

Spring 2013

CLIL MAGAZINE

**CLIL in biology:
two “organic” activities**

Clilling you softly with my formula

**Exploring the advantages and
disadvantages of using drama
in the classroom to help
motivate learners**

Why the flipped class will flop

CLIL up your lesson

Coaching teaching

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making your target
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From the editor

Hello Everyone!

Let me welcome you to the second edition of CLIL Magazine, the Spring Edition. There are so many news items I have to share with everyone, I hope this introduction isn't going to be the size of an article!

First of all, thanks to all of you: the readers of CLIL Magazine. The first edition was a huge success, with almost all of the 1000 printed copies ordered and over a thousand visitors reading the magazine online on the website. The response was overwhelming, and lucky for me, very positive and enthusiastic! Despite the fact that the first CLIL Magazine was something completely new, many people read it and decided it was well worth their time. Thank you again for this!

It didn't take long for me to realize the second edition of CLIL Magazine had to be published, for the demand was clearly there. I asked people to write for the magazine again, and many people responded, saying they'd gladly contribute. The variety of people contributing grew, making the magazine even more diverse.

I tried to focus on more practical ideas for the classroom, making the CLIL Magazine a resource for teachers who want to try out new approaches, but who often lack the time to work out new lesson plans. Many articles focus on what you can do in your lesson now. Also, international writers contributed to the magazine and an article was added that will hopefully result in a discussion online ("Why flipping the classroom will flop"). The website has been updated and I intend to make the website a source of information. All the articles you can find in this magazine will also be published online at www.clilmagazine.com, allowing you to respond and comment on them.



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A question many people asked was: "Can I subscribe?". The answer to this is: 'yes', I have come up with a subscription based plan. For a only €60,- a year, your school can subscribe to the magazine and receive a maximum of 30 magazines per issue. I will publish three issues a year and postage costs are included. You don't have to worry about invoices or missing an issue! Just go to the website and hit the "Subscribe now" button.

Finally, I need to thank the many writers who have contributed to the magazine again. Also, Brigitte van den Bouwhuijsen, thank you for proofreading many articles, assuring a more professional magazine!

I hope you will have fun reading CLIL Magazine - Spring Edition. Be inspired and let me know what you think!

Patrick de Boer
Chief Editor

Colophon

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Exploring the advantages and disadvantages of using drama in the classroom to help motivate learners

By Tessa Miller

Abstract

Despite the extensive history of drama for various intentions, it is an area in the education field, which has had an insufficient amount of consideration. "Even in countries experiencing increased research activity in drama education, some writers still believe that basic questions about learning through drama have not been adequately defined or understood" (Henry, 2000:45). Drama has the tendency to be seen as a subject on its own rather than a tool to help learners acquire knowledge.

This paper explores the advantages and disadvantages of using drama in the classroom to help motivate learners. It must be acknowledged that there is no inclination to affirm that drama is seen as an aid to motivate learners. The aim however, was to get a sensation of the attitude towards motivation through drama from the educators in the field.

Introduction

Education is constantly altered because different policies are implemented ostensibly to suit the needs and demands of the learner. The history of education illustrates the revolution in thinking which appeared subsequent to the Second World War where "the aim of education was to cultivate happy balanced individuals" (Hornbrook, 1989:16). According to Slade (1958), the importance was on what happened inside the classrooms and how this could help the learners achieve the aims of the curriculum. "Drama would help children discover life and self" (1958:16) consequently drama would be more than just a part of theatre and role-play on stage but become intertwined in classroom lessons, in Britain and the western world (Slade, 1958).

Drama education focuses on the participants' process of exploring the task and adapting it to their own knowledge while making it meaningful (Schonmann, 2000). Drama is deficient from most current national curricula around the world (O'Toole & O'Mara, 2007) leading to beliefs that "drama is the kind of lesson anyone can teach" (Hornbrook, 1998:14) although drama teachers may disagree with this statement. However, McCaslin (2006) further addresses this by stating that important qualities of drama teachers are: having personal empathies with children's imagination and showing a sympathetic leadership and having respect for others' ideas. "This process involves the co-construction of an emergent story that requires the teacher to adopt various roles (e.g. motivator, guide, artist)" (Wee, 2009:490). The Office for Standards in Education (OFSTED) believed that the "criteria for success can be made clear to students and discussed openly with them with regard to what they need to do as

individuals to achieve it; evidence suggests that this kind of candour is both enabling and motivating" (Hornbrook, 1998:14).

History

The question remains how drama can motivate pupils to learn and become an active part of their own learning process (Egan & Nadaner, 1988; Westby & Dawson, 1995). Research by Bergen (2001) shows that play in early years education is important, as it can develop the receptive and expressive language of children.

Further research by Sternberg found that for academic environments to allow a diversity of pupils to learn in their own way is to step away from convergent thinking and to allow divergent thinking. Research shows that "teachers become intolerant of children who do not go along with the program" (Sternberg & Lubart, 1995; Sternberg, 1997) with the consequence that this stops learners from ever reaching the zone of proximal development; the area of achievement in learning (Vygotsky, 1987, cited in Kozulin et al, 2003). Frankly, it seems that these days a learner who thinks outside the box is constantly reminded to give a straightforward and 'expected' answer.

Drama has many aspects that benefit children such as physical development/kinaesthetic skills, artistic development/drama and theatre skills, mental development/thinking skills, personal development/intra-personal skills, and social and emotional development/interpersonal skills. These characteristics are borne out by Dorothy

have a deeper understanding of the material at hand and this improved motivation. Finally, "it is not uncommon for parents to report to staff how the play has engendered a new pleasure, interest and commitment - and sometimes a new willingness to come to school" (Hargreaves, 1982:152).

Notwithstanding the benefits of drama in education, some teachers see role-play as an inefficient use of time as they believe that their pupils lack sufficient prior knowledge and experience to be able to play their roles (Brummel et al., 2010). The most common problem with drama in the classroom is that the teacher may not be appreciative of the essential nature of drama. Drama requires the feeling of relative safety to allow improvisation to take its place effectively (Blatner, 2009). This safe learning environment is mostly forgotten as "teachers have the common tendency to assume that interpersonal skills are easier than technical skills - though in fact they are more difficult" (idem).

All in all, drama in education brings back divergent thinking and allows all learning styles to be accommodated for. Here learners can portray a different role, allowing the teachers to have the freedom to criticize the character and not the student, excluding failure from the equation and motivating the pupils to learn in their own way. This in return asks for qualified teachers who can create a safe learning environment in which divergent thinking is stimulated. Nowadays we are past the method of rote learning and yet in most classrooms it is

Drama requires the feeling of relative safety to allow improvisation to take its place effectively.

Heathcote (1926-2011) lectured internationally on the merits of introducing drama as a cross-curricula activity. In addition, diverse studies of emotions have shown that feelings are seen as a form of cognition (LeDoux, 1996). Henry showed that "in the learning process of drama, people create imaginary worlds that are metaphors to link their personal experiences with the unknown or outer, social world" (2000:56). By being able to link convergent ideas to one's own divergent concepts or feelings, people are able to feel more at ease.

Various research, (Ladousse, 1987, Aubusson et al., 1997), over the years has found advantages of having drama in the classroom as it: {1} allows learners to act on their own personal experiences; {2} helps teachers to identify misconceptions; {3} encourages creativity and {4} increases student motivation. Even in science classrooms, where drama is not the usual medium, role-play showed that students were able to

up to the teacher how a certain subject is learnt (Blatner, 2009). To assist learners of the twenty-first century, an educational culture through drama and role-play, of self-fulfilment needs to be created to give "hope and encouragement to thousands of pupils whose horizons would otherwise have been confined to the stigma of failure" (Hornbrook, 1998:11).

