

CLIL TIMES

by PINHEIRO



Essentials in CLIL

A course for teachers in bilingual education

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ABSTRACT

This thesis describes how Radboud In'to Languages' course 'Classroom English' was redesigned into a course called 'Essentials in CLIL'. First the internship brief is discussed after which the relevant background information in the field of bilingual education, Content and Language Integrated Learning and the history and current status of bilingual education in the Netherlands is explained. The analysis of the needs of the various stakeholders is described in chapter 4 after which the material design is the main topic of discussion. This thesis explains the various hurdles and important aspects to consider when designing a course for teachers in bilingual education in the Netherlands.

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I. Brief

The project I was asked to carry out concerns bilingual education in the Netherlands and especially the English language skills of the teachers who are going to be teaching the pupils in bilingual education. Radboud In'to languages offers an English course for in-service teachers (henceforth: teacher-student) in bilingual education called 'Classroom English'. The task was to redesign this English course because Radboud In'to languages noticed a decrease in the number of secondary schools signing teacher-students up for the course. Ms Gonny van Hal, course coordinator for the English courses and Ms Sylvia van der Weerden, manager foreign languages at Radboud In'to Languages had a meeting with the European Platform – Netherlands Universities Foundation for International Cooperation (EP-Nuffic, the main expertise and services centre for internationalisation in Dutch education) to ask them for advice on how to improve the course and how to generate more interest in secondary schools. EP-Nuffic's suggested that the terminology used in the course could be part of the cause of this decline. The trend in bilingual education is Content and Language Integrated Learning and following this, when a school is looking for a course to prepare their teachers for teaching in English they search for this term, CLIL, on the internet. Radboud In'to languages does not show up on the first page of that internet search. The conclusion of this conversation was thus that the Classroom English programme at Radboud In'to Languages is dated and requires updating. My assignment is therefore, updating the course Classroom English to fit the current developments in the field.

On top of this, Ms van Hal and Ms van der Weerden suggested that I look into digitalising the materials used in the course and see if the use of Blackboard could be incorporated. All Radboud In'to languages courses use Blackboard as a medium to distribute materials among students and to communicate with the students except the Classroom English course. Ms van Hal and Ms van der Weerden mention that the reason why Blackboard has not been incorporated into this course is because people taking the course Classroom English are, more often and in higher quantities than in most other courses, not a part of Radboud University. Therefore different log-ins would need to be made for the students from outside the university. This was always regarded as a hassle because it takes quite a lot of time and because there was no Blackboard page available yet trainers of the course always used email to communicate with the teacher-students. This was easier than creating a Blackboard page and along with that creating separate log-ins for all student-teachers. Therefore, it is important to take away this hurdle by digitalising the materials used in the course and make it easier for

trainers to use Blackboard so that the only thing that has to be created are the log-ins and Blackboard could in this way be more of an asset for the course.

The assignment was; updating the course 'Classroom English' in general, and especially digitalising the materials used in this course. In this thesis I will therefore first look at the theory on Content and Language Integrated Learning (CLIL), the history of bilingual education in the Netherlands and the current state of bilingual education in the Netherlands. After this I will explain the way in which I will perform the tasks that were assigned to me. I will first explain the methods and theoretical implications I used to (re-)design the materials. This part will mainly consist of an explanation of Task Based Language Teaching (TBLT) and the connection of TBLT to CLIL. After this I will describe the different stages in my needs analysis and how I incorporated the results of my Needs Analysis in the planning of redesigning the course. Chapter 5, contains the actual results and materials I designed or re-designed for the course and a thorough explanation of the reasoning behind the activities. In the last part of this thesis the internship process and the development process will be discussed and I will reflect on the results and materials I designed. In this chapter I will also go into my own strengths and weaknesses as a language coach.

Project overview:

Research Questions:

What is the best way to teach teachers the skills necessary for bilingual education in the Netherlands?

- What are the characteristics and the history of the Dutch bilingual education system (TTO)?
- What are the skills Dutch bilingual teachers need?
- What kind of skills do other courses in bilingual teaching focus on?
- How do previous students rate the course and what do they think could be improved?
- Do the results of the previous questions match the course content as it is or what is missing or can be improved?
- How can the course now called Classroom English be improved and what kind of teaching methods can be used?

Actions:

- Literature review on Dutch bilingual education and bilingual education in general.
- Research what kind of skills the teachers need by maybe visiting a bilingual school.
- Research other courses in bilingual teaching in the Netherlands.
- If possible provide a questionnaire with questions on the course and how it could be improved. Interview the trainer of the course.
- Compare the answers to the previous questions with the course as it is now and see what sections are fine and what sections are in need of improvement?
- Make new course overview.
- For each week decide on a theme.
- Judge materials that already exist and see whether these can be used or improved to fit the theme/course.
- Design additional materials for the course following the theme for each week.

Prospected results:

- A nice and neat overview of the Dutch bilingual educational system
- An overview of the needs of bilingual teachers in the Netherlands
- An improved version of the course now called Classroom English

II. Background

II.I. Content and Language Integrated Learning

Linguists have been fascinated by language learning and how language can best be learned has therefore been debated and researched for centuries. Several linguists have thought of and developed different teaching methods and teaching techniques. Most of the times results are promising at first and every time the creator of a particular teaching method or teaching approach thinks s/he has found the holy grail of language teaching but more often than not it turns out that the teaching method or approach only works for a specific aspect of language learning, a particular type of learner, a particular type of teacher, or the method/approach seems not to be working more effectively than a previous method.

An approach to language teaching that has been researched and practiced for several years is Content and Language Integrated Learning or short, CLIL. CLIL will be the focal point of this thesis as the course developed focuses on the English used in CLIL classrooms. In order to start developing a CLIL course in English the theoretical aspects concerned should also be discussed which will be the subject of this chapter.

II.II. The fluid concept of CLIL

Content and Language Integrated Learning can be interpreted and applied to the classroom in different ways. However, it usually means that “pupils are taught different subjects in the curriculum in two languages” (Eurydice, 2006, p. 10). In the Dutch context this means that some subjects in the curriculum are taught in Dutch while others are taught in English (or sometimes German). Following this broad definition it is not surprising to find that there is more than one way in which to apply this approach. Arnó-Maciá and Mancho-Barés (2015) mention four different levels of second language integration in the classroom in their paper (p. 63).

- The first one is when content is the primary goal of the class and is the only responsibility of the teacher. At this level language is thus not explicitly taught at all.
- The sheltered model is that language is discussed during classes but there is no separate class on the language itself. Therefore, in this model, content has the upper hand.
- The adjunct model offers English for Specific Purposes classes to support the English knowledge of the students.

- The fourth is when the language instructor uses content to teach language, which means that language is the most important learning point in the class and content is used for learning language which is basically the approach for ESP classes.

Clearly there is not just one way to implement CLIL in the language curriculum.

It can be derived from the above that CLIL can be approached in many different ways and that it is therefore difficult to define it in a more precise manner than done in the Eurydice paper. In the Netherlands the goal of bilingual education is to achieve a balance between content and language learning. Nevertheless, opinions differ on what role language should play in a CLIL classroom. Content lecturers occasionally fear that teaching in English influences the level of understanding of the subject that should be taught and they are concerned that this could lead to a ‘watering down of the content’ (Arnó-Maciá & Mancho-Barés, 2015, p. 64).

Therefore, different teachers and schools may prefer different levels of CLIL implementation in the classroom and it is important to discuss these concerns with (soon to be) CLIL teachers.

Greere and Räsänen (2008) propose a classification in CLIL courses/ways of implementation in the classroom that is quite similar to the one proposed by Arnó-Maciá and Mancho-Barés. It also has four distinct levels which go from a non-integration model, which they actually mention is non-CLIL to the adjunct-CLIL model which involves dual programs dealing with both language and content. Making distinctions in CLIL courses is useful when doing research because the fluidity of the term leaves a need for further specification of the term CLIL and before one can actually compare CLIL-students with traditional foreign language students, to see whether CLIL has an effect on the students, it is key to know in what way they were actually taught.

