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# Quality Interface

Examining Evidence & Exploring Solutions in



## **Integrated Opportunities for Subject and Language Learning Implementing a Rubric for Cross-curricular Learning Activities**

### **Abstract**

*In the Netherlands, one of the goals of bilingual education is to integrate subject and language learning in the secondary school curriculum. This Content and Language Integrated Learning (CLIL) usually takes place in English and is mostly offered at the higher levels of secondary education. In a design-based study we aimed at finding effective and feasible principles and methods for integrating subject and language in cross-curricular assignments and projects. A rubric was developed and applied to describe the level of such integration, focusing on criteria such as organisation, collaboration, aims, tasks, performances, feedback and assessment. With teacher teams of five different bilingual schools several cross-curricular activities were developed and implemented, including subjects such as Geography, History, Biology, Religious Education, Economics, Social Studies and English. Using the rubric as an inventory tool, we discuss some good practises of integrated lesson-plans and their implementation in teaching practise. We argue that both subject and language teachers in CLIL play a crucial yet distinctive role in providing integrated opportunities for subject and language learning.*

### **1. Introduction**

From the 1990s the impact of internationalisation with respect to European integration has led to a need for greater levels of foreign language proficiency. The importance of having a broad range of school-leavers with a communicative proficiency in languages other than the mother tongue is continuously stressed by the EU members. However, as Marsh (2002) stresses, a delivery gap between foreign language curricula and outcomes in terms of learner language attainment still needs to be bridged.

In order to achieve a greater degree of plurilingualism and in making Europe the most competitive and knowledge-based economy in the world, the European Commission developed an Action Plan for language learning and linguistic diversity and set up an ambitious undertaking to enable all Europeans to communicate in two community languages in addition to their mother tongue, known as the MT+2 formula (Marsh 2002). In providing educational solutions to the issue of achieving higher levels of language learning, practical approaches to improving the quality of language teaching and learning have been launched. These experiments have highlighted the need to focus on meaning alongside form in order to achieve better practise with learners. The hallmark of these initiatives was an integrated, process-orientated approach to language learning (Marsh and Langé 2000). The essential constituents for success lay in exposure to and interaction based on authentic and functional input (Genesee 1987). The need to provide more opportunities for foreign language exposure and interaction resulted in developing additional, integrated opportunities for foreign language use within the standard school curriculum (Marsh 2005).

In order to create extra opportunities for young people to have exposure to functional environments for language acquisition and learning, integrating language with non-language content, in a dual-focussed learning environment, has been experimented and implemented as a solution (Marsh 2005). Success with this approach in international schools and effective implementation in other contexts, for example in Canadian immersion schools, has led to support its introduction into European mainstream education. Thus, a pragmatic and professionally-accepted innovative approach to foreign language learning has emerged throughout Europe to enhance the value of European linguistic diversity and achieve sustainable learners' outcomes. This approach came to be termed Content and Language Integrated Learning (CLIL).

According to Marsh "CLIL teachers should be experts in the content area and also have a deep understanding of [...] foreign language learning, thus providing optimal opportunities for learner communication" (2002: 78). Lyster (2007) claims that "Immersion and other content-based programmes have far-reaching potential to innovate, but they have not yet necessarily reached their full potential. Content-based programmes have considerable potential, not only for developing high levels of bilingual proficiency among a wide range of learners, but also for creating ideal conditions for both language and cognitive development – given optimal instructional practises that nurture the relationship between language development and content learning". Snow, Met and Genesee (1989) argue that language and cognitive development of children go hand-in-hand, whereas at school language and content is separated; CLIL has the aim of integrating language and content. In a previous study (de Graaff et al. 2007) it was found that subject teachers in Dutch bilingual education, being non-native speakers of English and without specific professional background in second language pedagogy, were able to implicitly apply effective principles for stimulating second language interaction and development, such as providing rich linguistic input, focusing on meaning and form, providing opportunities for pushed output and interaction, and paying attention to language learning strategies.

Content and Language Integrated Learning is expanding rapidly in the Netherlands. The first bilingual school began in 1989; by 2010 there are 120 secondary schools and twenty vocational schools with a bilingual track. Most schools have two or three parallel classes of pupils learning at least 50% of their school subjects in English. During the first three years in a bilingual school, pupils learn subjects such as history, geography, art, physical education music, mathematics, biology or science in English. During the final two or three years of secondary school, subjects in English are reduced, so that pupils can take the national Dutch examinations. Many schools choose to teach the International Baccalaureate A2 examination for English, to keep the pupils' English up to standard. At schools with bilingual tracks there is a strong strand of internationalisation in terms of, for example; e-mail projects, exchange visits, video conferencing or a work placement in an English-speaking country.