Learning strategies

Every child learns in a different way leaving the teacher to "be a clever engineer of attitudes and beliefs, of both children and their parents, and to counteract other powerful shapers of opinion" (MacBeath & Mortimore, 2001:4). To make sure that the majority of the pupils in the classroom are assisted for various learning theories need to make their way into the classroom. This is relevant to the background of this survey, as drama should try and find its way onto the curriculum "less like a subject

than a way of promoting social and mental health" (Hornbrook, 1998:10) and one of the ways which this can be achieved is by implemented learning strategies.

One theory that abides by the differences in approaches to learning is the multiple intelligences theory. Gardner (1983) distinguishes intelligence to be "the ability to solve problems, or to fashion products that are of consequence in a particular cultural setting or community" (1983:15). Gardner reflects on acting skills, in relation to the body-gestural symbol system, "as the ability to observe carefully and then to re-create scenes in detail" (Gardner, 1983:226). He considers that it is "the ability to notice and make distinctions among other individuals and, in particular, among their moods, tempera-

Conclusion

The advantages of having drama in the everyday classroom to motivate learners are seen as adding variety, building confidence, making classes more fun for the teacher and students, showing a different way of understanding, recognising using non-verbal communication and finally it helps to develop social skills. All of these aspects can attribute to students being motivated to working for a particular subject or on a certain task.

On the other hand, the disadvantages of having drama in the everyday classroom raises concerns that using drama might switch off certain learners, as they require knowledge through books rather than through 'play'. Furthermore the time aspect

By being able to link convergent ideas to one's own divergent concepts or feelings, people are able to feel more at ease.

ments, motivations, and intentions" (:239). This intelligence includes the "capacity to place one's self into the skin of specific other individuals" (:250).

Fortunately, Latham (1997) tries to divert away from the individualistic views of education. Like Gardner, Latham shows that children learn in a variety of different ways, which is anew to the generation before them. As the Rogerian Theory shows, "one person becomes more creative than the next because he or she has learned to play with ideas, to toy with elements and concepts, to be open to experience and receptive to ideas and to rely more on self-evaluation than the evaluation of others" (Isenberg & Jalongo, 2001:31). According to a Russian theorist Vygotsky (1993), real learning only takes place when the child is functioning at the zone of proximal development. This is a level where the learner feels intellectually challenged yet is not frustrated. By bringing some form of drama back into the classrooms students are able to practise social skills in a safe learning environment before they are required to do so in a community setting. Again it is through drama activities that teachers, adults and peers "can help bring the child's knowledge to a higher level by intervening in the zone of proximal development" (Muijs and Reynolds, 2011:25) while through textbooks this cannot always be achieved to suit the class needs.

in which it takes to get a class accustomed with using drama but also learning through drama sometimes takes longer. Some educationalists believe that drama might be too confrontational and too emotional which would hamper with the learning of that student. Finally, teaching drama in the everyday classroom might have a disadvantage when one is already dealing with issues of behaviour as lessons can become too hard to control.

From all resources used, it can be concluded that for drama to have an effect in the everyday classroom the teacher needs to feel at ease with the subject knowledge to allow doing something extra, have time to implement drama in the lessons but also have some knowledge on the effects which drama can have on the pupils at hand. It is with these factors, in which drama can motivate learners in the everyday classroom.

Coaching teaching

By Jan Willem Baars

Talking... talking

Teaching pupils is a tremendous job! At this moment I have been teaching as a Maths teacher for about eleven years. To be honest, although the possibilities of didactics are widespread, I most often used the plain (dull) instructions to educate the children. It was about three years ago that I started a training about coaching teachers. This course made me think differently about my teaching and my pupils. Next to that I experienced that although teaching is a lot of fun it's also really tiring and tough to be talking so much at times. I did some research about whether it would be possible to teach in a slightly different way. I was looking for: a less energy-absorbing way of teaching (less talking myself), challenging the pupils more and activating their English by asking more output from them.

Listening... listening

For a coach, one of the main goals to achieve is learning how to listen (but face the problem as a teacher). How are we ever going to do this? We teachers are quite talkative, aren't we? I started questioning my students on the theory we had covered the lesson before. I improved my questioning more and more in such a way that the students had to tell both me and the class what they had learned. **I really had to train myself to keep quiet at times.** I found out that eliciting the knowledge gave me and the other students the possibility to reflect on their learning process. But the job wasn't only done by asking the right questions. More and more I asked the students (two at a time) to come to the board and solve exercises on the smart board.

Nowadays I activate the class and ask for example: What did you learn from these exercises on the board? Could there be a better way to solve this problem? Where do you see a mistake coming in? How can he/she improve this? And of course giving appropriate feedback and compliments should not be forgotten!

Coaching... coaching

I experience that teaching in such a way motivates pupils more from within and that their focus on "learning to learn" and self-control will improve. Of course it may be a bit scary for pupils to come and perform in front of the classroom because they could be uncertain about their English and about their understanding of mathematics. On the other hand, together with all the other pupils they learn to monitor/evaluate to what extent they have been successful and if a pupil gets stuck at a certain point he/she or I can ask the rest of the class to give a hint. **Meanwhile as a teacher I am asking more and telling them less.** Even though your role as a teacher may seem less prominent this way, students are working together, stimulating each other and learning both Maths and English at the same time. Don't think your role as a teacher will be less important. It's evident that your passion, your knowledge and your style of teaching are extremely important in stimulating the learning process of your students! Those could be the instruments for students to feel more encouraged to go for the next challenge.



Tessa Miller is a native speaker of English in the TTO department at Dorenweerd College in Doorwerth. She is interested in language learning models and the various ways of adapting them in her everyday classroom. Through creative assignments, she likes to show her students that learning English is more about the connection between the subjects than just the subject of English alone.

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CLIL up your lesson

Subject: P.E.

By Dennie Ladders and Patrick de Boer
CLIL up your lesson is a series of articles that will focus on different subjects every issue, explaining lesson ideas and practical tips and tricks that can be used by everyone. This issue, we will focus on Physical Education, or in short, P.E.

It is very important to realise that every subject teacher is a language teacher (see page article 'every teacher is a language teacher' for more info on this). This means if you teach in a bilingual stream you teach your subject via English. Using CLIL, you try to create more English output in different categories. Some of these categories are easier

If you invest in the English language the teaching gets easier and easier

to implement than others. For example, in P.E. a lot of spoken output will be produced, but written output is trickier. However, if you invest in the English language the teaching gets easier and easier. Therefore, don't think that you 'waste time' when you work on English at the beginning of the year, you can reap the benefits later on.

Dennie Ladders created a lot of activities for his subject P.E.. All of the activities mentioned in this article can also be found on www.clilmagazine.com/clilupyourlesson so you can download the worksheets yourself. Let these activities inspire you to create more English output in class and let us know what you think!

Create a warming up

Category: Written Output (Spoken Output when assignment is done in class)

The first activity is a writing task which the students do at home. Using a step-by-step guide (scaffolding their learning) they create their own warming-up which they hand in at the beginning of the lesson. A couple of the lucky ones get to give their warming-up to the rest of the class.