In the past few years, CLIL research has developed in a different way and researchers are beginning to focus on a newer version of CLIL, CLIL 2.0. CLIL 2.0 especially considers different literacies which means that every subject is assumed to have a different literacy, which means for example that vocabulary differs between literacies. The new CLIL should prepare students to be able to converse in every subject’s literacy. One of the main points of recent research on CLIL led by Oliver Meyer at the European Centre for Modern Language of the Council of Europe claims to develop this new version of CLIL which they call CLIL 2.0. The researchers “will re-examine how basic interpersonal communication skills (BICS) can lead to cognitive academic language proficiency (CALP) in CLIL contexts Literacy is defined as ‘control’ over a wide range of general and subject-specific discourses” (About the project, 2015). Thus, the aim is to develop a new version of CLIL which focuses more on the different literacies in different subjects and most importantly the academic development that goes

along with this. To make sure students are able to converse in these different discourses teachers, of course need to be prepared to teach this discourse and vocabulary. However, I do not believe that there is a big difference between CLIL and CLIL 2.0 other than that the different literacies are explicitly mentioned. Before CLIL 2.0 teachers also had to focus on the specific terminology of their subjects as well. CLIL 2.0, thus, does not have a great influence on teachers other than that they should be aware of the different literacies and the literacy they teach.

The Eurydice report on CLIL by the European Commission makes it clear that, in 2008, CLIL in Europe still had a long way to go before it would be a respected teaching approach. The Eurydice report's main conclusion is that at the moment a clear conceptual framework is missing and in order for CLIL to be really successful there should be a standard set.

II.III. Perceived problems in CLIL classes

One of the things that always comes up when looking at CLIL is the distinction between CLIL and English for Specific Purposes classes. Sometimes these two approaches are found to be taught alongside each other, with an ESP class supporting the content class taught in the foreign language, but a new development in the international field seems to be that ESP classes (focusing on primarily the language needed to perform the task) are being replaced by CLIL-classes only with no special attention given to the foreign language. Swales, Barks, Osterman, and Simpson (2001) note that "almost every time there is a change in the senior administration, there will be an increase in ignorance about what it is that we (ESP instructors) do and why it is important" (p. 455). Language teachers often feel as if their role in the curriculum is regarded as supportive of the content teachers/classes. This may be because explicit language learning is often perceived as being less important than content learning (Raimes, 1991). Following this, most of the times there is little contact between content and language teachers while interaction and working together is the purpose of the adjunct-CLIL model of Greere and Räsänen (2008).

Arnó-Macià and Mancho-Barés researched the perception of ESP/EAP classes at a university in Catalonia, Spain and found that CLIL courses are perceived more useful as students and teachers view them as a way in which to actually use the language. However, the researchers also interviewed many people who were of the opinion that linguistic immersion is best, so the best way would be to learn language through content teaching with the support of linguistic immersion and explanation. Swales, Barks, Osterman, and Simpson (2001) report

on students who face the same concerns as the teachers who were afraid their content would be 'watered down'. These students fear and experience that the English level of the students and teachers is not good enough to teach their subject in the same way and at the same level as in their native tongue. They are also afraid they may fail the course due to their own insufficient language skills. From this it can be derived that a good command of the second language is key to teachers of CLIL. This seems obvious but it is still too often that teachers with poor English skills are forced to teach their subject in English (Swales et al. 2001). It is therefore very important to educate the teachers in CLIL and improve the level of their English. Swales, Barks, Osterman, and Simpson (2001) also found that the focus in most CLIL courses is on content and that the language aspect recedes to the background. This is an important aspect to keep in mind when analysing CLIL courses. Until some thorough research is done on which method/level of CLIL is most effective it remains a matter of preference and opinion

Christiane Dalton-Puffer (2008) examined previous CLIL research and reviewed papers researching the effects of CLIL. Based on research by e.g. Vollmer et al (2006), and Van de Craen et al. (2007) she concluded that in most cases CLIL students showed the same as, or more content knowledge than their non-CLIL peers. On top of this Wesche (2002) was able to prove that CLIL students show a significantly higher level of language proficiency in their L2 than their peers in more conventional foreign language classes. Mewald (2004) and Eder (1998) make this even more specific by adding that people with high levels of language aptitude reach good results regardless of whether they are in a CLIL class or a conventional class but that the main difference lies in the average language aptitude group. For students with average language aptitudes CLIL shows significantly higher results in terms of the foreign language than conventional teaching methods. CLIL is for the overall group of language learners a more effective way to learn a language than conventional learning. Moore and Lorenzo (2015) mention that bilingual education has been proven to offer students advantages at various levels including, content (e.g. Grandinetti, Langellotti and Ting 2013) and language (Lorenzo and Moore, 2010) but also factors such as, cognition (e.g. Bialystok 2007), attitude (e.g. Lasagabaster and Sierra, 2009), interaction (e.g. Moore 2011) and interculturality (e.g. Mendéz García, 2013).

Dalton-Puffer (2008) mentions that the goals of CLIL are improving content, communication, culture and cognition. One of the conclusions from her literature review is that different effects of CLIL teaching are found in different areas of language learning. The areas that were favourably affected are: receptive skills, vocabulary, morphology, creativity,

risk-taking, fluency, emotive/affective outcomes (p. 143). The areas that were not or not noticeably affected are syntax, writing, informal/non-technical language, pronunciation, and pragmatics (p. 143). Dalton-Puffer (2008) related this research to other research which argues that CLIL education hardly ever focuses on writing but instead the emphasis is mostly on oral events in which the students mostly listen to the teacher or to each other. Content teaching is carried out almost completely without writing activities and that explains why CLIL education does not have an effect on the writing skills of CLIL students. Dalton-Puffer (2008) also stresses the importance of input; the students learn the language from the input they receive so the input needs to be of good quality and quantity. The teachers' language abilities in the foreign language therefore need to be very high and the importance and influence of the input is something to make new teachers in CLIL aware of.

II.IV. Requirements of a CLIL teacher

Following Marsh et al. (2001), "Sufficient knowledge of the language used" is one of the ideal competencies of a CLIL teacher. Another competency concerning language is "sufficient target language knowledge and pragmatic skills for CLIL" (Marsh et al. 2001). Being a CLIL teacher requires more of a teacher than just knowledge of the language, s/he needs to be able to teach in the language and have a basic understanding of its pragmatics and underlying features such as grammar rules as well. Moreover, the ideal teacher has a "comprehension of the differences and similarities between the concepts of language learning and language acquisition" (Marsh et al. 2001, p. 78). The ideal CLIL teacher is a lot more than just a content teacher. The linguistic and language related aspects of teaching in a CLIL environment cannot be ignored and will need to be focused on by a CLIL teacher course. Other characteristics of an ideal CLIL teacher are that s/he is able to work in an international learning environment and that s/he is able to work with "learners from diverse linguistic/cultural backgrounds" (Marsh et al. 2001). Another important aspect of a CLIL teacher is that the teacher is able to adapt and select existing materials and develop their own materials to use in class.

All in all, a CLIL teacher is more than just a content teacher or just a language teacher. A CLIL teacher needs to be both a content teacher and a language teacher. A course preparing teachers for this job is therefore necessary because most teachers in their earlier studies have only focused on content. The course needs to make sure to teach the student-teachers the language skills necessary to teach in a foreign language (in this case English) and make them aware of their twofold job description. Research has shown that CLIL has no or little effect on

the writing abilities of students and therefore it would be good to see whether it is possible to start improving this by encouraging the teachers to use more writing exercises in their classrooms. As mentioned at the start of this chapter CLIL is still developing and interpreted differently by schools, teachers and researchers. In the Netherlands, CLIL may mean something different than in another country and therefore an overview of the development of CLIL in the Netherlands is discussed in the next chapter.

II.V. Bilingual education in the Netherlands

The Netherlands is a country that has always been involved internationally. In the 17th century, the Netherlands were a thriving in trade and this has left its mark on Dutch society. This mark is visible in the beautiful merchant buildings in Amsterdam but since the 17th century there is also something rooted more deeply in Dutch culture; a sense of internationalism which has since then been very prominently visible in Dutch culture. In the 21st century, because of the increased opportunities of mobility and communication the international focus of Dutch people has shifted across the border (Admiraal et al. 2006). An important aspect of this internationalisation is language. The Dutch are known for their ability to speak several languages and because of the size of the Dutch-speaking population this is not surprising as they need other languages to communicate with people from other countries. This focus on language and internationalisation has, in the Netherlands, lead to a great popularity and priority put on foreign language learning. In the 1990s a task force was put into place because the government felt language education to be lacking in quality and they felt that the language competency of Dutch pupils was falling behind. In the report the possibility of bilingual education first arose (Van Els & Van Hest, 1992, p. 2). However, plans for bilingual education already existed and were carried out in some international schools in the Netherlands and therefore, bilingual education has mostly been able to develop because of high demand from passionate parents and teachers.