## **2. Integration between subject and language teaching in CLIL**

Although the term CLIL might suggest otherwise, in most CLIL schools in the Netherlands only little integration takes place between subject and language classes. Subject teachers teach the content in English and implicitly and incidentally support the development of English language proficiency, whereas English teachers follow their own syllabus of foreign language teaching. Results of an informal online questionnaire to 19 English teachers working in bilingual tracks show that only incidental and casual collaboration takes place between English and subject teachers. None of the teachers asked reported any consistent collaboration with subject matter colleagues. Some examples:

Helping with English:

- (1) In my case, the subject teachers, especially from the geography department come to me to have a test checked on the English used. Other subject teachers, however, hardly take this step. Sometimes they will come up to me when we are working in the same room but these occasions are rare. In short, I think we should encourage this more at our school.

Helping with methodology:

- (2) Talk about this in CLIL meetings and workshops, organise courses and talk about this informally. We sometimes attend each other's classes and give feedback.

Most collaboration when going on trips or exchanges:

- (3) On projects and extra-curricular activities there is a good deal of cooperation. Most of it is practical though and not driven by a cohesive strategy.
- (4) We work together when there is a student exchange, but that is not on course content, it's on travel.

Cooperation on lesson preparation:

- (5) We usually work from our own course books, not really taking other subjects into account.

When asked about ideal situation,

- (6) I think that the English departments should help and support the subject teachers far more than they do at the moment.
- (7) TEAM TEACHING PLEASE!!!! It would be such a beneficial experience for both students and teachers alike, to build a programme where course content and language acquisition skills would be approached in a harmonious and congruent manner. No one is an island in their learning process. A team teaching environment would also help develop and strengthen the bridge/bridges between different course subjects.

Although integrated practice between English and subject teachers appeared to be scarce, several teachers reported that further collaboration was desired. One of the participating schools, the Herman Wesselink College in Amstelveen proposed to initiate a project focusing on effective ways of better integrating English and other subjects. The English department of this school aimed at supporting subject teachers better in enhancing the pupils' subject-specific and academic language proficiency. Timetabling was changed so that English classes concentrated on supporting the assignments in the subject lessons through texts, tasks, coaching and assessment. For the English teacher this would mean more basic knowledge about other subjects is required; for the subject teacher more insight into language learning.

Four other bilingual schools as well as the Utrecht University bilingual teacher education programme were interested in participating by initiating subject-language integrated lesson series. This shared curriculum design project was evaluated focusing on the following research question:

*How can the development of integrated subject and language aims and cross-curricular activities in bilingual education be facilitated effectively?*

### 3. Method

#### Participants

Teachers participated from five Dutch secondary schools offering a Dutch-English bilingual track. From each school at least one subject teacher and one English teacher participated in the project sessions. For this project, both subject and language teachers were considered CLIL teachers: they all are responsible for facilitating content and language integrated learning. Teachers participated from subjects such as Geography, Economics, Drama, History, Biology, Social Studies, Religious Education, and English. All teachers had several years of experience in teaching their subject in English. The project was guided and supported by three in-service teacher educators.

#### Procedure

Teacher teams from participating schools met at the teacher training institute for an introduction to the project aims and procedure. For each participating school, teams of



teachers brainstormed on topics and learning objectives for cross-curricular lesson series. A checklist developed by the teacher training institute was applied focusing on aims, learner activities, teacher activities and assessment criteria, both for the subject and the language class. Outlines of integrated lesson series were produced and uploaded to an online project environment for feedback.

In week 4, a second meeting was organised aiming at discussing the feedback provided by peer teachers and teacher educators. Subsequently, outlines were further elaborated and lesson series were developed. The lesson series ranged from alignment between one subject lesson and one language lesson to 8 weeks cross-curricular projects involving four different subjects.

Lesson plans were analysed by the teacher educators, focusing on different aspects and levels of integration. As a result, a rubric for integrating content and language was developed. The rubric was applied in observation sessions of six integrated lessons at the participating schools. The observation results were used for further elaborating the rubric. By the end of the project, in week 13, the rubric was discussed and evaluated with the participating teachers.