Corrections for a handstand

Category: Spoken Output

Students receive a card with corrections written on it. When their partners do a handstand they can then give corrections with the help of the card. An example of corrections on the card might be:

- Your hands are too far apart.
- Your hands are too close to each other.
- Your fingers are not spread out.
- Your arms are bend.
- Your shoulders are not above your hands.
- Your arms are not open.
- You have a hollow back.
- You should tense your muscles.
- Your legs are bend.

- You should swing your leg up harder.
- You are not straight.
- You should land on one foot.

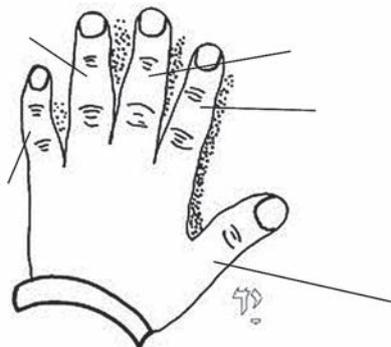
Exercise cards

Category: Spoken Output

The exercise cards should be printed before the lesson starts. The teacher puts them in envelopes to hand them out to the students during the lesson. In small groups, the students go to one of the exercises set out in the gym. One of the children reads the card, puts it back into the envelope and then explains it to their group. They then do the exercise. After each exercise a new member gets to read the card. Points scored for each exercise can be used to increase the com-

petitive attitude and improve engagement. A few examples of exercise cards are printed below this article, you can see all of them on the website

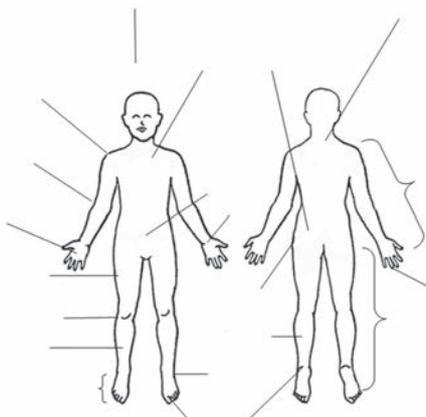
www.clilmagazine.com/clilupyourlesson



The human body

Category: Spoken Output

The students receive a picture of the human body and have to label the different parts. They have to work together to figure them out, so a lot of speaking and listening is required for this exercise.



Play-Go-Do warming up

Category: None

This exercise does not create a lot of output.

However, this exercise fills another important need that needs to be met in subject lessons: working on the use of English.

The gym is divided into three zones: "Play", "Go" and "Do". These are the words that are used to describe sports. The teachers calls out play, go or do first and the students have to run to that area of the gym. When all students are in the correct zone, the teacher calls out a sport. The children then have to decide which zone they have to stand:

Play = any sport where a ball is involved like basketball, hockey, rugby, tennis but also badminton

Go = any sport ending with the letters -ing, so this is used when we talk about skiing, running, swimming, snowboarding etc.

Do = any sport which is done individually in a separate place like gymnastics, judo, yoga, karate etc.

Students who make mistakes or are the last ones in the zone can receive a penalty, to make the game competitive. Furthermore, you could end this game with the sport 'golfing'...

More exercises

You can find more exercises online at: www.clilmagazine.com/clilupyourlesson.

You can also download the exercise cards and other worksheets here. Have fun experimenting in your class and show us your opinion in the comments below the online article!

Basketball exercise 1

Standing at the cone, make a set shot. Collect your own ball and give it to the next one in your group. Each score is worth two points.

Basketball exercise 3

Dribble around the bench and pass the ball to the next one in line. Each dribble is worth one point.

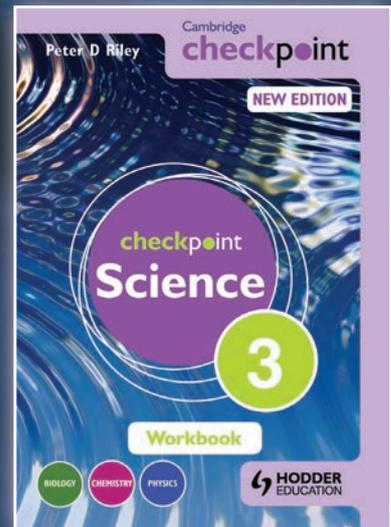
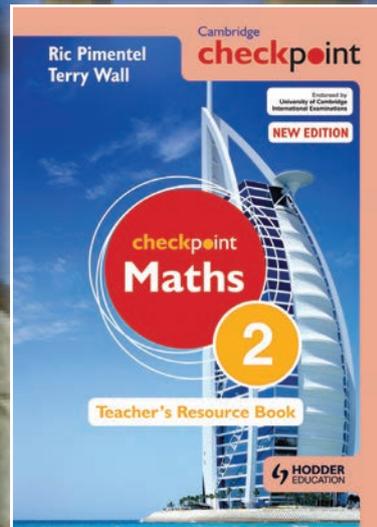
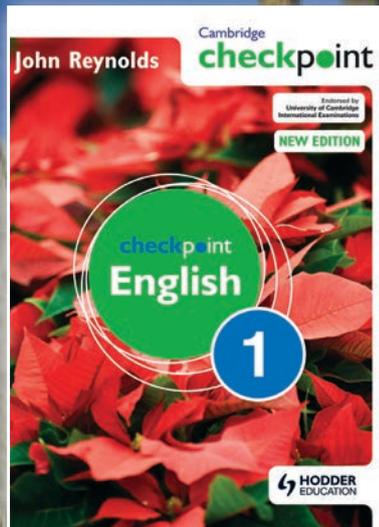
Volleyball exercise 4

A player standing in a hoop throws the ball towards a player standing on a mat. The player on the small mat plays the ball over the trapeze using the upper arm technique. If the ball is played over the trapeze and in between the ropes and caught by the player, standing on the other mat you receive one point.

Volleyball exercise 6

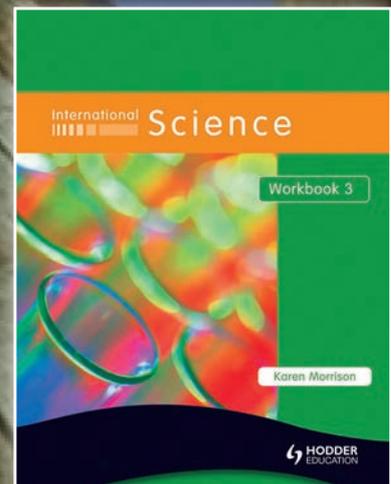
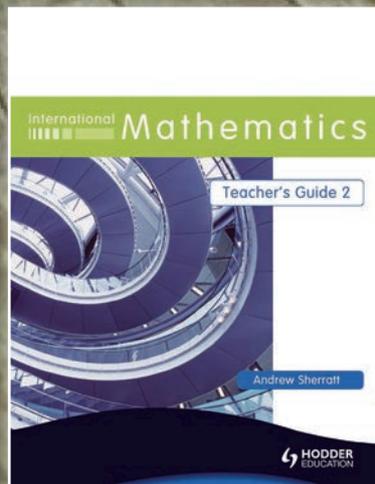
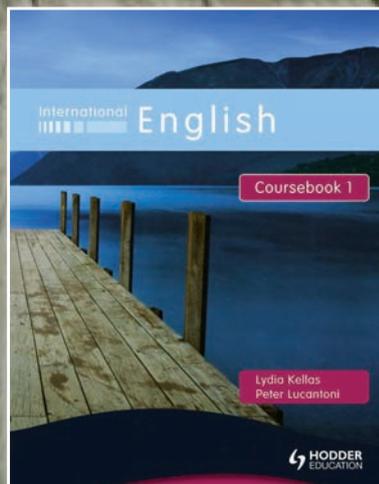
Stand in a circle and keep the ball up in the air as long as you can, using the under arm and upper arm technique. The highest rally you achieve is your score. So do not keep adding the scores up!!