Bilingual education in the Netherlands entails that pupils in secondary education are taught 50% or more of their subjects in a foreign language. English is thus used as a medium of instruction. This is one of the few rules set for bilingual education. On the whole, schools are relatively free to design the curriculum as they wish. Other rules that need to be followed are that the Dutch curriculum is followed and that the students' proficiency in Dutch is not affected. In the Netherlands the L2 of bilingual education is usually English, although near the German border there are a few schools which also offer German. In the Netherlands, the focus in bilingual classes lies on content rather than on the foreign language (Admiraal et al., 2006,

p. 76). However, English is still taught explicitly in Dutch schools so a combination of both content and language classes does exist.

The goals of bilingual education are more than just improving a student's skills in the foreign language. At the same time, bilingual schools strive to prepare the student for an increasingly international society by making them more aware of their international position and giving them the language skills to communicate with people outside of their own country. Internationalisation is often forgotten when bilingual education is discussed. The aim is to develop a sense of world citizenship in students and internationalisation is therefore a very important aspect of the bilingual educational programmes.

Internationalisation can be achieved in many different ways but there are certain standards set to ensure the quality of the international programme of the bilingual schools. The organisation which helps ensure this quality and provides the standards is EP-Nuffic. EP-Nuffic is "the expertise and service centre for internationalisation in Dutch education. From primary and secondary education to vocational training and higher education and research" (About us, 2015). Its main ambition is to help develop an educational system in which by 2020 all pupils and students are actively involved in internationalisation.

The requirements for bilingual schools concern three different areas. Firstly the language levels of the students and teachers will be assessed. The second requirement is that the foreign language needs to be distributed evenly over subjects. This means that at least one subject in science and one subject in arts needs to be available in English. This is to ensure that students learn as much different literacy as possible in both science and arts. Third, the quality and quantity of internationalisation in the curriculum will be evaluated by EP-Nuffic. EP-Nuffic helps schools to start a bilingual track and at the same time ensures the quality and quantity of the education. To help parents and students make decisions and to ensure that schools fulfil the requirements EP-Nuffic gives quality labels to bilingual schools.

Bilingual education is received very enthusiastically in the Netherlands, however, there are some people who believe that bilingual education erodes the social cohesion in the country. Jaap Dronkers, for example, claims in *The Volkskrant* that the knowledge of the Dutch language of Dutch students is poor and that bilingual education only has a negative influence on this. Because language is one of the building bricks of society more bilingual schools will erode the social cohesion in the Netherlands. He fears that due to ever increasing numbers of bilingual schools the Netherlands will become a bilingual country. He believes this is a problem because this will further increase the gap between well-educated people and lower-educated people as the higher levels of education are usually bilingual. This opinion

and feeling could be well based in fear of the unknown. One of the most important requirements for bilingual schools is that the level of Dutch is not affected. Therefore, Dutch will always be the main language in the Netherlands and social cohesion will therefore not in peril.

Therefore, bilingual education in the Netherlands can be regarded as a very positive development. There are rules set by the government to ensure that the Dutch language is still a prominent factor in the education on bilingual schools and because students are required to still do their final exams in Dutch the fear that bilingual education will influence the Dutch knowledge of students is invalid. Nevertheless, there is some work that still needs to be done concerning new developments in, especially, primary bilingual education and vocational bilingual education. In the last couple of years the amount of schools registered to EP-Nuffic that offer bilingual education has stagnated and this is why EP-Nuffic decided to investigate the underlying causes. The Soesterberg Manifest report and outcomes of this meeting is discussed in the next paragraph.

II.VI. Current problems of bilingual education in the Netherlands

EP-Nuffic has identified a problem with bilingual (primary) education in the Netherlands and therefore it decided to call a meeting which was attended by researchers, directors of bilingual schools and representatives of EP-Nuffic. EP-Nuffic noticed that the number of primary schools with a quality certificate is very low; only 50 out of 1150 bilingual primary schools have this certificate (Manifest Soesterberg, 2016, p. 1). The cause of this problem is that there is not an official exit level for bilingual primary schools as there is for bilingual secondary schools. As a result, the differences in language development between bilingually schooled pupils and non-bilingually schooled pupils are not prominent enough. The concept of world citizenship is becoming more and more important in Dutch society and consequently also in the Dutch educational system. Therefore, it is strange that the number of bilingual schools is not growing.

The teacher holds a prominent place in this manifest. The teacher should be competent enough to teach his/her pupils English and should make them aware of world citizenship and internationalisation. But, because there is still no clear goal in primary bilingual education there is no standard on which the bilingual primary schools can build. In secondary school bilingual education there is a clear goal set namely at the end of the third year students need to be at CEFR B1 level and at the end of their 6th year (pre-university track) their level should be C1. One of the problems is the absence of a national standard for primary schools. In the

Netherlands there are 1150 bilingual primary schools but of these 1150 only 50 have an official quality mark issued by EP-Nuffic. In order to ensure that more schools will be wanting to apply for this quality mark EP-Nuffic advocates that the standard should not be let go of but should be more clearly defined but yet allow the schools, in part, keep the freedom to develop their own curriculum.

The Manifest Soesterberg goes on to claim that more research in the effects of CLIL is necessary to fully assess its influence and use in education. In the manifest it is mentioned that it is not yet clear whether CLIL is in fact a better way to teach language because of the selection of students. It has been researched in the Netherlands that CLIL students have better skills in English than regular students. However, this could also be an effect of pre-selecting students; the students who are allowed to follow the bilingual track are already better language learners than the students who are not allowed to follow the track. As discussed in the first chapter, there is however evidence that students with high aptitude reach high levels of attainment regardless of their manner of language education but that students with average levels of language aptitude do actually benefit from CLIL.

One of the outcomes of the meeting in Soesterberg is that in the new standard (the old standard had not been changed since the 90s) schools have more freedom to develop bilingual education in their own way. However, there should be basic guidelines and a national standard which the schools need to meet in order for them to get a quality mark. Teachers should be aware of the standards set and should strive to meet these standards.

III. Classroom English

The course at present is said to be outdated, incoherent and unclear and therefore inaccessible to new trainers and unappealing to schools and teachers. The materials presented as part of the course are the course book *Practical Classroom English*, a reader developed by In'to Languages through the years, and as extra background material to use In'to languages presented me with a PowerPoint presentation used to teach an introductory version of the course at Radboud Teacher's Academy. In order to give an idea of what the course looked like before it was adjusted the second and third week of the course programme are added in appendix A. Some of the exercises can be seen in appendix E these are the ones that were re-used and modified in the new course and the materials concerned will be marked by an asterisk.

The course book *Practical Classroom English* by Glyn Hughes and Josephine Moate is according to the trainers and course coordinators the best in the field because it is the most complete and diverse. I have taken a critical look and I think it is a difficult book but I also think that when used correctly it could be very useful. The book consists of six chapters all dealing with a different aspect of teaching in English and these six chapters are again divided into three different subparts. After this each chapter has an extended instruction on either the grammar of asking questions or the grammar of giving instructions. The chapter ends with a section of exercises and activities and some audio practice which is mostly pronunciation practice. The vocabulary and phrases in the book should not be learned by heart but should be used in practice. In that way students will learn faster and therefore it is good to think about exercises and activities that will use the book as a work of reference or as an inspiration for role-play activities. There are many scenarios presented in the course book which could be very useful in certain activities, I will explain more about the exact content of these exercises in the next chapter. The main way in which I used the textbook then is as a work of reference for vocabulary and sentence construction. On top of that, I also used several scenarios and some exercises. The most interesting part of the book was the 'language to think about' part. Ms Hilary Philips also mentioned that the learners thought this to be interesting and liked talking about the matters presented in this section. The 'language to think about section' presents learners with matters on language which can be discussed in twos or in class. Because Ms Philips was so enthusiastic about this aspect of the book I thought this would be something different and a nice touch to add.

Each student of the course also received a printed folder which included the assignments, grammar lessons, vocabulary and classroom games. This In'to folder was at first

extremely confusing for me. The folder consists of six parts of which the first is a course overview and an explanation of how the course is taught. The second part is a grammar survey and the third part is the key to this grammar survey. The fourth section is the classroom activities and games section and the last section is a printed overview of classroom vocabulary that could occur in class. The most interesting parts for me were the course set-up and the classroom activities and games. The vocabulary should be more of an inspiration for the students and I believe that, in this course, grammar should for the most part be self-study. The classroom activities and games section is interesting as I expect that all these exercises could be very useful. The set-up of the course at this point is that all activities mentioned in the syllabus can be found in the activities and games section. Although, sometimes this is a bit of a search as they are not organised in any way. The activities and games section also includes a list of exercise ideas which I think is meant for the students themselves to use in class. This is a nice file and it is good to add it as an extra to inspire the students to be more creative in their classroom and give them ideas. Ms Gonny van Hal also gave me a file containing several different warmers which she always found to be effective.

