

And, to finish the project, Lights, Camera, Action! The pupils turn the PowerPoint presentations into films using Windows Movie Maker. They even added credits!

This is how I enjoyed stories about pets, music bands, Doctor Who, Star Wars, pupils' biographies... or the astonishing story "The Girl and the Yeti" which made me think of an old silent movie.

Let's see Ella, "How does it feel to see your first film shown on a big screen?"

We are both looking forward to applying the motivating ideas we observed in Norwich to our English lessons in Spain. We will try our best to integrate interactive uses of ICT into the bilingual programme.

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Subject Materials and Publishers' Websites for the CLIL Teacher

Context and rationale

Sandra Lucietto

"CLIL is the solution for the future of language learning", we are told by politicians... "Children who learn through CLIL will be more motivated and will get better results both in the language and the curriculum subject" we hear at Conferences...

Many teachers are indeed attracted by CLIL's promised land, given that the profession gets tougher and tougher as school years go by: kids seem to be more and more disaffected with being at school, classes become more and more mixed-ability and difficult to manage, parents want their kids to have every possible opportunity to learn more effectively and more quickly... In the last three or four years I have witnessed a burgeoning of CLIL projects in schools of all levels and denominations in the area where I work (Trento, Italy).

In my experience, teachers who set themselves the task of developing CLIL programmes are generally enthusiastic, really

wanting to do the best for their pupils, but they soon find out that structuring and implementing CLIL modules is not as straightforward and easy as they may have imagined at the beginning. One of the questions they have asked me more frequently over the years is "Where can we find suitable teaching materials?", meaning by that both *appropriate* to learners' age and *accurate* in terms of subject-specific language.

In Italy, CLIL teachers have easy access to a rich market of foreign publishers who produce materials in L2 for foreign language teaching. Due to CLIL's relatively short heyday, however, none of them seems to have a good enough selection of resources for CLIL teachers yet – some of them are now starting to diversify their production, but the range of publications is still limited. Teachers can also explore the internet, where they can find a wealth of documents/materials they can use as a starting point, but unless they search in CLIL-dedicated websites, most of what they find is written for the general public, and as such it does have some limitations: being written for purposes that are not educational and by people whose competence in English can sometimes be uncertain, it is often not immediately applicable in class and may be linguistically inaccurate, becoming heavy on the CLIL teacher's time.

As part of my own professional development as a teacher educator, I spent some time in the UK recently focusing on CLIL, and I found that subject publishers in the English-speaking world can be an asset for the foreign CLIL teacher, and that exploring their publication list can solve many problems. I started to analyse and classify printed textbooks and support materials available in the UK for UK pupils. Through the printed materials I got to know publishers' websites, which I spent a good deal of time visiting and exploring. My search enabled me not only to go back home with lots of reference titles to pass on to teachers and with a good list of useful websites, but also to produce two lists of criteria which I found relevant to my own purposes and which other CLIL teachers may want to use as guidelines in their searches as well:

1. a list of criteria of "good" teaching materials produced in the UK or other English speaking countries for their internal markets, which may be suitable for CLIL
2. a list of quality criteria for publishers' websites.

Key features of a subject textbook for native speakers of English useful to CLIL teachers in other countries

In looking through published materials for English children and teenagers at school, I began to form some ideas about what I wanted to find in a textbook which I could recommend to CLIL teachers back home.

1. the **language** of the book should be **accessible to the foreign CLIL teacher**, who often is a non-language specialist, and whose language competence may be between A2+(?), B1, and B2 of the CEFRL;
2. the materials should contain **subject-specific language**, which subject teachers do have in their first language, but they very rarely have in the foreign language, and which language

teachers (even teachers who are native speakers of English) do not possess at all;

3. **classroom language (instructions, guidelines to children)** should be provided alongside tasks – language that the CLIL teacher can learn and use to manage the class, being reassured that it is both correct and comprehensible;
4. a lot of **visual aids** (diagrams, graphs, photographs, mind maps...) are invaluable to help comprehension of input and of task procedures;
5. a **task-based approach** is preferable to a lot of descriptive chunks which students should understand and summarise or learn by heart (i.e. subject competence built by **doing** rather than by studying the theory of it);
6. **a presentation at the beginning and a summary at the end of each chapter** are very useful, to set the goals clearly and to explain what everything is meant to contribute to in terms of building knowledge and skills; this meta-cognitive aspect enhances learning;
7. **an index and a glossary** at the end of the volume enables students to clarify where to find topics in the book and what words mean in the subject domain;
8. **a weblink section** to related websites, both academic and more generalist, is very helpful to both teachers and learners, to explore a topic further/find supplementary materials;
9. **a teacher's book** to accompany the textbook and workbook is desirable. In it less experienced teachers can find tips on how to approach a topic or how to structure a lesson;
10. **many supplementary materials should complement the textbook** (timesavers: workbooks with/out keys, posters, worksheets...) for individualised work;
11. all this should come at **a reasonable price**, as the CLIL teacher needs to farm ideas from many different resources, and schools often have limited budgets and internal competition on how to subdivide them.