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Clling you softly with my formula

By Wibo van der Es

I recently observed a very interesting and inspiring maths lesson taught by Cécile Heesterman of Visser 't Hooft, Leiden. The challenges for the maths teacher are to support learners in understanding mathematical concepts as well as to create opportunities for learners to use both the specific language of maths and the target language [CLIL Activities Dale and Tanner 2012].

The lesson I observed was a good example of how a math teacher encouraged spoken and written output, important for learners to process and deepen their understanding of mathematical content and their ability to use the target language effectively.

In order to try and activate prior knowledge the teacher started off by a Think, Pair, Share activity. On the blackboard she wrote the following function rule and corresponding coordinates:

$$y = a(x-1)^2 + 4$$

(3,16)

Instead of asking: "Please solve this equation", the teacher asked her learners to explain how they would solve this mathematical problem by using full sentences. First of all they had to think how they would write this formula in a full sentence. Next they had to discuss their answer with their neighbour and finally, in a short plenary, some were asked to share their transcript of the above mentioned function rule and corresponding coordinates.

One of the learners said: "The left coordinate is the x value and the right coordinate is the y value so if you plug in the x value, which is 3, then the outcome, the y value, will equal 16 and then you can find the value for a or and then you can solve the equation."

This is a good example of a math teacher helping her learners to process mathematical concepts by asking them to verbalize a mathematical problem. By paying attention to language, and in particular to conditionals, she also helps her learners to perform better at the content level because paying attention to language helps them to express ideas more carefully. If learners are pushed to use more academic language, their understanding of the subject also deepens, because the development of language and ideas is interdependent both in the learners' first and second languages [CLIL Skills Dale et al 2010].

One of the many challenges for maths teachers is to guide learners move from BICS (more informal, day to day language) to CALP (more abstract, academic language). Scaffolding can also be used as a tool to support learners in producing more subject specific vocabulary Just as builders put scaffolding around a building while it is being built, so can scaffolding be used by math

teachers to encourage learners to try out newly learned subject specific terminology. To help learners move smoothly from BICS to CALP, teachers can support them by using production scaffolds. These can help learners organize and structure their thoughts and language

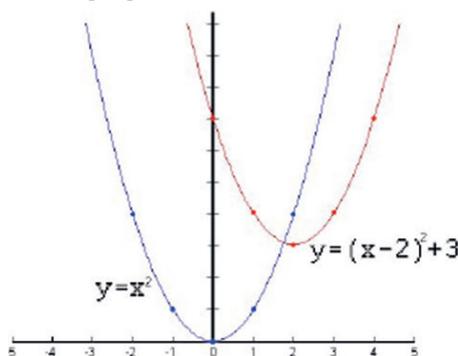


Figure 1

In the lesson I observed the maths teacher provided her learners with a writing frame to help them to explain the relationship be-

Creating short writing activities in maths lessons is important for learners to process and deepen their understanding of mathematical content and their ability to use the target language effectively.

tween different graphs and their formulas. Each exercise was supported with chunks of language the learners had to use to complete the task.

In exercise 1 choose from: Fractional function, square root function, linear function, quadratic function, asymptotes, vertex, belly button point, slope, happy, sad.

For each graph, see figure 1, learners were asked to write full sentences completing the following writing frame:

Graph A corresponds with...

Its main features are...

The formula for this graph could read...

The formula for graph A...

Graph B comes forth from graph A by...

Why is this a good example of CLIL? Learners may find writing in mathematics difficult. In the initial years of CLIL, learners' vocabulary or command of specific grammatical structures may be too limited to complete certain tasks. These writing frames provide learners with useful phrases such "Graph A corresponds with...", "Its main features are" and at

the same time encourage them to use BICS (*belly button, happy, sad*) as well as newly learned subject specific vocabulary such as *square root function, asymptotes and vertex*. Creating short writing activities in maths lessons is important for learners to process and deepen their understanding of mathematical content and their ability to use the target language effectively. Learners get by with a little CLIL from their maths teacher.



Wibo van der Es is a language teacher educator, a consultant and coordinator of the World Teachers Training Programme at ICLON Leiden University School of Teaching, the Netherlands. Much of his in-service training involves working with CLIL teachers at Dutch secondary schools. He has written several articles on second language education and he is co-author of CLIL Skills.

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CLIL in biology: two “organic” activities

Justin Peters, Schoonhovens College, Schoonhoven and
Rosie Tanner, Centre for Teaching and Learning, Utrecht University

During a CLIL for Starters course in Utrecht in March this year, Justin Peters, a biology teacher from Schoonhovens College, came up with some simple but effective CLIL activities for teaching the topic of “human organs” for his first year TTO class. In this article, we describe the activities and explain why they are effective CLIL.

Language and content aims

For the activities, Justin formulated both content and language aims. The content aims of these activities are:

- Students activate their prior knowledge about human organs
- Students know what the names of the organs are and their functions
- Students start to learn what the organs do
- Students learn that organs are not only to be found in the abdominal cavity

The language aims of these activities are:

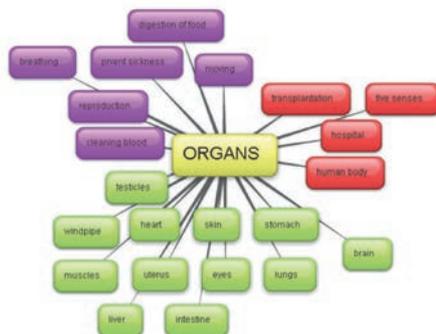
- Students expand their vocabulary related to the topic of organs
- Students deduce words in a reading text using surrounding context

Introduction: a mind map

The first part of the lesson is a mind map is made by the teacher on the smartboard or whiteboard, with input from the pupils. At the start of his lesson, Justin writes “organs” in a circle in the centre of the board, and pupils are asked what comes to mind. The students are first required to think for themselves and to write their own individual ideas on to their mini whiteboards, their own associations with the word organs. Justin then asks the students to call out the words they have thought of and written down. At the same time, he secretly (in his own head) categorizes them into three categories as he writes them into the mind map: 1. Organs (green), 2. functions of organs (purple), and (for the words which don't really fit anywhere) 3. general or ‘other’ (red). As he collects the words, Justin ensures that his pupils know the meaning of each one. If there are gaps in the mind map, where the teacher thinks useful words in the unit have been omitted, he adds them to the mind map and explains them.

Once the mind map is complete, Justin asks, “What are these groups I have made? How have I grouped the words?” He elicits the answers - the names of the categories he had originally thought of.

mini whiteboard



Why is this effective CLIL?

“Not mind-boggling,” we hear you all saying. “We all make mind maps these days.” However, there are three important “CLIL” aspects of this activity. Firstly, Justin gives the pupils thinking time - individually to write down the words on their whiteboards, to think of the words (subject) and to think of the names in English (language). Thinking time is really important: it engages more learners than if you ask a question from the front of the class and everyone has to think.

The second effective CLIL aspect of the activity lies in the grouping of the words. Research on learning vocabulary tells us that we store words in “schemata” or topic groups in our brains. If we teach words in groups of similar kinds, there is more likelihood that our pupils will remember them.