For this project, a rubric was defined following Goodrich Andrade (1997: 14): "A rubric is a scoring tool that lists the criteria for a piece of work, or 'what counts' (for example, purpose, organisation, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor."

#### **4. Results**

The participating teacher teams elaborated and carried out the following integrated lesson plans:

- Preparing and presenting a short film on the effects of globalisation on cross-cultural interaction (Geography, Economics, English, Drama).
- Dutch-Canadian e-mail exchange on migration in and from the Netherlands between 1600 and 2000 (English, History, Religious Education).
- Establishing a political party and preparing an election campaign (Social Studies, English).
- Preparing and presenting a poster on endangered animals (English, Biology).
- Reading a novel on World War I and relating fiction to historical facts (English, History).

The full integrated lesson plans have been published elsewhere (see de Graaf et al. 2009).

Apart from the integrated lesson plans, a rubric was developed containing the following criteria that were found to be relevant during the creation of the lesson plans:

- Organisation and collaboration
- Integration of subject and English
- Content and language aims
- Content and language input
- Tasks and performances

- Assessment and feedback
- Target language use
- Learner differences and choice

Descriptors were created for four levels of integration:

1. partly integrated
2. fairly integrated
3. considerably integrated
4. completely integrated

For the *Tasks and performances* criterion, for example, the following levels were specified:

- *Partly* integrated: Tasks for both language and subject are carried out parallel but separately, sharing a similar topic.
- *Fairly* integrated: Tasks dealing with a shared topic are mainly carried out in one subject with the other supporting on specific aims or activities. There is occasional reference between subject and language within the lesson.
- *Considerably* integrated: The tasks carried out lead up to and prepare for the final performance or product and mix language and subject.
- *Completely* integrated: Activities and performances stimulate language awareness, a lot of output and interaction. Subject and language are fully integrated in all activities and performances.

The full rubric with all criteria and levels can be found in the Appendix.

## 5. Discussion and conclusion

One of the objectives of bilingual education is the integration of content and language. This can be achieved by just teaching subjects in a foreign language, but also by explicitly paying attention to language in subject classes and/or paying attention to contents and assignments from subject lessons in language classes. However, a survey as well as in-service teacher training experience indicated that deliberate and structural integration of content and language aims, learner activities, teacher activities and assessment are rather exceptional in Dutch bilingual education practise. This project has shown that teams of teachers who aim at integrating content and language are able to successfully collaborate in developing and carrying out integrated lesson plans.

In order to support and evaluate the development and application of subject-language integrated lesson plans, a rubric was elaborated which distinguished eight integration criteria and four integration levels. In the application and evaluation of the rubric it was stressed that the four increasing levels of integration do not presume or impose increasing levels of quality. For context- or content-related reasons, teachers can choose to adopt different levels of integration for different criteria. For example, they can decide to develop and carry out completely integrated tasks and performances, in which no specific subject and language activities can be distinguished, but at the same time choose to separate out assessment and grading on content and language by the subject teacher and the language teacher, respectively.

The study indicates that subject teachers and language teachers can perform complementary but interrelated roles in bilingual education. As interdisciplinary teams they are able to create and carry out integrated lesson series in which students work on subject-relevant assignments while at the same time improving their language proficiency. Further research is needed to specify the effects of integrated learning activities on subject-matter knowledge and on language proficiency. Although the learning effects were not addressed in this study, the teaching effects are clear: language teachers have the opportunity to focus on language meaning and form in content that is immediately relevant to the students, and subject teachers have the opportunity to elaborate content knowledge in activities that invoke language input and interaction at appropriate proficiency levels. This might be relevant not only for subject and language teachers in bilingual education (as addressed, e.g., in Dale, van der Es and Tanner 2009), but for teachers in linguistically diverse classes (as addressed, e.g., in Hajer and Meestringa 2004) as well.

## 6. References

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## Appendix I:

### Rubric: Integrating Language and Content

The aim of this rubric is to support CLIL-teachers in evaluating how integrated language and content are in CLIL lesson material/projects.