The PowerPoint presentation a taste of TTO is mostly useful for its background information on bilingual education in the Netherlands. Overall, as this is made for a class at the teacher's academy at Radboud University I believe it to be too theoretical to use it in my course. It is important to know how students learn and that different people have different learning styles so that it is good to be creative in your teaching methods and let people learn in different ways. However, I think the prospective students of the course 'Essentials in CLIL' would only need to become aware of that and do not need to know all the underlying theories. The same goes for bilingualism and second language acquisition theories. I believe it is important for them to be aware of these theories and know the results of research that has been going on but I do not believe they need to be able to explain all ins and outs of these studies and theories. Therefore I think it best to offer articles on the Blackboard page as additional materials but not discuss these subjects explicitly in class.

The fault of the course does not so much lie in the course book or the materials used. Although, I do think that there could be added more creative exercises and the activities could be a lot more diverse.

IV. Needs analysis

A needs analysis serves to establish the needs of the various stakeholders concerned with this course. It will, in the end, clarify what direction the course should take, what the most important goals of the course are and how these goals can be best achieved. This is in line with research by Serafini et al. (2015) who state that a needs analysis is the first stage in ESP course development. This is followed by “curriculum design, materials selection, methodology, assessment, and evaluation” (Serafini et al, 2015, p. 325). However the researchers stress that these stages should not be seen as separate but are part of a fluctuating process. Further on in the article they state that a needs analysis can be divided in two parts: “target situation analysis” and “present situation analysis” (Serafini et al., 2015, p. 327). The target situation is concerned with the “needs” of the learners while the present situation analysis is concerned with the “lacks” and “wants” of learners (Hutchinson and Waters, 1987; Bruce, 2011). In the previous chapter I mostly looked at the needs of the students while in this chapter I will focus on the wants of learners and other stakeholders. The lacks in the course have already been discussed in part in chapters 1 and 2.

IV.I. Stakeholders

The goal of this needs analysis is finding out how to improve the course “Classroom English” to fit the field of bilingual education in the Netherlands and CLIL research. There are different stakeholder groups involved in the improvement of this course and the course should aim to fit their wants, needs and should fill the lacks in their knowledge as much as possible. The first stakeholder is Radboud In'to Languages and the most important goal for them is that the course attracts new and more schools and course takers. The people who are involved with the course at Radboud In'to Languages are Ms Sylvia van der Weerden, manager foreign languages, and Ms Gonny van Hal, course coordinator of the English courses. Another important stakeholder group are the trainers of the course. The trainers I talked to are Ms Lorraine Faulds and Ms Hilary Philips. The third group of stakeholders are the teacher students of the course and their interests will be learning as much as possible. The last, but definitely not the least important group of stakeholders are the schools which will actually hire Radboud In'to languages to teach this course at their school. The course should fit the needs and the means of these different schools because they should be willing to pay Radboud

In'to languages to teach this course to their teachers. Therefore, the schools may be the most important stakeholder group.

In order to research the needs of all stakeholders I will try to have meetings with all groups. Unfortunately, because at the moment there is no student group actually taking the course 'Classroom English' it will not be possible to have an interview with a school or with teacher-students of the course at present. However, there is one group of teacher-students who have just finished the course 'Classroom English' and are now advancing into a class 'Certificate in Advanced English'. Radboud In'to languages is still in contact with this group of students and therefore I can send them a questionnaire about the course 'Classroom English'. Despite the unfortunate fact that information cannot be collected from all stakeholder groups I succeeded in gathering information from all other stakeholder groups.

IV.II. In'to Languages

The first stakeholder group I visited was Radboud In'to Languages. I talked to the manager foreign languages, and to the course coordinator of the course 'Classroom English'. The full reports can be found in appendix B but I will describe the general points from the interview here. The first meeting I had was with Ms van der Weerden (manager foreign languages) and Ms Gonny van Hal (coordinator of the English courses) they are the people most involved with the course Classroom English at Radboud In'to Languages. The information I got from this meeting was that the course was fluctuating very much and was always adapted to the wishes of the schools. The schools and their financial means were key in deciding how many weeks the course would consist of for example. Another point that came up in this conversation is that the materials used in the course are mostly print outs and Ms van der Weerden en Ms van Hal stressed the need for digitalisation of this material. The trainers in this course mostly decide for themselves on the schedule of the course.

The next meeting I had at Radboud In'to languages mostly focused on the materials present, the level of the participants and what Radboud In'to languages think the takers of the course need to learn. This meeting was held with Ms Gonny van Hal and the results of this meeting were as follows: grammar is definitely not the main topic of this course according to In'to, the starting level of the takers is in most cases CEFR B2, and giving feedback should be incorporated more in the course, as should pronunciation and fluency.

IV.III. Trainers

The next stakeholder group I gathered information from are the trainers of the course. I talked to two trainers Ms Faulds and Ms Philips.

Ms Faulds identified the incoherent and unclear syllabus as the main point of improvement in the course. She suggested that there should be one subject for each lesson and that everything in that lesson should be focused on that subject. She also mentioned that letting students identify the gaps in their knowledge would be a good idea as sometimes the students do not see that they still have much to learn.

I interviewed Ms Hilary Philips, another trainer of the course, more elaborately and this whole interview can be found in appendix B. Ms Philips has been teaching this course for approximately 16 years and has no need of a syllabus anymore. She mostly teaches the course by following the course book and by jumping in on whatever comes up in class. Overall Ms Philips is satisfied with the way in which the course is taught at present and she has difficulties with coming up with points of improvement. She does not believe PowerPoints to be useful as she fears that the way PowerPoints are set entities would influence the spontaneous way in which the course is given at present. Ms Philips also mentioned that the section in the course book called, 'language to think about' is very useful as it inspires students to think and talk about aspects of teaching that are problematic but that they would not have come up with themselves. Another aspect of the course she found very important was the Personal Idiom File, she always encourages her course takers to move the vocabulary from their passive vocabulary into their active vocabulary.

The two trainers, Ms Faulds and Ms Philips, seem to disagree on what should be changed in the course. It is worthwhile to note that Ms Faulds is a beginning trainer while Ms Philips has been teaching the course for years and years. Ms Philips does not need the syllabus anymore to teach the class but Ms Faulds does. Moreover, Ms Philips designed part of the course herself and therefore the problem with the course is not as obvious to Ms Philips as it is to Ms Faulds. I expect that the amount of experience has an influence on whether or not the course is evaluated as in need of improvement or not.

IV.IV. Teacher-students

I asked 15 students of the course 'Classroom English' who already completed the course to fill in a questionnaire on the class, see appendix C. I decided to ask these questions in Dutch

because the students are all Dutch and I reasoned that they would be able to express themselves better in their native language. Unfortunately I did not get the response I hoped for and only 4 students completed the questionnaire. I do not know the precise reason for why so many teacher-students failed to complete the questionnaire but it could be because I emailed it to them instead of handing it out in person. The reason could also be that it had been a while since they completed the course and maybe therefore they did not feel obliged to fill in the questionnaire. The teacher-students that did fill in the questionnaire were all from the same school (Jeroen Bosch College in 's Hertogenbosch) and were taught by the same trainer. It is unfortunate that I could not compare more groups of students and that not more students filled in the questionnaire. Because of this I can sadly not base any firm conclusions on the results of the questionnaire. I can however say that the four people who filled in the questionnaire were all very positive about the course. I will briefly discuss the aspects of the answers that stood out most.

One of the respondents talked about the course book (*Practical Classroom English*) and how it was difficult to grasp how it worked at first. Other respondents thought the course book to be useful. This same respondent found the mini-lessons (practice lessons taught by the teacher-students) very useful and would love to have more of them in the course. On the other hand, another respondent thought that there were too many mini-lessons and that the course should focus more on grammar and vocabulary. All students did not mind doing some work for the course at home so I will incorporate this in the course. All the students who answered the questionnaire are not yet teaching their subject in English but are still preparing to do so. All students but one responded 'improved' on the question whether their confidence when speaking English has grown during the course. They all think the overall level of the course is fine and most of them do not want to change anything to the course.

IV.V. Other language schools reviewed

As an outside source in this needs analysis I also looked at what other language institutes offer in terms of preparation for bilingual education and there are many different courses offered.