A third CLIL aspect of the activity is that - by using the whiteboards and the board at the front of the classroom - Justin is already recycling the words which he and his students will use in the next few lessons. He is focusing them already on the useful vocabulary and getting them to use the words, even at the start of a unit.

Gapped text

The second activity on organs is a gapped text. First, Justin creates a simple text for his pupils at B1 level on the Common European Framework of Reference for languages, since he knows that they are at this level in terms of language. Pupils are given a handout of a gapped text, in which they fill in the gaps from the words below the text, in pairs. In the text, references are made to the words that should be filled in so that if pupils read the words in context, they are easier to guess. Justin also gives them a further clue - a figure with human organ names. This helps the pupils further to find the right word. After having completed the task, the gapped text is projected on to the smartboard and the pupils suggest their answers. Finally, the definition of an organ itself is discussed.

Justin's handout: Gapped text human organs

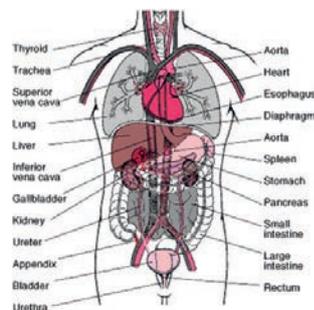
You have many organs in your body. All animals have organs and we are learning

about the human organs. Each organ does different things, but some organs do many things. These are called the functions. 1___ with the same functions can be organised into 2___. For example, in the 3___, some organs work together to make you breathe. What do they do? They 4___ gases between your blood and the air you breathe. Together, these organs make up the 5___ system. In this system are a 6___ and two bronchi, which connect your mouth to your 7___.

There is another important organ in the rib cage. It's called your 8___. It is a large hollow muscle that pumps 9___ through your body and it moves all the time. Going down, we come to an organ related to eating, your 10___, which collects all the food we eat. Food spends some time in your 10___ and then it goes into your 11___. This is a large flexible tube (in the lower part of your body), and it's really long - over 6 meters long! In a few hours, it collects all the useful substances in your food, like 12___. The parts of your food that are not used leave your body through your 13___.

Next to the stomach, we have the 14___. This is a large brown organ and it has many functions. For instance, it breaks down 15___ (substances that are bad for you). It also stores 12___ that come from the intestine. As you can see, many organs work together, to make you a healthy human being, or 16___.

- blood
- sugars (2x)
- heart
- respiratory
- rectum
- organs
- rib cage
- liver
- stomach
- lungs
- exchange
- toxins
- organism
- intestine
- windpipe
- organ systems



This image is to be found at:
<http://okolo.org/2011/01/24/microcosmic-orbit-and- Prelude/>

Why is this effective CLIL?

Again, we hear you cry, “We all use gapped texts!” But this one is particularly well thought-out and effective. We explain why below.

Firstly, Justin has produced a text of an appropriate length, and created it at the right level in terms of language for his students. Too often, we just grab a text, perhaps from the Internet, and don't think about how difficult it can be for our students or about tuning it to their level. Justin knows he is introducing new, difficult concepts for his class,

Thinking time is really important: it engages more learners than if you ask a question from the front of the class and everyone has to think.

so he needs to keep the language around those new concepts quite simple in the text that he uses. Secondly, by using a gapped text, he is scaffolding learning effectively, by focussing his pupils on the information that he considers important. A scaffold is a task-specific support, which is designed to help the student independently to complete a task.

Thirdly, Justin's choice of gaps is related to the words which he considers important for the pupils to learn, words which will occur and reoccur during the lessons on organs. By using them again in the gapped text, in context, he is helping his students to acquire these subject-related words.

We hope that, in this article, we have illustrated that CLIL is an art. Creating good CLIL materials is apparently easy but, if you take the theory into practice, it involves perhaps more than you think!

Gapped text organs KEY

You have many organs in your body. All animals have organs and we are learning about the human organs. Each organ does different things, but some organs do many things. These are called the functions. **Organs** with the same functions can be organised into **organ systems**. For example, in the **rib cage**, some organs work together to make you breathe. What do they do? They **exchange** gases between your blood and the air you breathe. Together, these organs make up the **respiratory** system. In this system are a **windpipe** and two bronchi, which connect your mouth to your **lungs**.

There is another important organ in the rib cage. It's called your **heart**. It is a large hollow muscle that pumps **blood** through your body and it moves all the time. Going down, we come to an organ related to eating, your **stomach**, which collects all the food we eat. Food spends some time in your stomach

and then it goes into your **intestine**. This is a large flexible tube (in the lower part of your body), and it's really long - over 6 meters long! In a few hours, it collects all the useful substances in your food, like **sugars**. The parts of your food that are not used leave your body through your **rectum**.

Next to the stomach, we have the **liver**. This is a large brown organ and it has many functions. For instance, it breaks down **toxins** (substances that are bad for you). It also stores **sugars** that come from the intestine. As you can see, many organs work together, to make you a healthy human being, or **organism**.



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Every teacher is a language teacher

By Bart-Jan van Lindert

The course books are written in English. Your written tests, your hand-outs and your PowerPoint presentations are all in English. Even your quips and jokes are in English.

Bilingual education requires teachers to teach their subjects in English. You have to be just as fluent and quick-witted as you are in your native tongue. You have to master all the subject terminology in English and use natural sounding, grammatically correct sentences to discuss the subject matter.

At my school I teach weekly classes to colleagues who are bilingual teachers. These classes are meant to prepare them for the Cambridge Proficiency Exam but are also aimed at the overall acquisition of the language skills needed to teach bilingual classes.

Language acquisition

Teaching your classes in English is both a challenge and a source of insecurity. This insecurity is completely normal and sometimes justified. You are (almost) in possession of a Cambridge language certificate, but you have not had any formal training for teaching in a different tongue. You do not receive much feedback on your use of English, while your students' use of language is reviewed and graded daily. You, too, would like some compliments on your wide vocabulary, or suggestions for improvement of your

pronunciation of the 'th' sound. Our school has developed a system where language skills and classroom language are taught, discussed and practiced weekly. Teachers who have yet to pass the Cambridge Proficiency Exam are placed in my class. When designing and teaching my lessons, I focus on issues I infer my colleagues are having trouble with, such as writing skills and pronunciation, in addition to preparatory tasks for the Cambridge Exam. My colleagues' input during these lessons is of great value for the continuity and progression of the course.

Listen and learn

A bilingual teacher is also a language teacher. Not only are you expected to use the English language as the official language in your classroom, but you are also required to respond adequately to language mistakes your students may make. It is essential that your authority in this field - language - be secured. One of the most important factors here is your pronunciation. I notice that many teachers possess vast passive knowledge, such as comprehensive reading and listening, but they lack fluency and correct pronunciation. During my lessons, I focus on pronunciation extensively in two ways. There are a number of things you can 'just' learn by heart, such as the difference between fortis and lenis sounds or the short

and long vowels. Then there are skills you can only acquire by taking the time to listen to the language and practice what you know. For instance, I have my colleagues listen to their favourite film or television personality's pronunciation and try to mimic it. A more confrontational method is to have the participants record themselves reading a text out loud and have them listen back to it.

Onwards and upwards

The gap between passive knowledge and active language skills can be explained by the fact that the English lessons you had in secondary school mainly focused on language reproduction, vocabulary rehearsal and comprehensive reading. You have found that approach alone did not help you master the English language. I feel that dedication, proper feedback and ample support can take away most of the insecurities you may have about your English language skills.

