

The magazine for teachers of English | SPRING 2019 | N°6

bilingual express

THE MORE VISUAL THE
BETTER

**INTEGRATING
TECHNOLOGY
INTO
LANGUAGE
TEACHING**

WE INTERVIEW DAVID MARSH

**CLIL - A JUMP INTO
THE 21ST CENTURY**

ALTOGETHER BETTER!

**OVERCOMING
THE LANGUAGE
OBSTACLE IN
CLIL CONTEXTS**

ENGLISH...THE SOONER
THE BETTER

**HOW TO
PREPARE
INFANT PUPILS
FOR PRIMARY
EDUCATION!**



Welcome CLIL teachers!

Bilingual schools are getting better and better as their experience grows. At University of Dayton Publishing, we like to visit schools to celebrate the successes and understand the challenges of teachers.

This special issue of Bilingual Express showcases the progress of bilingual best practice and how we reflect that in our offer to teachers. Our materials are tried and tested in schools, making them a solid and valuable resource in the classroom.

Our research tells us that the more exposure a child has to an additional language, the more we can expect them to produce. For us, it is important to create accurate and engaging input, including audio-visual tools, which develop oral skills first. This, along with careful scaffolding of the language, helps the children reach specific language goals by the end of each educational stage.

Languages need context. This is why we link subjects taught in English with English as a subject. This is the 'I' in CLIL. Integration of content and language creates a meaningful context in which the children can demonstrate, in their additional language, what they have learned. This is the test of the CLIL approach. This is what our resources offer.

I hope you enjoy this special issue of Bilingual Express. We look forward to meeting you and working with you in the future.

Willy Cano,
Bilingual coordinator for SM-UDP

Contents



We interview David Marsh

CLIL - A Jump into the 21st Century



The more visual the better

Integrating technology into language teaching



Altogether better!

Overcoming the language obstacle in clil contexts



English...The sooner the better

How to prepare Infant pupils for Primary education.

CONTRIBUTORS



DONAL THOMPSON

Donal is an executive editor in the Bilingual Department at SM. Previously he taught English in a variety of environments from preschool groups to the Spanish Armed Forces. He has also conducted teacher training courses on the use of poetry in the classroom.

CLIL - A Jump into the 21st Century



PETE SHARMA

Pete Sharma is a training manager, consultant and lecturer in EAP (English for Academic Purposes) at Warwick University. He has co-authored several books on using educational technology in language teaching.

Integrating technology into language teaching



MATTHEW JOHNSON

A university lecturer and teacher trainer in Spain since 2002, specialist in CLIL, assessment and fostering communication skills.

Overcoming the language obstacle in CLIL contexts



LAURA JIMÉNEZ CAÑADAS

A graduate of foreign languages (English), she enjoys researching child development and behaviour, as well as creating her own materials.

How to prepare Infant pupils for Primary education.

CLIL - A Jump into the 21st Century

DONAL THOMPSON

The 'I' in 'CLIL' means 'integrated'? What does this mean for schools and teachers? We asked David Marsh, the man who first used the term CLIL, to share his thoughts.

Language isn't knowledge. It's what we use to move knowledge around. This is not a new idea. Back in the 1990s, language luminaries such as MAK Halliday were advocating the deep integration of language with real content. It was in 1994 when David Marsh (University of Jyväskylä, Finland) coined the term 'Content and Language

Integrated Learning' as an umbrella term to describe this approach. When people talk about bilingualism in Spanish schools, they are talking about CLIL.

Although CLIL is not new, it does seem to stir up debate. There are people who think that CLIL is just changing the language of instruction in the classroom. It categorically is not. Others think that bilingual students are at a disadvantage when compared to monolingual students. There is scientific evidence that this is, quite simply, not true.

In April 2018, I had the opportunity to speak with David Marsh for Bilingual Express and I asked him what, if any, are the benefits of integrating English with other subjects.