The University of Utrecht offers four different courses on CLIL. These courses are all of a different level. The courses are: practical CLIL for Starters, CLIL coaching, CLIL quick scan and Refresh your CLIL. The CLIL quick scan and the CLIL coaching are courses that could potentially be interesting to develop at In'to languages as well. The quick scan is exactly what EP-Nuffic suggested during their meeting with Ms van Hal and Ms van der

Weerden. Schools are in this course prepared for an inspection. The trainers of the University of Utrecht visit the school and observe all teachers when teaching. After this they report on what needs to be improved in order to pass the inspection. CLIL coaching is a service which could be an extension of the CLIL quick scan. In this course the CLIL coaches work more individually with the teachers. The course that looks most like the course offered at In'to languages is 'Practical CLIL for Starters' and the last course they offer is 'Refresh your CLIL' which is an intensive course on CLIL to develop skills and confidence. At the University of Utrecht they thus offer a lot more variety in courses. This may appeal to a school more because it seems as if this company can offer more than just a start in CLIL they can keep helping the school after finishing the first course.

The Fontys in Tilburg also offers courses for teachers in bilingual education. The main differences with the programme at In'to languages are the required level of CEFR C1 when entering the course and the result of the course in Tilburg is a Cambridge Certificate in Teaching Bilingual Learners. It could be useful to look into this certificate and whether it would be suitable for this course. The difference in the required level of English between the course in Tilburg and the In'to course could mean that while the In'to course is usually followed by a Cambridge advanced English course, in Tilburg the teaching programme is usually done after the students have already acquired the level of English necessary to teach.

The Rijksuniversiteit Groningen offers a bilingual teaching programme as part of a minor. The target group of this course is therefore students and not teachers who have already been teaching for a few years. Therefore, this institution would not directly compete with the In'to course but it is still interesting to look at the programme. The course focuses on the pedagogy of second language development and is therefore more theoretical based. It focuses on feedback giving, on when and how to correct a student and how to integrate language into a content lesson. These are all not very surprising elements in a CLIL course. They also offer a separate programme for internationalisation.

Rosie Tanner, the same as the University of Utrecht offers several courses and coaching programmes in CLIL. The courses are all tailor made and the specific needs and wishes of both schools and teachers are taken into account. There is a sample CLIL course on the website which seems thorough and complete. The sample course however is an intensive course of one week. It deals with many subjects including, how to activate language and content, guiding understanding, thinking skills, the specific language of the subject, speaking and writing, and giving feedback.

These websites all had a lot of information about the CLIL courses they offer on the internet the other courses I looked into but that did not have a lot of useful information on their websites are: Windesheim, and the University Leiden.

I believe that there are several aspects that Radboud In'to Languages could use which are listed above. It seems as if there is a market for the specialised CLIL coaching Rosie Tanner and the University of Utrecht offers so it may be worth trying to develop such a programme. It is, however, not really a programme that needs to be developed. It is more useful for schools to have a CLIL specialist visit their school and look into what needs to improve before the EP-Nuffic accreditation. After the visitation a course could be offered and developed but because of the diversity in wishes/needs and the level of the teachers' English at every school it is difficult to design a course that could potentially fit all schools. It would require designing a lot of different exercises in all different areas of language learning, reading, writing, listening, pronunciation, etc. all subjects would have to be covered in the exercises. On top of that, the level of the exercises would also have to be adaptable to the current level of the teacher.

Overall I think it would be best to advertise the current course 'Classroom English' as a course in CLIL. All websites reviewed use the term CLIL instead of Classroom English and I think it would be best to use this as well. Apart from that In'to should also advertise with custom fit courses, just like the Rosie Tanner website does. The extra effort tailor made courses imply seems to appeal to schools.

IV.VI. Results of Needs Analysis

The results of this needs analysis are assessed according to the theory presented by Hyland (2006). Following Hyland (2006) there are three ways in which to achieve validity and reliability. Validity, meaning "an accurate reflection of the features being studied" and reliability means, "a consistent interpretation of the features" (2006, p. 68). The three ways in which this can be achieved are triangulation, prolonged engagement and participant verification. The most important at this point in the needs analysis is triangulation this is because at this point it there is no possibility to collect sufficient data over a longer period of time (prolonged engagement) and it is also not possible to discuss the analysis with participants and to verify the 'reality' of the analysis with them. Triangulation is that the conclusions drawn are based on a range of data sources, methods and investigators (Flowerdew, 2013, p. 330). In order to make sure this was the case I used several methods in this analysis both qualitative and quantitative. The questionnaire for the students was

quantitative while the interviews with the trainers and coordinators were qualitative in nature. By using these different methods I triangulated the data and based my opinion on more than one source and used more than one method to research the stakeholders.

The results of this needs analysis are not always clear cut and point in different directions. Therefore it was pretty difficult to figure out what was the best way to go forward in order to improve the course and bear in mind the opinions of the stakeholders. The challenge for me was to figure out how to incorporate all the information and opinions I gathered and to decide on a basic plan of improvement. The course coordinators wanted to renew the course so it would attract new customers and in order to achieve this I thought it useful to look into recent research on the subjects of bilingual education and CLIL. I thought it would also be very useful to look into what other companies are offering in terms of CLIL courses and how their advertisements, information and the terms they use differ from the terms used by In'to. I investigated the differences to see whether there is another reason why the course 'Classroom English' is not as popular as it used to be and whether the use of the term CLIL has something to do with this as suggested by the coordinators.

From the conversations I had with the current trainers of the course 'Classroom English' Ms Faulds and Ms Philips I concluded that it is necessary to make the materials more accessible to new trainers. PowerPoints are a good starting point to make the course more structured and coherent and the mini-lessons are received in a good way and therefore I will keep these in. I think my main task is to combine the information I got from Hilary with the course schedule as it is now and make it more accessible to new trainers.

This resembles the feedback I got from another trainer Ms Lorraine Faulds. She mentioned that the course is confusing and incoherent; to her the lessons do not feel as a unity. Therefore I think it would be a good idea to choose one goal per lesson and make that goal as specific as possible. I think what is missing in the course at present is a clear course description and clear goals/course objectives to work towards. It is not obvious to me what a student after following the course 'Classroom English' has learned. Developing good course objectives are thus another part of my tasks for renewing this course.

The questionnaires the teacher-students filled in were useful after all as well. I now know that it is important to take some time focusing on the course book before actually starting the course I also think it is a good idea to mention more often that the course is not a grammar course and that grammar points could be discussed but that it is not the main focus of the course.

It was very useful to look at what other language institutes and companies offer in terms of CLIL courses and to assess the possible reason for why the interest in the course has declined. The result of this is that numerous language institutes offer the same kind of course as Radboud In'to languages. All these institutes use the term CLIL instead of Classroom English and almost all these institutes offer more than one course in CLIL or visitations. Based on the amount of courses offered by institutes such as the University of Utrecht and Rosie Tanner, it appears to be fruitful for Radboud In'to Languages to look into the possibility of either a CLIL refresh course or the possibility of offering a visitation service.

After evaluating the Needs of every stakeholder the best way forward is to design each class and activity following the Task based language learning approach. This approach is a good fit for this course because it focuses on the process and actual performing of tasks instead of learning vocabulary and grammar by heart like more traditional methods. The teacher-students will therefore have more practical experience and practice the skills they will need in class more than when using a more traditional method like the grammar and translation method.

V. Task based learning

The basis for the course development will lie in the field of Task Based Learning (TBL)/Task Based Language Teaching (TBLT). This method in language teaching will be explained in this chapter.

In the 1970s and 1980s a new approach to teaching was presented and became quite popular. Communicative language teaching was very different to the teaching methods that had been used before and therefore it took some time for it to really become popular (Skehan, 2014, 1). Communicative language teaching emphasizes meaning in language learning and the actual use of the language instead of learning from course books. The communicative language teaching method is linked to the interaction hypothesis which assumes that interaction is essential for language learning. Meaning, language use and interaction are therefore important pillars in communicative language teaching. These pillars are then again linked to another teaching method called Task Based Language Teaching. Ellis (2009) explains TBLT in this way, “it is based on the principle that language teaching will progress most successfully if teaching aims simply to create contexts in which the learner’s natural language teaching capacity can be nurtured” (p. 222). TBLT therefore challenges the mainstream view of teaching language structurally and piecemeal as it changes the order of teaching. The original idea of present, practice, produce (PPP) is challenged by first letting the students produce something and afterwards reflecting on the language used.

Willis (1996) explains that the task based approach involves meaningful activities with a specific target and that the teacher must help students solve questions about language use. The teacher can thus be seen as a guide in the land of language instead of the main source of information. Both TBLT and CLT agree that language is acquired through communication and that students learn through activities focused on the negotiation of meaning. In order to make sure that a task is effectively organised these aspects of it should be clear: the goal of the task, the language input in which the learner will get involved, the context of the task, and afterwards the task should be evaluated (Panahi, 2012, p. 148). Tasks are also arranged in this way: pre-task, which means the explanation of a task and the activation of knowledge students have before doing a task. After the pre-task the actual task begins this is also called task cycles; meaning the planning of a task and the report afterwards. After every task the purpose of the task, meaning language, should be focused upon. The language used in the task should be analysed and aspects of the language which need to be practiced should be focused upon.