Bart-Jan van Lindert teaches English at Penta College CSG Jacob van Liesveldt and has been involved in his school's TTO programme for over 5 years. In early 2012 the school asked him to train colleagues in preparation for the Cambridge Exams. Bart enjoys his job as a secondary school English teacher in TTO very much and feels that teaching and supporting professionals is a whole new and exciting challenge.



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Why the flipped class will flop

Brad Philpot

Perhaps the biggest buzz-word in education these days is 'flipped classroom'. My prediction is that this trend will fizzle as fast as it came. The 'flipped classroom' (together with '1:1 classroom') requires a level of responsibility which students rarely poses. And while it claims to allow for more social learning in class, it does not give students or teachers much to build on.

First of all, what does it mean to 'flip' your class? Traditionally, students listen to teachers speak in class and do their schoolwork out of class. The flipped model says that this should happen the other way around. Lectures should happen on YouTube, where students can rewind and learn at their own pace. Then they come to class prepared to do group work or have individual time with the teacher. It sounds great in theory, especially now that YouTube and other online technologies can facilitate this process. But just because learning can happen online, there is no reason to suppose it should.

The movement really started in 2006 when a man by the name of Salman Khan wanted to help his nephew with maths by posting tutorials on YouTube. Besides his nephew, thousand of others found these videos useful. Microsoft invested heavily in the Khan Academy and a movement was born. Recently MIT, Harvard and several other major universities took e-learning to a whole new level by launching Coursera, where you can take a college course online for free with 20,000 others who peer assess each

other's work. Last December I visited a high school in the Netherlands where students receive credits for taking such courses during school hours, under teacher supervision. I couldn't help but wonder where this movement was going.

As an experiment, I decided to enroll in a history course on technology from Michigan State University on Coursera. The website was amazing, the tutorials were mediocre and the human contact took the form of a forum. I was not keen on writing an 800-word essay, only for someone I did not know, half-way around the world to unfairly critique it. I wanted to pick the professor's brain in person. I wanted to sit in a semi-circle and have a discussion with competent classmates. I dropped out after 3 weeks, together with 17,329 others. Later I read that roughly 700 students in the world earned their course certificate, for what it was worth.

Naturally, the flipped classroom is not the same as an e-learning environment. In fact, it could be called a component of 'blended learning' where both online and offline experiences are part of the curriculum. But the flipped classroom also assumes that the input phase of learning should happen outside the classroom as an individual experience, which is precisely what I find concerning.

From experience, language and literature teachers know what happens when you shift the input phase of learning out of the class-

room. When you tell a class to go and read Chapters 1 to 3 of a novel over the weekend, you find yourself wondering why on Monday morning, you end up with an even more differentiated class. Experienced teachers know how important it is to go through the first few pages of a literary work together with students in class. Naturally you cannot read every word of an entire work together. There will always be assigned reading. But at least students can be taught how to read with purpose in class, so that when they read out of class, the experience is more effective.

This rule of managed input can be applied to all learning, even to the most basics of mathematics. Before I tell my 7-year old daughter to practice her multiplication tables, I frame a situation in which multiplication is necessary. To do this I recently introduced her to Monopoly. There's no better example of the social constructivist method than board games.

The flipped classroom seems to ignore the fact that questions can best be framed in social contexts. In a classroom of 20-25 students and 1 teacher, there is an abundance of learning opportunities beyond lectures. Admittedly, lectures are easy to film and watch online. They are great for reviewing concepts. But let's not see them as a replacement for good teaching and classroom interaction.

Do you want to respond to this article? Go to www.clilmagazine.com/whyflippingwillflop to make a comment. In the next issue, we will publish the discussion that might follow.



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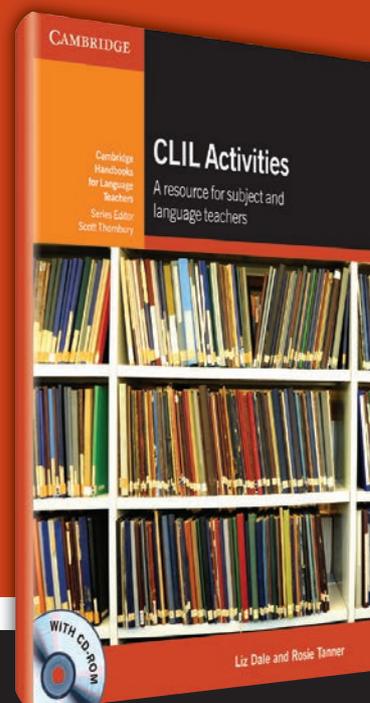
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The importance of making your target language expectations clear



“Do you know One Direction?” “Have you met Justin Bieber?” I was reminded that teenagers are the same the world over. I smiled, said “No, sorry, I’m afraid not” in my

decided to tackle the old chestnut: getting the students to stay in English when working in pairs and groups.

It was clear that they felt the “speak English rule” in their subject classes was only valid for whole class activities.

best British English and looked hopefully at my colleague who was frantically trying to log into the computer and get the DVD to work. I was in a Dutch school as “guest speaker” for the day - another chance to put my money where my mouth is and practise what I preach.

When a group of teachers attending one of our courses in Carlisle invited me to their school to work with their TTO classes, I jumped at the chance. This was not because I envisaged doing some kind of model lesson for the colleagues (how presumptuous is that?), but simply because it would allow me to implement CLIL strategies and activities and keep my hand in. I was given carte blanche - “do whatever you like, Janet.” So I

In Years 1 & 2 my “content” topic area was school life in the UK and in Year 3 a key passage from “Touching the Void” by Joe Simpson.

After observing a few TTO lessons and interviewing some of students on their perception of target language expectations, it was clear that they felt the “speak English rule” in their subject classes was only valid for whole class activities. Or at least that’s what they could get away with. Question: “Do you take notice of the ‘speak English rule’?” Student: “Yes, when a teacher is around. Otherwise it’s Dutch.”

So I started 4 of my 5 lessons that day with a covered text activity and language scaffolding on each desk, challenging the students to work out and guess in pairs what Mrs Streeter’s English expectations were. That took just 5-10 minutes and was really important to set the scene. It was backed up by a whole combination of other on-going strategies: creating the idea of an English environment in the classroom; flags (the Dutch one had a cross through it as a reminder that we were not to speak Dutch, so I apologise for defacing your national emblem), classroom language posters; language monitor(s); teacher versus class (I was not allowed to speak Dutch either, although with my limited vocabulary, chance would have been a fine thing!); team competitions; forfeits; quick pace and a variety of purposeful activities to keep them involved and thinking; humour and, most importantly, a reward system for use of English.

And it worked! “Well, yes,” I hear you say - “of course it worked because you were an unknown quantity and a visitor from the UK.” Well, I expect there was an element of that. But interestingly enough, the one class where some students persisted in using Dutch in group and pair work was the class that did not do the “Mrs Streeter’s English expectations” activity. That’s because we never did get that computer and data projector* to work.....

*Classroom language tip: “Beamer” is such a good word, but in English it means BMW (!)



Janet Streeter has taught in many different educational settings over the past 30 years. Trained as a Modern Languages (German, French & EFL) teacher, she has taught different age groups in the UK and abroad and also holds a research degree in History. Her previous employment was in the Faculty of Education at the University of Cumbria where she worked as International Coordinator and teacher trainer in CLIL and MFL for 13 years. During this time Janet coordinated the TEL2L EU CLIL project and was UK coordinator of MOBIDIC - a Comenius project that produced training materials for CLIL teachers. Janet now runs her own independent organisation: Cumbria CLIL, based in North West England. She works with a group of associates to deliver residential and in-house CLIL training in the UK and abroad.