The problem, he said, was that we have not gone far enough in understanding that language teaching, such as English in Spanish schools, needs to be linked across the curriculum, with, for example, Natural Science, in order for students to learn in the most successful way.

"It isn't just about English," said David, "because these students will also be reflecting on and thinking in Spanish. If you integrate English with Natural Science in the curriculum, it is more than one plus one - English plus Natural Science. It is a language learning experience, which is clearly effective when done well, but which is also very much part of modern-day thinking about how we should be teaching.



EDUCATIONAL RESOURCES

different subjects, including languages. I think it is a win-win situation, and it has to be done well. Yes, it involves quite a big jump from traditional modes of thought, but it is not a jump into the unknown, it is a jump into the 21st Century.”

I also asked David what he thought about our decision, in the Bilingual Department at SM, to divide our Natural and Social Science courses into term projects. For example, to have an entire term devoted to one context, such as the human body or living things.

“By aligning the learning of English with the learning of content in English, over a term,”

he said, “you can have a better systemic approach, where both language teaching and content teaching complement each other. A close alignment between the English language curriculum in a Spanish school and the topics being learnt in Biology and Chemistry is ideal. That is quite hard to achieve if it is concentrated in shorter periods of time.”

24 years after coining the term ‘CLIL’, David Marsh is still convinced that the integration of language and content - learning the language, learning through the language, and learning about the language – is the best

way to prepare our children for their global, bilingual future. Indeed, he mentioned a possible next step in CLIL called ‘Phenomenon Based Learning’ currently being tested in schools in Finland. ■

THE MORE VISUAL THE BETTER

INTEGRATING TECHNOLOGY INTO LANGUAGE TEACHING

ARTICLE

PETE SHARMA

Pete Sharma argues that more research is needed to help teachers integrate technology into their language lessons in pedagogically sound ways.

The question is simple. Do learning technologies improve language learning outcomes for adolescents? The answer is complex. According to EdTech expert Nicky Hockly “sometimes they do and sometimes they do not”, depending on a range of factors, such

as how they are used. Overall, she concludes, “the jury is still out”. Despite this conclusion, we need more research to inform our practice.

Let us consider Virtual Reality, long-used by gamers. The ubiquity of cheap headsets means this exciting technology is now accessible to language learners. Students don a headset to explore a 360° virtual world. The promise of VR for CLIL (content and integrated language learning) is huge, bringing subjects to life. However, there is much that we don’t know. What age should young learners begin to use such technologies?

Does VR cause dizziness? Does it fly in the face of communicative language practice?

Let us consider mobile learning. Using Smartphones can benefit learning, but can also be distracting. WhatsApp is part and parcel of a teenager’s everyday life, but using mobiles in the classroom is often viewed negatively.

Integrating technology is challenging. Research is much-needed to help that we integrate technology not just for the sake of it, but in a principled way.

Reference

Hockly, N. (2016) Focus on Digital Technologies OUP: Oxford ■

Activities for the primary and secondary classroom



PRIMARY

Using VR as a stimulus to story writing. The teacher needs a class set of VR headsets:

<http://www.classvr.com/>

Alternatively, use Google cardboard headsets, being mindful of E-safety.

Rationale: to encourage children to write more emotively and vividly by first providing a VR experience.

Activity: Students work in pairs. Students with headsets describe what they see to a partner, who asks questions e.g. 'How do you feel?'

Topics: swimming with a shark / life in the trenches / the lunar surface. ■

SECONDARY

Using WhatsApp to develop speaking and writing

Teacher and students install WhatsApp and exchange telephone numbers

Rationale: to foster informal interaction amongst students through mini-tasks, requiring student action.