The implications made in task based language teaching are similar to the implications made in CLIL. Both focus on the actual use of the foreign language and both prefer communication as a way of language teaching instead of explicit teaching. CLIL, however is not a method, it can be best seen as an approach to language teaching. Task based language learning is a method and because of the similarities in their basic principles combining CLIL and TBLT seems like a fruitful way forward. On top of this in the past, the lack of commercially produced textbooks and classroom materials for CLIL has led to a development in which teachers in CLIL had to design their own materials (Moore and Lorenzo, 2015, p. 335). In the Netherlands, however, there are sufficient text books for CLIL classrooms so this is not a big problem. Nevertheless, it is still a good idea to make CLIL teachers aware of different ways to teach than just via explicit teaching and textbooks. Task based language teaching can be used by the teacher to develop additional materials to keep their class interesting and diverse.

The main tasks in CLIL should be aimed at the content of the lesson. The outcome of the task should be more content oriented than language oriented and therefore the tasks that the teachers themselves will develop will slightly differ from the tasks created by a teacher solely focused on teaching language. The teachers should be able to teach their students their subject in English, language learning is very important but not the most important in a CLIL classroom. However, as mentioned before a CLIL teacher should be able to give language feedback and although it is not the sole purpose of the task there should be room for a bit of language feedback in the CLIL classroom. It would be an idea for bilingual schools to make a connection between the work done in content class and the work done in the language classroom. The English teacher at a bilingual school could provide the language reflection after each task, which would of course require a lot of organising work. For example, the content teacher would recognise the language points that need to be addressed in the language class and could potentially communicate this to the English teacher. Following this, teachers need to find a balance between content and language and one should not overshadow the other. An additional goal for a course for CLIL teachers should then be to make the teachers aware of this balance and get them to think and form an opinion on this.

The syllabus and materials adapted and created for this course will be based on TBLT because of the great fit between TBLT and CLIL. Aspects that should be regarded in doing this is that the tasks should balance cognitive and linguistic demands and the tasks that are created should be challenging but still do-able. The output should be in a way controlled but not too much as learner creativity should be encouraged. Furthermore, previous knowledge

should be activated instead of presented and the learner should be stimulated to demonstrate what they already know and at the same time be made aware of the knowledge still missing. In this way, TBLT will stimulate the students in the best way possible.

VI. Materials + Syllabus

VI.I. Course objectives

Taking the results of this needs analysis into account the course objectives of this course are as follows.

Main course objective: At the end of this course the student will be able to teach a secondary school class his/her subject in English.

At the end of the course the students will:

- Be able to use English as the language of instruction in class
- Be familiar with the vocabulary necessary to teach in English
- Know the English literacy specific to their own subject
- Have an idea about how to design their own material for the classroom
- Have improved their general English language proficiency and fluency
- Have a basic knowledge of the theory behind CLIL and bilingual education and be able to answer questions asked by students/parents.
- Be able to give pupils language feedback.

VI.II. Syllabus design

The first steps I took in actual starting to re-design the course concerned the syllabus. The syllabus at present only consisted of 10 weeks and, as already mentioned in the needs analysis, was a bit scattered. The goal for each lesson was not clear or missing and that is one of the first things I wanted to improve. The starting point was deciding how many lessons should be ideal for a course like this. Ms Gonny van Hal and Ms Hilary Philips helped with this by stating that normally a 10 week course is very short and the 24 week course I wanted to design at first was way too long. I ultimately settled for a 16 week course with the option of deleting some of the weeks to make it shorter. The course needs to be flexible to fit the needs of every school. However, the course should, if the means are available, not be shorter than 12 weeks to make sure all subjects are covered and the students have enough time to practice. The course thus has a variable length of 12-16 weeks and I already indicated the weeks that could be left out first.

The design and the themes of each week of the new course are based on the course book used. The reasoning behind this is that the course book focuses on all aspects of content and language integrated learning and therefore when following the course book all subjects will be dealt with. I compared the themes in the book with the themes offered in several other courses and I concluded that the course book has (almost) all necessary themes and subjects. Each lesson will focus on one section of the course book. This means that in the first lesson after the introductory lesson chapter 1 section A will be dealt with. The full overview of the subjects in the course can be seen on the next page.

Subject overview:

Week:	Focus:
1	Introduction to course + CLIL subject + theory
2	Everyday classroom routines: beginning the lesson
3	Everyday classroom routines: running the lesson Giving instructions
4	Everyday classroom routines: ending the lesson
5	Involving the learners: getting students to join in Asking questions
6	Involving the learners: classroom etiquette Politeness
7	Involving the learners: Confirming and encouraging
8	Managing the classroom: managing the physical environment + managing the learning environment Giving instructions (2)
9	Managing the classroom: using the classroom creatively
10	Working with the textbook: using the textbook + using the basic text
11	Working with the textbook: managing exercises
12	Developing skills: working with the spoken language Giving feedback on the spoken language
13	Developing skills: working with the written language Writing exercises/English exams Giving feedback on the written language
14	Developing skills: Developing academic and thinking skills

15	Trial lessons of 10 minutes each (if bigger group this can be done in small groups)
16	Trial lessons of 10 minutes each (if bigger group this can be done in small groups) + wrapping up of the course

Lessons that could be scrapped: 15, 16, 13, 14

Not all chapters in the book are represented in the course as I thought some of them were not as useful as others. I mainly based this on Ms Gonny van Hal and Ms Hilary Philips' feedback and on the skills a CLIL teacher should have as mentioned in chapter 2 such as, having a basic understanding of linguistic features of the language, being able to give feedback on the language used, and being able to produce their own materials in class. I believe that the subjects in the subject overview cover all these fields.

After I decided what the subject of each lesson would be I turned to the structure of each class. To ensure that the course would be easy to follow and structured it was decided that every week has roughly the same schedule. Each week will consist of six different activities: warmer, mini-lesson, language to think about, main activities, question-time and homework. This structure was mostly inspired by the structure already present in the course. The warmer, mini-lessons, activities and homework sections already existed in the old course and I added the sections 'Language to Think About' and 'Question-time'. I deleted the grammar sections and incorporated the grammar aspect of the course in the 'Question-time' section. I also redesigned the 'Activities' section, but more on this later. The only aspects of the class that remained roughly the same are the warmers and the mini-lessons although I changed the subjects of the mini-lessons to fit together better.

The first draft of the syllabus can be seen in appendix D. Ms Gonny van Hal gave feedback on this saying that it was unclear and not very easy to deduce the distinct activities from it. Therefore, I decided to make a clear schedule of the course. I decided to not make it a long-winded schedule with a lot of text but instead make it a clear overview of the activities that would refer to more extensive explanations of the activities which can be found on Blackboard. The trainer can pick and choose from the activities listed in the course overview which can be seen on page 37-39. I decided that it would be best to design a lot of activities to ensure the trainers of the course maintain the flexibility to choose from the activities. So, not all 4 or 5 activities are doable in one week but in this way the trainer will have more freedom to choose which activities fit the group of teacher-students s/he is teaching. The explanation of all the activities can be found on the Master Blackboard (USB-stick for now). These

explanations are arranged per week so that they can be found easily. For this same purpose the name of the activity matches the name of the file.

Each week is structured in the same way except weeks 1, 15 and 16. The structure of these weeks differs because the first week is the introductory week so letting them perform a mini-lesson is not yet applicable as they have not yet learned how to do this. The first week mostly focuses on introducing the trainer to the class, (when necessary) the students to each other, discussing the practical matters of the course and the introduction to CLIL and bilingual education. Weeks 15 and 16 differ because these are the 'examination' weeks. In these weeks the students will perform a 15 minute lesson in which they will show what they have learned in class. It depends on the amount of students how much time is needed for this.

Each lesson is also accompanied by a PowerPoint presentation. I chose to make a PowerPoint presentations is that it is a flexible tool. The PowerPoints can be actually shown in class or the trainer can print them to serve as a guide through the lesson. This depends on the personal preferences of the trainer. The PowerPoint then serves as a guide for the class and can be used in several ways which fits the goal of flexibility very well. The PowerPoints are easy to adjust and I coloured the parts which vary per class red.

The trainer always had a prominent and deciding role in this course and in the redesigning of the course I tried to maintain this flexibility. Ms Hilary Philips, especially showed her concern for a too strict course as she stressed that every group of teacher-students is different. The groups can differ in the subjects that the teacher-students are teaching or are going to teach, for example when the group consists of a lot of chemistry teachers the course would be different from a class with a lot of history teachers. I tried to make the course as flexible as possible but at the same time I wanted to give the course a lot more structure to ensure that it is easily accessible to new trainers.