Working with resistance to CLIL

By Jason Skeet and Rosie Tanner

When we do training sessions at schools there are some recurring issues about CLIL that always come up. We thought we would highlight three of these common concerns for this issue of CLIL Magazine, and the sort of responses that we try to give to the CLIL teachers. Perhaps readers can also think about how they would respond to these points...

Resistance Number One:

"For my students, listening to me speaking English is CLIL enough."

"I just teach the same as I always did in my Dutch lessons: my students like listening to me and my stories"

This idea might also be called the 'immersive' argument. In other words, the teacher believes that just exposing students to lots of English in the classroom by having them listen is enough for them to learn the language of that subject in English.

However, the big problem with this idea is that the students in Dutch bilingual streams actually come into a TTO programme - that is, they start learning subjects through English - aged 11 or 12. This means that they are too old only to learn language mainly through exposure to it. Of course, a 'rich' exposure to the target language from various sources, as well as the teacher setting a good example by always speaking English, are both vital ingredients of an effective CLIL lesson.

Teachers need to be aware that students will need support to use language.

What we would stress, however, is how, in order for teenagers to learn a language they need to have their language learning guided and supported. In a CLIL context that also means learning the language of a specific subject as well as more general academic language. Students need to be encouraged to experience and experiment with the language by producing their own output, both spoken and written.

This means that you as an effective CLIL teacher can:

- Identify the language that students will need for a specific lesson;
- Identify which language skills - reading, listening, watching, speaking, writing - students will use in the lesson;
- Identify what specific support (or scaffolding) learners will need to develop those language skills;
- Identifying what the particular language learning aims for a lesson are going to be.

Resistance Number Two:

"CLIL takes too much extra time."

It's true that developing new student-centred lesson materials can cost more time, but here are some points to think about regarding this issue:

- Once you have made some materials, you can use them again the following year or with another class;
- Student-centred or active tasks often increases students' motivation;
- Active lessons encourage more positive communication between you and your students in the classroom;
- It's possible to design assignments in which the students make materials for lessons themselves. For example, they create their own questions for each other, or build board games focused on learning about a specific topic that can then be played by other students.
- Spending time on thoroughly learning the language will save time later, since students will be more proficient and able to understand more

It also has to be stressed that there can be ways to "CLIL-up" lessons that do not require extra time. For example, increasing the amount of time for "student talking time" (STT), where students talk with each other, is really just a matter of shifting focus in your lesson planning so that time is planned for speaking tasks. As a result, there is less "teacher talking time" (TTT). To do this, get students to ask questions to each other, read aloud to each other instead of

the whole class, talk about the lesson topic, an image or intriguing question with each other in pairs or in small groups. Aiming for a higher amount of STT does not need to cost lots of extra preparation time.

Are you aware that on the Common European Framework of Reference for languages, or CEFR, there are two "types" of speaking? Students need to learn to speak individually - to give presentations, for example - as well

this is something that all CLIL teachers need to be aware of supporting. It's a good idea to give students in a CLIL classroom rehearsal and wait time (for example, after a teacher has asked an open question), so that they have time to think and formulate ideas in English. This rehearsal/thinking phase can include pair or small group discussion, before contributing to a whole class discussion.

Resistance Number Three:

"Becoming a language teacher, on top of being a subject teacher, is a step too far."

In CLIL, when we talk about a subject teacher becoming a language teacher, we do not mean that you need to become a language expert. Clearly, that role is for a language teacher. In the case of CLIL in The Netherlands, the role of the English teacher is to provide the kind of detailed focus on, for example, grammar or specific language skills that students need.

However, subject teachers working in a CLIL context need to think about the ways in which support for language learning is given. Being a language teacher as well as a subject teacher in CLIL requires you to ask yourself some essential questions, such as:

- What are the language learning objectives for my lesson?
- How will students use language in the lesson?
- How can I select varied input to expose my students to different approaches to the lesson topic and that guides their understanding of that topic?
- How can I sometimes involve the students talking and/or writing about a lesson topic?
- What specific kinds of scaffolding (or support) do they require to produce this spoken or written output?

We don't expect, for example, a history teacher to start teaching in detail about the different past tenses in English in their lessons or a science teacher to teach the different forms of conditional sentences when talking about scientific hypotheses. But we are suggesting that a history teacher needs to be aware that students need to use the past tense in speaking and writing about their subject. Similarly, a science teacher

Subject teachers working in a CLIL context need to think about the ways in which support for language learning is given.

as to interact with each other. For more details see:

http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

Giving pupils time to speak is also important for them to build up their confidence, and

needs to know that there are different ways to construct "if" sentences. So teachers need to be aware that students will need support to use language in this way. This needs to be support from the English teacher as well as the support from tasks that the subject teacher creates.

Becoming aware of the various ways of supporting language learning is the challenge here for subject teachers. And it's not just a matter of giving a list of vocabulary to pupils. Teachers can be aware of language at three levels:

Awareness of language at three levels:

- How to activate vocabulary at a word level;
- How to scaffold at a sentence level using activities such as substitution tables or gap fillers;
- How to work with speaking and writing frames and tasks to guide and support students' output at a text level.

This article has discussed just three types

of resistance about CLIL raised frequently by teachers. We hope we have presented some convincing arguments for responding to these concerns: arguments that also show why CLIL is so important for the continuing development of high quality bilingual education here in The Netherlands. So, to fi-

nish off, and to paraphrase that well-known catch phrase of the Borg from Star Trek, "Resistance (to CLIL) is futile".

A version of this article originally appeared as a posting on our CLIL blog: www.clilreflections.blogspot.com



Jason Skeet and Rosie Tanner are CLIL consultants working at the Centre for Teaching and Learning at Utrecht University. j.a.skeet@uu.nl, r.l.tanner@uu.nl

From Applied Genetics to Applied Linguistics

By Martins Okon Effiong

Born in Nigeria where English is the official language but with dialectic interference, I grew up with awareness that English was a powerful vehicle for social mobility especially among teenagers. It was the language of instruction in schools and for business in the cities and towns. In the rural settings however, the local language prevailed and English was heard or used in schools only. Back in the 1960s, in the rural areas (I grew up in one), instruction was in L1 for the first three years of primary education and thereafter, it was content teaching. It was different in the cities where content teaching was the norm because of multi-ethnicity. In my village then, there was neither electricity nor potable water and only a handful of homes had radio which was the only source of L2 input, and transition to content teaching in the local primary school was drastic to say the least. Having learnt in L1 for three years and English taught as a subject, to start learning all subjects in English was a daunting proposition. The dropout rate for learners and teacher turnover were highest in Year Four. Among the dropouts, the boys accompanied their fathers to fishing ports while girls accompanied their mothers to farms and married early. There were cases where some children, dressed in school uniform, would leave home but hide all day in the bush and return home pretending to have attended school. The parents were uneducated and had no way of checking if their children were learning at all. Such was the fear or anxiety caused by learning in English and the price young learners had to pay for poorly managed transition to content instruction. Looking back, it is now I can account for some of the learner behaviours exhibited then.