Criterion	Partly integrated	Fairly integrated	Considerably integrated	Completely integrated
<b>Organisation and collaboration</b>	Subject and English teachers work separately on the same topic. One teacher takes the lead in designing or choosing materials. Consultation happens at the start and end of a project or activities done.	Activities and performances are mainly organised in one subject with the other supporting. One teacher takes the lead in designing or choosing materials, which the other teacher adds to. There is <i>ad hoc</i> consultation with each other whenever necessary (initiative of one of both teachers).	Subject and English teachers discuss work in advance together. Activities and performances are carried out in separate classes. Teachers consult each other about once a week about how work is going. They work in a parallel fashion on their own topics. Both teachers are responsible for collaboration and alignment.	Subject and English teachers are involved at all stages: planning, lessons and assessment. The expertise of teachers involved is used equally. They consult each other frequently/on a structural basis about ongoing work. There might be some team teaching. The school facilitates teachers to collaborate.

Criterion	Partly integrated	Fairly integrated	Considerably integrated	Completely integrated
<b>Integration subject and English</b>	Activities and performances are carried out separately or incidentally on similar topics in content and language lessons.	Subject and English knowledge and skills are worked on separately and deal with the same topic. There is occasional reference to aspects of English in subject lessons and in the English lessons to content.	There is some interweaving of subject and English knowledge and skills. The learners sometimes pay attention to aspects of English in their subject lessons. In the English lessons, learners sometimes work on subject-related tasks or content.	Activities and performances involve real interweaving of subject and English knowledge and skills. There is cross-referencing between subject and language: the learners are continually learning English in the subject lessons and about subject language in their English lessons.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Aims</b>	Aims for subject and/or English are separately formulated in <i>can do</i> statements.	Aims are formulated separately for subject and language in <i>can do</i> statements. Some language aims take content into account. There is a greater focus on either English or subject aims.	Specific aims for both subject and English are formulated separately in <i>can do</i> statements. Some language aims reflect specific language that learners need for subject input and output. Some subject aims take language into account.	Integrated aims including subject and English are formulated in terms of what learners can <i>do, know or understand</i> . Language and subject aims are interwoven in such a way that they show the relationship between language and content.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Input</b>	Some input is authentic. Input is of a similar sort (e.g. all magazine articles) and relates to the same subject. In subject and language classes different resources are used.	Input is authentic. Input is of a similar kind but is somewhat varied. It is mainly at an appropriate content level or language level.	Input is authentic, motivating and from varied sources, at an appropriate language and subject level. Subject and language teachers use related input material.	Input is authentic, motivating and multimodal, at an appropriate language and subject level. It offers opportunities for both language and subject learning. Both subject and language make use of the same input material on a regular basis.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Tasks and performances</b>	Tasks for both language and subject are carried out parallel but separately, sharing a similar topic. Performances and products are inspired by but different from real-life situations.	Tasks dealing with a shared topic are mainly carried out in one subject with the other supporting on specific aims or activities. There is occasional reference between subject and language within the lesson. Performances and products are related to real-life situations.	The tasks carried out lead up to and prepare for the final performance or product and mix language and subject. Tasks might involve transformation i.e. the output is in a different form to the input. Both performances and products are related to subject and language real-life situations.	Activities and performances stimulate language awareness, a lot of output and interaction. Subject and language are fully integrated in all activities and performances. Spoken and written performances and products are realistic and authentic. A clear genre (text type), audience and aim are stated for each performance or product.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Assessment and feedback</b>	A few global assessment criteria are described. The final product or performance is assessed on subject OR language criteria. Separate marks for subject and English are given. Feedback is incidental.	Separate assessment criteria are provided during the project, some for the subject and some for English. The final performance or product is assessed. The emphasis is on the final product or performance, rather than the process. Marks are given separately for English and the subject on different aspects of the performance, task or project. Learners may receive feedback at the end about the performance or product.	Clear assessment criteria for both English and subject are provided for the learners at the start. The final performance or piece of work and performances is assessed on both subject and English. The English teacher gives a mark, taking content into account, and vice versa. Learners are given feedback during the activities and performances.	A rubric is provided at the start of the work which clearly assesses both English and content. The final mark is a combined one for English and for the subject. The process is also assessed: during activities and performances, learners are provided with feedback on both content and language which they produce, to help them improve.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Target language use</b>	Quite a lot of Dutch might be spoken during the activities and performances. Teacher – learner talk takes place in English. Work is predominantly based on one language skill (listening, watching, speaking, reading and writing). The activities and performances stimulate a little language output.	Most activities and performances, materials and class time are in English in both subject and language lessons. Different language skills (listening, watching, speaking, reading and writing) are used. There is a greater focus on either language or subject output.	Activities and performances, materials and class time are in English in both subject and language lessons. Different language skills (listening, watching, speaking, reading and writing) are used. The activities and performances stimulate some language output related to the content.	All activities and performances, materials and class time are in English in both subject and language lessons. A variety of language skills (listening, watching, speaking, reading and writing) are used. The activities and performances stimulate a lot of creative language output, related to the content.