In the next parts I will explain each of the sections and some of the activities I designed/adjusted for the course in more detail. In this way it will become clearer what I actually designed. When designing the activities I kept in mind that they need to be adjustable to the teachers' own class and that they need to learn from them how to be a good CLIL teacher in meeting the requirements mentioned in chapter 2.

Each session looks like this:

- **Warmer** (preferably something usable in their own class as well to give them ideas)
- **Mini-lesson** Each student should prepare a 5 minute lesson focusing on the subject of the previous week
- **Language to think about** (introduction to subject of session, focus on why this is important + explain what and why they should study in their own time). *What: vocab + grammar if there are any questions they can be discussed in class but because every student has a different subject and grammar-problems this should be self-study. Create their own PIFs by inspiration from the course book and try to use these sentences/words in the course and in class.*
- **Exercises and Activities - Course book/Reader** - do one or two activities in the Course book or one or more of the exercises in the course file (pick and choose by the trainer).
- **Question-time!** General questions on grammar/vocabulary/how to respond to certain class situations. Students can propose a difficult subject or the trainer can decide to treat a subject because s/he notices many mistakes are made in that area.
- **Homework** – PIFs should be homework + grammar should, ideally, be homework. Homework can also be personal, based on the feedback received in class.

Essentials in CLIL general course information:

- Courses can vary in length from 16-20 sessions of 2 hours (this depends on the school's wants and needs so this can vary for each school).
- Access to a form of the **Oxford Advanced learner's dictionary** is essential both during lessons and for homework assignments.

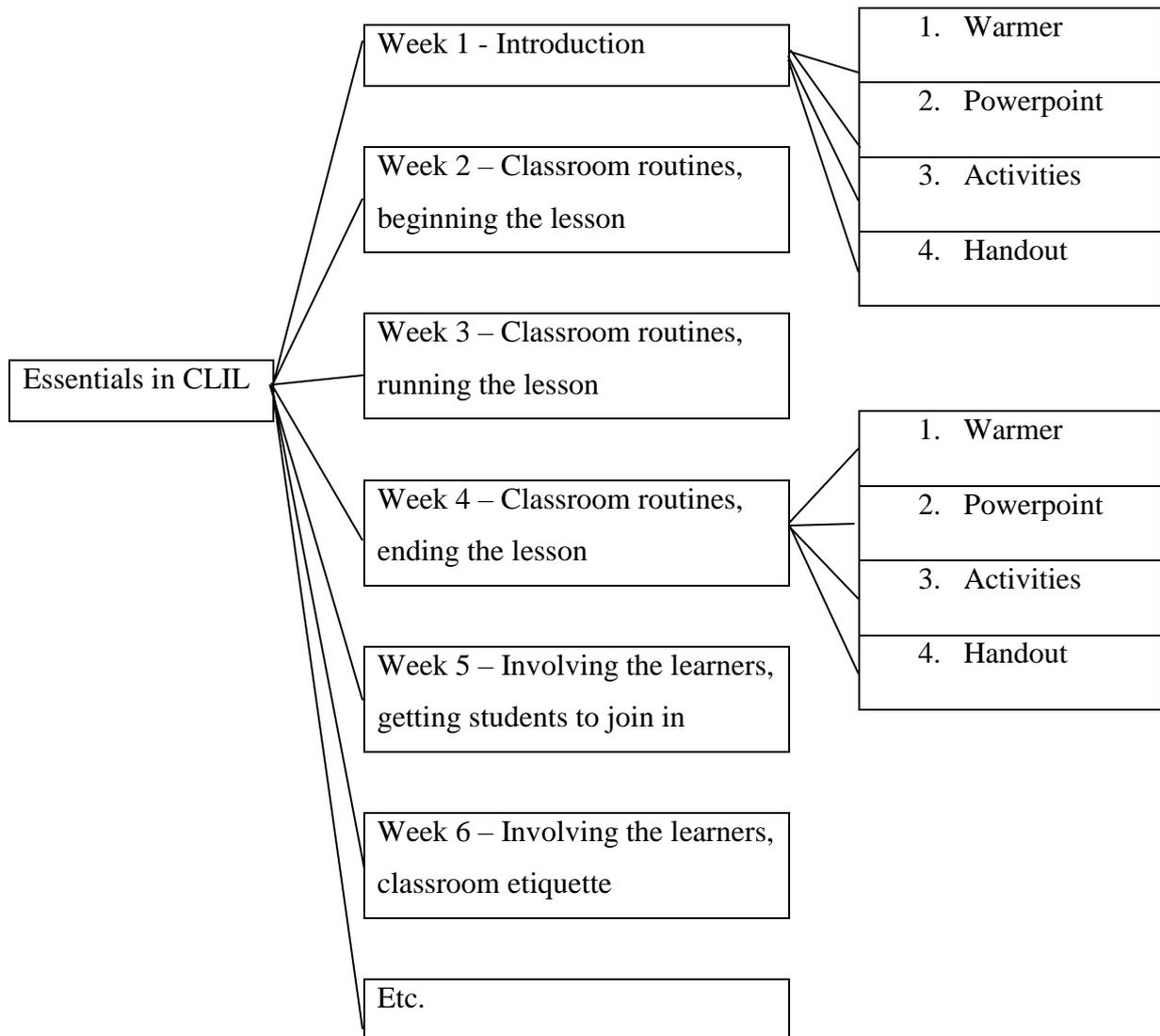
- Certificate of participation (order from In´to secretariaat) are only issued to participants if they have:
 - min. 80% attendance
 - Actively compiled a PIF (personal idiom file) (trainer needs to see this)
 - Carried out ± 6-8 mini-lessons and an (optional: final demonstration lesson)
 - Completed 805 of self-study assignments

- New TTO schools should be given more background reading and preparation for the school ‘Open Day’ and parents questions – see attachment

- Always explicitly point out this is NOT A GRAMMAR course but a practical course. Grammar is reviewed briefly but it is assumed participants already have a sound basic grammar.
 Recommend: English Grammar-in-Use by Raymond Murphy for extra grammar practice (school libraries usually have some copies available).

The syllabus, which can be seen on the next three pages, works as follows: each week consists of 7 different topics which can be seen at the top of the page. These are: Warmer, Discuss, Activity, Activity 5x, Question time, Self-study and Notes. In the left column the week number and the subject of that week can be found. Each week has its own warmer and activities etc. and these are given a name.

For example, when the trainer wants to know what the warmer of week 7 is. S/he goes to the Blackboard page/USB-stick and clicks on the week number. Then s/he says a folder called “3. activities” and s/he clicks on that and s/he will see a file called “week 7 – Activity, Problems, problems”. This file contains an explanation of the warmer of that week. A clear overview on how this works can be seen below and on the USB-stick and each week has the same layout. The complete materials can be found in appendix E.



Syllabus Week/Activity	Warmer	Discuss	Activity	Activity	Activity	Activity	Activity	Question time	Self- study	Notes
Week 1; introduction	Introduction + Correcting questions	CLIL	Discussion of CLIL	Highlight phrases Introduction to course book	CPE page 2 points: 4, 5, 6 Language to think about	Parent's questions	Vocab in Use 1	Present simple	PIF + Grammar	Handouts
Week 2; beginning the lesson	Choose 3 phrases/Biographies	P. 2; 1-8	CPE p. 18, A Classroom scenarios	History, your own past	CPE p. 18 Role-play no. 1, 2, 3	Foreigner talk	Vocab in Use 2	Simple past	PIF + Grammar	Handouts
Week 3; running the lesson	Get in Line	P. 7; 1, 2, 6, 7	CPE p. 18, B Classroom scenarios	CPE p. 18 Role-play No. 4, 5, 6	CPE p. 19. Ex. 4; 1, 4	Living in the present	Politeness	Present perfect	PIF + Grammar	
Week 4; ending the lesson	Two Truths and a Lie	P. 11; 2, 3, 5, 6, 7, 10	CPE p. 17 ex 2 Giving instructions	CPE p. 20-21 ex. 6 A board game	Ending the lesson	CPE p. 18 Role-play No. 7, 9, 10	Vocab in use - Linking words		PIF + Grammar	Bring dice
Week 5; involving the learners	Mystery object	P. 28; 1, 2, 3, 8	CPE p. 42 ex 1 Asking Questions	CPE p. 44 ex 3 B Discuss	Vocab in use - Sentences	CPE p. 43 ex 2 Asking questions	Picture naming		PIF + Grammar	
Week 6; classroom etiquette	Pass the keys	P. 32; 1, 2, 4, 8, 9, 10	CPE p. 44 ex 2 Rephrasing	Politeness	CPE p. 47 ex 2.1 + 2.2 Pronunciation	What should you say...?	CPE p. 44 Ex 3 A, D Role-play		PIF + Grammar	