Activity: Students work in small groups. Examples of mini-tasks:

- 1 Post a photograph of your current location. Ask questions like: "Where am I?" / "What am I doing?" Students guess.
- 2 Text a word which is difficult to pronounce. Students practise, then record and send their best effort for peer review. ■

OVERCOMING THE LANGUAGE OBSTACLE IN CLIL CONTEXTS

MATTHEW JOHNSON

Teachers' and learners' preconceptions that something is difficult often provides an obstacle to learning. Learners often can and do understand more than they realise, and if we can help them see this, we can boost their learning.

CENTER INFORMATION

Centro Universitario
Cardenal Cisneros
Avda. Jesuitas 34
28806
Alcalá de Henares,
Madrid (España)
[https://www.
cardenalcisneros.es/](https://www.cardenalcisneros.es/)

In CLIL contexts, the foreign language provides access to the content and the content offers opportunities for the development of communicative competence. At the same time, however, the language also seems to present an inherent obstacle to the learning of content, and both learners and teachers are often acutely aware of this. On occasion, in fact, teachers often inadvertently exacerbate this by asking learners to do things such as 'read the text and underline all of the words you don't understand'. What this does is focus the learners' attention on what they don't understand rather than what they do. This is not only counter-productive as it sends the message that the input they are receiving is beyond their

current level, but it is also the opposite of what we really do when we read something even in our mother tongue. We focus on what we understand and when we encounter an unfamiliar word, we make judgements about whether it is necessary for our comprehension and, based on our experience, decide to read on without giving it much importance or check the meaning if it seems worthwhile. It is useful then to mimic what we do as readers, listeners and viewers in real life, focus learners' attention on their individual and collective understanding. This can be motivating for them as they realise that they understand more than they think and that as a whole class they understand a lot more than they do on their own. ■

Activities for the primary and secondary classroom



PRIMARY

Manipulate a text so that learners have incomplete versions which they must reconstruct together in groups. This activity develops both language and content.

Take a short text related to the topic and 'dictate' the text a couple of times, but at a faster pace than normal dictation. The aim is not for them to write it down verbatim, but to catch what they can. Then, they compare what they wrote down in small groups, and together, reconstruct the text so that it is as close to the original as possible. This way, learners can see that working collectively, they can complete tasks that they could not do alone. ■

SECONDARY

Answering self-generated questions and sharing them with the class helps learners focus on what they understand.

Prior to watching a video related to the topic being studied, ask learners to write down question words, such as who, what, when, where, how much, how many and why. Play the video and ask the students to note down things that could answer who...? what...? questions, etc. They share what they wrote in small groups, then as a class. Between them they will have written many different things and collectively will learn from each other's understanding. ■

How to prepare Infants for Primary education

LAURA JIMÉNEZ

Despite the concerns that many teachers, parents and students have about the transition from Infant to Primary education, this is a period that fascinates me. Every year, I have children who start off reticent about participating, but by the end of the course, you can see some amazing results.

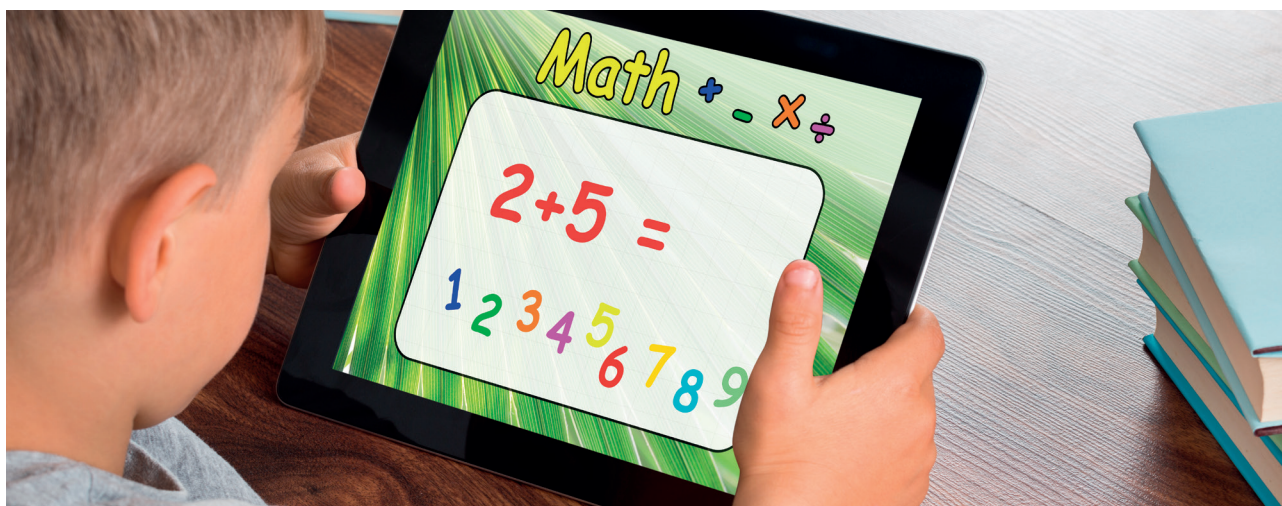
It's a well known fact that Infant education is generally characterised by a basic level of oral English. In fact, when they get to Primary 1, the following is often true:

