adopted CLIL?

DM: Universities are rarely exemplary change agents. There is now a lot of interest in CLIL in higher education across the world for three main reasons. Firstly, the often-rapid adoption of English as medium of instruction for degree programmes is causing stress amongst higher education employees. Secondly, the need for these same people to be more pro-active in communicating through English and facing changes in the traditional way of working (e.g. joining international teams for research and development, and using the new technologies as means of communication); and thirdly, the demand of teacher education in CLIL. Does CLIL have any bearing on the first two points here? Yes, but only to some extent. It is very significant for teacher education, however, both initial and in-service. Then there is research on CLIL – a new journal has been founded at www.icrj.eu and major publishers now have research-based publications on CLIL in the pipeline.

Ed: What are the driving forces behind these developments?

DM: Globalisation, globalisation, globalisation. It was Kofi Annan who said that

arguing against globalization is like arguing against the laws of gravity – I think the same can now be said of CLIL. It is no longer an idea, a fashion, it is a reality. The socio-economic drivers are very strong.

Ed: Regarding teachers and lecturers, do they need to do a double degree (in their subject and the other language) to become CLIL professionals?

DM: Such degrees are very rare, and often they don't actually mean that the person has CLIL expertise. You can learn two areas separately and not understand what the type of integration as found in CLIL really means. There is a range of ways of specialising in CLIL in addition to other forms of professional development which are increasingly available.

Ed: Is there greater financial reward for teachers for these extra skills and knowledge?

DM: Usually yes – either financial, or through less teaching hours. CLIL teachers are becoming increasingly attractive and can command better remuneration conditions in certain countries.

Ed: I imagine teachers that are not proficient in the other language may find themselves unable to discuss certain topics or respond to unplanned questions. What strategies are there for dealing with issues like this?

DM: There are a whole range of strategies for handling this sort of situation – often done through team-work. Sometimes, this can actually mean teachers being involved with CLIL who have very limited proficiency in the target language, and who actually use that language in equally limited measure. Cooperation and teamwork can lead to very interesting outcomes in education.

Ed: How do you see CLIL developing over the next ten years?

DM: The uptake of English as medium of instruction will probably contract globally because of the economic situation. But I would guess that we will see expansion of CLIL in both the public and private sectors, particularly as people see the need to leverage quality.

Ed: What opportunities does CLIL hold for an organisation like International House?

DM: As I mentioned before CLIL may not be the ‘ultimate communicative methodology’ but it is going to become an ever-greater part of education in the future. This means the possibility of a range of opportunities for major language providers like International House.

Frankly, I’m surprised that this hasn’t been picked up on earlier. One reason is probably because CLIL is not an off-the-shelf solution – at the start it is messy – but then so are most forms of breakthrough innovation. I was trained at International House London in the early days of 106 Piccadilly. IH was at the forefront of languages innovation then – is it still?

One message I gave at the IH conference in Dublin (2008) was how this opens opportunities for an organisation like International House. The shift towards teaching through the medium of English is massive and is not likely to diminish too much with the current economic collapse. There is great potential for language education organisations like IH to forge closer links with subject teaching providers and carve out new markets.


Ed: What can teachers do to find out more about CLIL?

DM: Onestopclil.com is very good for information and materials. www.ccn-clil.eu is soon going to be very good for professional networking. www.clilconsortium.jyu.fi is a small site with information on some of the key experts working now on CLIL.

Author’s Bio:

David Marsh has worked on multilingualism & bilingual education since the 1980s. Now based in Finland, he has extensive experience of teacher development, capacity-building, research and consultancy in a range of different countries in Africa, Europe and Asia. He was part of the team which conducted groundwork leading to the launch of the term CLIL in 1994. He is currently leading an international research team which examines the impact of multilingualism on creativity. During 2008-2010, he acts as Strategic Director for CCN (Europe), and handles various educational development and research initiatives in the European Union & East Asia.

David Marsh on CLIL - YouTube

 9:09

<https://www.youtube.com/watch?v=-Czdg8-6mJA>

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