<b>Criterion</b>	<b>Partly integrated</b>	<b>Fairly integrated</b>	<b>Considerably integrated</b>	<b>Completely integrated</b>
<b>Learner differences and choice</b>	Lessons are given in lockstep; all learners do the same work at the same time, all at the same content level and at the same language level.	There are a few moments of choice included, e.g. in topic, performances or products, level, task division or grouping. Most of the time the learners do the same work at the same time.	There is some choice (in topic, performances, level, grouping) included so that learners can make some of their own decisions about subject or language learning. Learner differences are sometimes taken into account.	Choice (in tasks, topic, performances, level, grouping) is included in both subject and language so that learners can demonstrate and develop their individual talents. The activities and performances take learner differences into account.

## Appendix II:

### Example of integrated lesson plan

#### Format

<b>Aims</b>	Language related	Subject related
<b>Learner activities</b>	Language related	Subject related
<b>Role of teacher</b>	Activities language teacher	Activities subject teacher
<b>Assessment criteria</b>	Language related	Subject related

**Name of school:**

Stedelijk College Eindhoven

**Name of teachers:**

Am Slegers / Jason Skeet

**Participating subjects:**

Social studies / English

**School year of learners:**

4th

**Department:**

VWO

**Title of project:**

Which new political party are you going to add?

**Period:**

4 weeks



Aims	Language related	Subject related
	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Manipulate word, sentence and text level features of language to achieve specific effects (using <i>persuasive techniques</i>);</li> <li>• Write a <i>political manifesto</i> that demonstrates the ability to write for a particular purpose and audience using register appropriate to context;</li> <li>• Order and present facts, ideas and opinions in the <i>manifesto</i>, and the <i>flyer</i> and <i>poster</i> for an <i>election campaign</i>;</li> <li>• Communicate clearly and fluently in standard English;</li> <li>• Deliver a presentation (at the <i>press conference</i>) as part of a group;</li> <li>• Participate in a group interactive oral setting (the <i>press conference</i>).</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Present political ideas and opinions in written form (the <i>manifesto</i>) and as part of a group presentation (at the <i>press conference</i>);</li> <li>• Present arguments in favour of a political position and defend that position;</li> <li>• Show an understanding of specific aspects of a democratic political system by creating <i>flyers</i> and <i>posters</i> as part of an <i>election campaign</i>;</li> <li>• Think critically about political issues.</li> </ul>

Learner activities	Language related	Subject related
	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Enlarge their vocabulary, improve their command of English across the four skills</li> <li>• Improve their presentation skills</li> <li>• Identify word, sentence and text level features of language that achieve specific persuasive effects</li> </ul>	<p>The students will:</p> <ul style="list-style-type: none"> <li>• Determine their political preference: leftwing, centre or rightwing</li> <li>• Search the internet for political parties in the UK and The Netherlands</li> <li>• Decide who takes on what role in their team</li> </ul>

Role of teacher	Activities language teacher	Activities subject teacher
	<ul style="list-style-type: none"> <li>• Prepare to play “Persuasive Bingo”</li> <li>• Explain persuasive techniques</li> <li>• Instruction on presentation skills; including learning about how to use your voice and use of non-verbal gestures and body language</li> <li>• Find and show television footage of politicians</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the “political indicator” form</li> <li>• Describe aspects of a democratic political system</li> </ul>

Assessment criteria	Language related	Subject related
	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• Manipulate word, sentence and text level features of language to achieve specific effects (using <i>persuasive techniques</i>);</li> <li>• Write a <i>political manifesto</i> that demonstrates the ability to write for a particular purpose and audience using register appropriate to context;</li> <li>• Order and present facts, ideas and opinions in the <i>manifesto</i>, and the <i>flyer</i> and <i>poster</i> for an <i>election campaign</i>;</li> <li>• Communicate clearly and fluently in standard English;</li> <li>• Deliver a presentation (at the <i>press conference</i>) as part of a group;</li> </ul>	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• Present political ideas and opinions in written form (the <i>manifesto</i>) and as part of a group presentation (at the <i>press conference</i>);</li> <li>• Present arguments in favour of a political position and defend that position;</li> <li>• Show an understanding of specific aspects of a democratic political system by creating <i>flyers</i> and <i>posters</i> as part of an <i>election campaign</i>;</li> <li>• Think critically about political issues.</li> </ul>

## Project overview – Stedelijk College Eindhoven

During the coming four weeks of social studies and English lessons, you are going to work on establishing your own political party. You will work in teams of 4 students; team composition takes place based on your political preferences – students with similar political preferences will end up working together. In week four of this assignment, you will be holding a press conference in which you inform the press (your classmates) about your party; the party that is best evaluated by the audience wins the elections.