- They find it difficult to work out the meaning of written words. For them, there's no logical connection between the written form 'table' and the spoken version /teibəl/.
- Many remain stuck in a phase of non-communication, more than likely because at Infant level they weren't exposed to enough English or because they're still building up their knowledge of the language.

- An awareness of self has also developed which leads to a fear of making mistakes so they often avoid saying anything in order to avoid any possible comments from their classmates.

A lot of changes take place (above all in the first term) during the changeover from Infants to Primary. Moreover, they have to deal with the trepidation that some parents feel with respect to the new situation, as well as new surroundings, new subjects, new methodologies and new teachers.

So, what's the best way to deal with this? Personally, I think it's essential to give children the necessary skills and tools from a very early age



(three, for example) to help avoid the aforementioned difficulties. The best way to learn a second language is to do so progressively, naturally and communicatively – just as they learnt their first language.

This is why CLIL methodology has become one of the most popular and effective methods when it comes to learning a second language. CLIL is becoming very widespread in Primary education, so why not apply it to Infant education too?

CLIL refers to the teaching of subjects in a foreign language in order to achieve the simultaneous acquisition of both contents and a foreign language – for example, studying maths or natural science in another language. Most importantly, this is extremely beneficial as the ‘problem solving’ and ‘learning to learn’ aspect of this methodology motivates children.

As teachers, we have to give pupils communicative tasks (within the appropriate context) to get them to express themselves in English. Habits and routines, such as school assembly or the calendar, should also be worked on in English.

We should aim to make English language teaching fun, using resources such as stories, songs and games. It is also important to use gestures and/or audiovisual support (such as flashcards, stories with images, videos, digital whiteboards, etc.).

This year, I’ve been working as an English teacher in Infant Education. This has given me the opportunity to work on some of the problems that I observed while I was working as a specialist in Primary. I am working with the new Liam and Liu method, which will be launched for the next school year (It is currently in its testing phase).

One of the things that

I like most about this method is that it uses CLIL, presenting children with real-life situations that they can identify with. This helps to ensure that language learning takes place completely naturally. The method’s own phonics system is also very good and it helps pupils appreciate the difference between spoken and written language.

It’s still early to talk about results, but I’m pleased with the progress they’re making, and I feel that I’m giving my pupils the essential knowledge and skills they need to progress into Primary education effortlessly. ■

SCHOOL INFORMATION

CEIP La Luna

Avenida de la Tierra, 2
28523 Rivas
Vaciamadrid <http://www.educa.madrid.org/cp.laluna.rivas>



<https://es.udpglobal.com>



ATENCIÓN AL CLIENTE
TEL.: 902 12 13 23 / 912 080 403
clientes@grupo-sm.com
www.grupo-sm.com