There was no SurveyMonkey for learner feedback and the all-too-powerful class teachers were always wielding the big stick. It was routine to get the cane for not ans-

wering teacher questions in a language we barely understood. For those considered too strict and wicked, the pupils devised a potent feedback mechanism which brought errant teachers to order. At any point the class felt the teacher had crossed the line in applying disciplinary measures, the phrase "faecal bomb" would be muted and whole class consensus obtained. At night, the "bomb squad" comprising four to six boys would hide in the bush, relieve themselves onto cocoyam leaves and await the teacher. My village had only one main road and everyone knew each teacher's routine. One of the boys (survey monkey) would be on an orange or mango tree to signal the approach of the teacher and synchronise the attack. As the teacher rides his bicycle home from

the village palm wine bar, those hiding on either side of the road would throw and hit the teacher with the cocoyam leaves and their content. He went home stinking and drenched in human excrement. The efficacy of the faecal bomb was never in doubt because the following day, the teacher would either seek transfer out of the village or change his teaching style to what is in today's language a learner-centred approach. It was the only effective means at our disposal to evaluate teacher performance. It was also vital to secure the consent of all pupils in class to ensure all were present the next day because any absentee would be a prime suspect. If the teacher dared to show up in class, we little devils would sit and stare at him straight-faced.



From Applied Genetics to Applied Linguistics

Then, in the early 1970s, I left the village to a city for secondary education and English was the common language. Unlike French, which we studied as a school subject with no extracurricular application or network of interlocutors, English language, along with the adulterated version called 'broken' or 'pidgin' English was widely used outside the classroom. As far as I can recall, we never really studied English like we did other subjects. We read novels, newspapers, magazines, and comics and were acquiring and applying new vocabulary in the process. It was a continuous learning process often characterised by cruel peer evaluation both in and outside the classroom. Regardless of the setting, peers were always alert to grammatical mistakes capable of stigmatising the speaker for years. It became more pertinent as some nicknames, given by peers in class and used well beyond secondary school days, were derived from spoken English errors. For example, "I wented to the Post Office yesterday" and 'wented' became the speaker's nickname.

As a high school student, my dream was to become a scientist with a strong ambition to invent something. Genetic Engineering was my dream course. I chased this dream until the mid-1990s when, as part of my doctoral research programme in Cytogenetics, I went to University of Reading, UK as a research visitor. I had prior exposure to British English on BBC Radio and television as well as in movies. In England, I wrongly assumed that all Brits would speak like the BBC television and radio announcers. My false assumption was justified for the first few months that I spent in the university environment. The shocker came when I had my first part-time job with a courier firm. At break time, the staff would stand outside sipping coffee, smoking and chatting. In my attempt to socialize and acculturate, I would often join them. Disappointingly, I would spend the entire fifteen minutes and not understand any sentence. The only phrase I could make out was "all right" and whenever they tried to engage me, I was tongue-tied as I could not understand what they were saying. I asked a close Nigerian friend who was also working there what language these Brits were speaking and he assured me that it was English. It was then I realized that the English spoken in the university community was different from that spoken by those with minimal formal education. Kevin, the supervisor was the only one I could partially make sense of his utterances. As I struggled to understand his English, he too had difficulties pronouncing my name. Instead of Okon (pronounced oKON), he would scream "Hong Kong" across the warehouse and that became my name for the entire year that I worked there. Yes, my Nigerian friend still calls me Hong Kong.

Thereafter, I started mixing with more Brits

outside the university environment and was gradually able to understand the variant forms spoken across the social strata. Unfortunately, with a few months left to complete my doctoral research, changes in my personal circumstances forced me to abandon the programme. My dream died; no PhD, and no invention. Without a clear focus on what I wanted to do, I dabbled into professional accounting, passed Foundation ACCA and then embarked on an MA course in Management and Information Technology. This again, after passing all coursework, was abandoned at dissertation stage. Perhaps I was jinxed. Unlike the doctoral effort which came to nought, I walked away with a post-graduate diploma. Alongside these fuzzy career aspirations, I taught young adults with autistic spectrum disorders (ASD) in a Special Needs School in the UK for eight years. It was rewarding and I would still be there today if a Japanese lady had not visited to the school to observe how we worked with individuals with ASD. On her last day, she came to observe my department. This was eleven years ago and she is my wife.

It was time to pack my rucksack again. I had an MSc in Applied Genetics, a postgraduate diploma in IT and Management, and a Certificate in TESOL from Trinity College, London to prepare me for language teaching in Japan. I was confident especially with fourteen years teaching experience at both secondary and tertiary levels. Within two weeks of arrival, I had my first posting as an Assistant English Teacher to a junior high school in Osaka and I was met by the most proficient Japanese teacher of English (JTE) with twenty five years teaching experience. As I stood up to say hello, she shot back "who sent you here"? I mentioned the name of the recruitment agency. She added "why did they send you here? We have always had Australian teachers". I was dumbfounded. She went on "where are you from" and I replied, Nigeria. Then came the bombshell; "I don't think you are good enough to teach in a public school. You should consider teaching in a juku (private conversation school)". She then turned to the agency staff and chastised her in Japanese for sending a black man to her school. This baptism of fire was my "welcome to Japan and to the world of ELT". I uttered only three words and I was adjudged incompetent without even setting foot in the classroom. Prior, the recruitment agency had warned me in no uncertain terms that they were not interested in my qualifications, teaching experience and any lofty teaching ideas I had. All that mattered was to maintain a cordial relationship with the JTEs because they (agency) needed to renew their contract with the local Board of Education the following school year.

I was seething silently at being insulted especially coming from England, where I was considered good enough to teach for eight

years. That night, rather than pack my bags and return to England at the cost of my marriage, I went online and found Anaheim University, USA which offers online MA course in TESOL. I commenced the MA programme with a strong resolve not to abandon it. On my first day in class with the JTE, I was even more surprised that the students did not speak or seem to make any effort at speaking English. I asked her why with twenty five years' experience, all the students could say was "I am fine, thank you and you", she retorted that Japanese students are shy to speak English, and that she would rather they spoke Australian English instead of Nigerian English. Well, no Australian or any English is spoken then.

My contact with English learners in Japan included teaching in five junior high schools and two universities, and teaching numerous private students in cafes, most of whom were successful professionals but felt the need to learn spoken English in the evenings and weekends. Consequent upon my prior experience with the condition, I offered English lessons to young adults with autistic spectrum disorders. I also did content teaching (Physics, Chemistry and Computer Science) in an upscale private high school. Overall, the responses I received from over a thousand students that I encountered overwhelmingly ranked speaking as the least developed but the most desired of the four language skills. Over the years, my exasperated learners complained about their increased knowledge and awareness of linguistic accuracy without a corresponding increase in oracy. Their expectations were clear and simple; they all claimed they want to speak, not only in the classroom, but with other English speakers outside the classroom. They blame the ineffectual approaches used in secondary schools for their poor speaking skill. It is this curious paradox that informed my desire to embark on a formal study; on the one hand, the learners say they want to speak English, but on the other hand, most of them seem to shy away from utilising the few speaking opportunities offered in class.

It was time to pack my rucksack again in 2009. I returned to University of Southampton, UK for a full time self-funded doctorate programme in Applied Linguistics and investigated Foreign Language Anxiety among Japanese EFL learners. I completed my research in 2012, applied to seventeen universities across the length and breadth of Japan and all returned negative. Australian? Now, I am teaching English in the Foundation Programme in Qatar University, Doha while my wife remains in Japan; a small price to pay to get a foothold in the field of Applied Linguistics. Hopefully, there will be no more career flirtations henceforth. TESOL is my home.



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