Quality features of a publisher's website

Visiting websites can be a very exciting experience or a letdown to quickly forget, depending on how the site is organised and how quickly one can find what s/he needs. Some websites are very user-friendly to get around, others are very difficult to understand in terms of internal logic; some are very rich in downloadable materials, some do not even show the cover page of their books/materials. My search led to some wonderful discoveries - sites that are really worth exploring and are "a mine of opportunities", and to some frustrations as well. On the basis of several days' experience I drew my own checklist of what I would like to find in a website:

1. the website should **not** be a **black hole**. By that I mean a site you can get into, but you cannot come out of. It did happen, and it was a frustrating experience because all the pages I had just visited disappeared before I could go back and save what I wanted, and I had to start again;
2. **pages should come up quickly**. Not everybody has access to broadband, and in many countries internet use is

still expensive, so I'd rather do without wonderful animations that take up to 5 minutes just to appear and allow you to enter the site;

3. **pages should contain only relevant info**. I found pages containing whole chunks I had to read before I realised they were of no interest to what I was trying to explore, and that I was wasting a lot of time;
4. there should be **a clear banner with useful key sections on top**. Keys are generally there on websites, but it is vital that they are clear in meaning and take the visitor to relevant pages: I remember spending almost half an hour trying to find a page with contact numbers and e-mails on one occasion, with no luck at the end;
5. **user-friendly organisation of the site, including a site map**. Clear navigation routes: getting around should be simple, there's nothing more depressing than visiting a website where you get lost or you can not trace your way back, or you have to explore it all before deciding it was not worth a visit;
6. **easy-to-find materials**. By that I mean pages with clear directions on where to go, where the teacher does not have to apply major thinking skills to be able to find materials. At times I knew a book should be there somewhere, because I had the printed version in front of me, but I could not find it on line;
7. the presence of **interactive pages** is one of my favourites. There are websites where if you click on the cover page of a publication you are taken to see the contents page, and from there to sample pages, which enables you to see how the book is organised and what it actually contains. **INVALUABLE** to help decide whether you want to buy the book or not;
8. **downloadables**. Another favourite of mine: A4 resources for busy teachers, like worksheets, tasks, etc, which can supplement lessons. Well thought materials that you can save onto your computer and print when needed, which some publishers offer **for free**;
9. **on-line shopping**. Very useful, especially if you have been able to explore the book you want through visiting interactive pages;
10. **e-mail order of (or downloadable) complete free catalogue**. Sometimes it is not easy to find a catalogue, as if some publishers do not have a printable/printed version of all their publications any more. Something tangible to flick through and discover things you have not seen on line may be very useful;
11. **e-mail contact**. Sometimes you just want to be able to contact a human being at the other side of virtual reality because you may need to clarify or ask something specific. It may seem odd, but sometimes contact names and addresses are not easily accessible;
12. last but not least (and with a bit of self-irony on my part), the **font size** should be **suitable for 50-year-olds**, for the very practical reason that teachers' average age is increasing in many countries (in Italy it is well over 50), so having to read pages which are font 6.5 or smaller if you want to have the whole page in front of you is a useless torture!

Shortlisted websites (as starters only...)

www.egmont.co.uk
www.schofieldandsims.co.uk
www.letts-successzone.com
www.beam.co.uk
www.cgpbooks.co.uk
www.scholastic.co.uk
www.ricgroup.com.au
www.curriculumvisions.com
www.brilliantpublications.co.uk
www.edco.ie

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Using ICT to support young learners who are non-native speakers of English

Dawn Lama

The use of ICT to support young learners of EAL is becoming increasingly common place in the mainstream and specialist classroom. The value of using ICT is considerable and works on a variety of levels to support both teaching and learning. The motivational aspect of ICT is clear. Pupils who are very new to learning a new language find activities on the computer that they can do instantly. Also they feel that here is something that they can do, and often as well as, if not better than, their peers.

Rupert Wegerif in his research into the use of ICT with EAL learners identifies the benefit of the 'objectivity of computers':

Because computers are machines, without expectations and with infinite patience, they can provide a safe context for children to try out ideas.

Creative use of ICT in the classroom can promote inclusion and reflect cultural and linguistic diversity. Pupils who have had very little experience of using ICT can engage in exciting activities that are accessible with even very limited English language knowledge. Similarly ICT literate pupils can explore ICT based activities that are not dependent on an equivalent level of fluency in English. Learners can showcase and share their work which has positive motivational effects and raises self-esteem.

The use of multimedia in presenting information is an important way of supporting access for the learner. ICT gives us the means to add pictures, sound and video, to use key visuals and graphic organisers, and to use the wealth of content rich sources from a range of cultures, that can be found on the internet. The use of word processing technology, in particular talking word processors, opens up an infinite range of opportunities. The combination of spoken, written, visual and picture support gives the learner the scope to engage in meaningful curriculum focussed activities at a linguistic level that is matched to their level of English language development.

Clicker is an example of a piece of software that has been widely recognised for its benefits for learners of English as an additional language. It is a powerful, easy-to-use writing support and multimedia tool, based on grids and screens, which enable you to write with whole words, phrases or pictures and to engage in a wealth of multimedia activities using pictures, photos, video and sound. The latest version, Clicker 5, has a modern look and is based on the latest technologies.

Clicker Grids can be designed to meet a variety of teaching objectives and learner needs. They can range from very simple picture/word matching activities, to sentence building activities, to talking books, to video presentations. The levels of interactivity enable learners to approach learning in a variety of ways.

Clicker Writer is Clicker's talking word processor - you can type into this with the keyboard, or you can click on items in the Clicker Grid to send them into Clicker Writer. Clicker 5 offers EAL learners the opportunity to build up their use of written English with as much or as little scaffolding as they require.

Activities can be built up from simple labelling activities through a range of sentence building grids. So for example, pupils at the early stages of learning English could select the correct label from a choice.

A pupil at the developing stage could create simple sentences using a 'forced order' grid which ensures they choose from the correct group of words by disabling the other groups. Cells can be colour coded to distinguish parts of speech or sentences, so learners can focus very tightly on specific skills, e.g. grammar, sentence building, or story building.