### *Week 49: Determining your political preference & creation of teams/parties*

#### *Lesson 1 (Social Studies)*

- Everybody fills out a “political indicator” form. The answers to the questions on the political indicator determine your political preference: leftwing, centre or rightwing. This method only works if you are as honest as possible; remember there are no right or wrong answers!
- Using a scorecard, we will go through the political indicator to check your political position; the less points you have, the more left-wing you are, the more points you have, the more right wing you are
- In class, we will determine the composition of the teams, based on the amount of points you have
- Once you are in your team, take a look at how each member filled out the political indicator, and determine your similarities; your similarities will form the basis of the **political manifesto** you are going to create.

#### *Lesson 1 (English)*

- Research on the internet political parties in the UK and The Netherlands
- Plenary meeting on research findings. What political parties have you found out about? Are there differences between British and Dutch political parties? Which ones would you consider joining?

#### *Lesson 2 (Social Studies)*

- Start by deciding who takes on what role in your team (party leader/timekeeper, spokesperson/envoy, backbencher/head of research, secretary/scribe/information keeper)
- Elaborate on your political position with the help of the political indicator from lesson 1. Where can your party roughly be located; left, centre or right? Are you conservative or progressive? Find the resemblances in your ideas. Indicate why you agree or disagree with the statements. *You have to use at least 5 statements from the political indicator to prove your position!* If you don't know how to elaborate further on the statements, ask your teacher for help. Also, compare your ideas to the existing political parties in Britain and The Netherlands that you researched in the English lesson. With which one(s) can your party be compared and why?
- Come up with a **name** for your party and create a **one-liner** you can use as a **slogan**.

#### *Lesson 2 (English)*

- Research on the internet for examples of political manifestoes.

- Identify word, sentence and text level features of language that achieve specific persuasive effects.
- Play Persuasive Bingo to collect more examples of persuasive techniques.

***Week 50: Writing your political manifesto***

*(Lessons 3 & 4 Social Studies and English)*

- During these lessons in both English and Social Studies you work on writing your political manifesto. The manifesto is the basis of the press conference your party will organise in week 4; a good manifesto increases the chances of having a good press conference. With your political manifesto you can clearly profile your own party and distinguish yourselves from others.
- Include five issues in your manifesto, which you find very important. As a start, you can take another look at the answers you gave when filling out the political indicator; make sure to link the issues of your choice to your answers. Some issues you could use: immigration & integration, development aid, expansion of the European Union. Of course, it's your party, so it is up to you which issues you choose.
- Present your five issues in such a way that it becomes totally clear:
  - o what the problems exactly are;
  - o what their social significance is; and,
  - o how you aim to solve them.
- Use the persuasive techniques discussed in the previous English lesson to write your manifesto.

***Week 51: visual aids & campaigning***

*(Lessons 5 & 6 Social Studies and English)*

Visual aids are crucial when bringing forth your political manifesto. This week, in both English and Social Studies lessons, you will:

- Make a **flyer** and a **poster** that contain the core elements of your political manifesto. Use your one-liner and portray your political leader. After all, he or she is your political 'business card'. The posters will be posted on the walls in our classroom, so they have to be ready and handed in before the press conference. Your poster can measure one A3 at the maximum.
- In your English lessons you will also be practising presentation skills, including learning about how to use your voice and use of non-verbal gestures and body language. We will also watch television footage of politicians and identify the verbal and non-verbal techniques that they are using.

***Week 2: press conference & elections***

*(Lessons 7 & 8 Social Studies and English)*

***Press conference***

- To determine which party has developed the best manifesto, we will organise a press conference in class.
- Each party has five minutes to present the core elements of its manifesto
- When not presenting their manifesto, the other teams will have the role of audience; members of the audience will be marked on their ability to critically pose questions.
- Each member of the presenting party should answer at least one question from the audience.

***Elections***

- The audience is kindly asked to evaluate the performance of each party using a rubric; the party with the best evaluation wins the elections.