Week 7; confirming and encouraging	Who am I?	P. 36; 1, 2, 4, 5, 6, 7, 8	Problems, problems	CPE p. 47 ex 2.2, 2.3 Word stress	Make a list!	CPE p. 45 ex. 45 Tasks			PIF + Grammar	
Week 8; managing the classroom	Vocabulary review in threes	P. 52; 1, 4 p. 57; 1, 5, 6, 7	Simon Says	List items in the classroom; draw your classroom	Problem solving	CPE p. 70 ex. 3 More Problems	Proverbs		PIF + Grammar	
Week 9; using the classroom creatively	Visualizing with music	P. 61; 1, 2, 5, 8, 9, 10	Thank you for the music	Mind-map	Pictionary	CPE p. 72 ex. 5 Describing the way			PIF + Grammar	
Week 10; using the textbook/basic text	The classroom you teach in	P. 78; 2, 4, 8 P. 83; 1, 6, 9, 11	CPE p. 78 Language to think about Discuss 1, 2, 4, 5	CPE p. 99 Ex. 2 prepositions	CPE p. 99 Ex. 3 Moving around in the textbook	CITO-text			PIF + Grammar	
Week 11; managing exercises	Talks	P. 89; 2, 3, 5, 6, 7	Role-play, moving around exercises	Finding the sentence	PCE p. 100 ex. 5 no. 1 + 2 Text exercise	Numbers practice	The definition game		PIF + Grammar	
Week 12;	Odd one out	P. 132;	Feedback	Pronunciation	CPE p. 155 ex.	Grammar	Strategies in		PIF +	

working with the spoken language		1, 3, 8, 9, 10	strategies		7 correcting phrases 1-10	revision	bilingual teaching		Grammar	
Week 13; working with the written language	Terminology post-box	p. 138; 3, 4, 6, 10, 11	Grading a text	CPE p. 155 ex. 7 phrases 11-20	CPE p. 138 no. 1, 2, 3, 4, 5 Language to think about	Explaining an exam	Developing an exam		PIF + Grammar	
Week 14; developing academic and thinking skills	Find someone who...	P. 143; 1, 3, 4, 7, 9	CPE p. 143 Language to think about no. 4, 5, 7	CPE p. 155 ex 6 Running a discussion	CPE p. 155 ex. 8 Critical thinking	Article critique			Trial lessons	
Week 15 and 16; Teaching in English	-		15-minute lesson in front of whole class	Role-play	Course-evaluation					

In the next sections I will explain the material design which will be order in the same order in which the topics are presented in the syllabus.

VI.III. Warmers

At first, I tried to make the warmers fit with the subject of that week but it was very difficult to design an easy and fun activity which also fit the theme of the week. This was mainly because when I had designed a warmer that fit the subject it was usually a fully developed activity instead of an easy way to start the lesson. This was the reason why I let go of the idea of having warmers fit the subject of the week and instead of that mainly used the warmers that were already present in the course. Ms Gonny van Hal and Ms Hilary Philips had told me that the warmers worked well in class and therefore I chose to use the ones already present. These warmers are all very general and are therefore also useable in the teacher's own class. There were some warmers, however, which were a bit too childish for the class at present but would maybe fit a younger class. The warmers using the Total Physical Response for example would be too easy for the teacher-students. I chose to add 'Two Truths and a Lie' because I had experienced it as a good exercise before. The trainer introductory warmer I experienced myself at the start of the English for Specific Purposes course and I thought it to a really nice exercise to get people to talk to each other and get to know the trainer. All warmers can be seen in the overview in the previous subsection and I will explain three of them in the remaining part of this section.

Introduction - Warmer – max. 10 minutes each

1. "Introduction to trainer."
Preparation: find pictures that describe you (trainer) and add them to the hand-out in the print-outs folder. Make sure not all pictures are very straightforward; to make sure the students have something to discuss.
Explanation: "On this paper you will find pictures that describe me. Discuss these pictures with your neighbour and see what you can find out about me."
Ending: Discuss what they think they now know about you and correct when necessary. You do not have to discuss all pictures just the ones you find particularly interesting or the ones the students have questions about.

2. "Introduction to each other" (only applicable when they do not all know each other)
Preparation: none
Explanation: "Now, find someone you do not know and talk to him/her until you find three things you have in common!"
Ending: Let them share the three things they have in common and discuss.

As said before, this introductory warmer I experienced myself in the first English for Specific Purposes class this year and I liked it very much. It got the class to talk about the subjects on the handout and at the same time it introduced the teacher to the students. This is an especially good exercise when all students know each other and the teacher is still a stranger to the group. The only downside to it is that it requires a bit more preparation than the other warmers in the course as the teacher has to find pictures that describe him/her to add to the handout. Of course, every teacher has different pictures so I could not prepare this for them. However, I did add a few pictures on teaching to the handout to give them a place to start.

Visualizing with music – Warmer – max. 10 minutes

Preparation: Look for your own music or use the music on the PowerPoint.

Explanation: Listen to the music and try and imagine where it all takes place e.g. the climate, geography, what colours can you visualize, do you see any buildings, people, animals, what is happening?

- Caribbean music: <https://www.youtube.com/watch?v=A3zOHHQSDNs>
- Scottish bagpipe music: <https://www.youtube.com/watch?v=PSH0eRKq1IE>

Ending: Compare the reactions in class to the music and reflect on the language used.

This warmer was one of the warmers given to me by Ms Gonny van Hal. I added the music to make it as easy for the teacher as possible but, of course it is possible to change the music to something else. This warmer is particularly good for enhancing vocabulary and again to get the students to talk to each other which again improves the student's fluency and makes them feel more comfortable talking English.

A warmer which focuses more on reflecting on the course and on the teachers' own exercises is the next one called, talks.

Talks - Warmer – max. 10 minutes

Preparation: -

Explanation: On a sheet of paper write down an activity that you really like. Then give the piece of paper round in class. Everyone should write a question beneath the activity in front of them. When the piece of paper comes back to you discuss the questions in class.

Ending: -

This is a warmer which involves speaking but the main reason why I included it as a part of the course is because it gets the students to talk about teaching and activities that can be used in class. This warmer makes the students think about activities and reflect critically on them and this critical thinking should be encouraged.

VI.IV. Mini-lessons

The mini-lessons were already present in the ‘Classroom English’ course. It was then explained as “Mini-lessons (in groups of 3 or 4) based on subject matter in the book e.g. bring an object related to the subject you teach and demonstrate/describe its use in class” (reader Classroom English). The subjects of these lessons were described in the syllabus as well for example, “using questioning”, “based on ‘games’”, “using instructions”, and “object” are all subjects mentioned in the course syllabus. These subjects are all vague with few concrete instructions. Of course, this syllabus is not a representative of what was told to the students but for a beginning teacher these subjects would be very vague. I strived to improve this by making the subjects more concrete and obviously linked to the lesson. Therefore, I chose to connect the mini-lessons to the subject matter discussed in the previous lesson. In this way, students are stimulated to use the vocabulary and phrases discussed in the previous lesson in practice and actually are involved in the materials taught.

Because of time limits it is not possible for the teacher to give feedback to each individual and therefore the students are asked to give each other feedback after every mini-lesson. The various aspects they focus on are: overall impression, lesson structure, use of classroom English, verbal strategies, non-verbal strategies, pronunciation and fluency and grammar. This feedback form was already present in the course ‘Classroom English’ and I

believe it covered all necessary aspects and therefore did not change it. I do think that it is not doable for students to fill in this form for every student doing a five-minute sample lesson and therefore I think in practice it will turn out to be more of a verbal exercise. Students will be asked to focus on all aspects or students can ask their fellow students to focus on one aspect in particular. For example, when they think their grammar is not up to scratch they can ask one of their fellow students to focus on giving feedback on this point. During the mini-lessons the teacher will walk around and listen in on what each group of students are doing. When there is a general thing that s/he notices s/he will address this directly in class. When they notice something specifically applicable to one student s/he will give this student individual feedback.

The subjects the students will give mini-lessons on are:

Week	Subject
2	answering questions from students and parents about TTO/CLIL
3	starting a lesson
4	Running a lesson
5	Ending a class
6	Getting students to join in
7	Classroom etiquette/politeness
8	Classroom confirming and encouraging
9	Manage the learning environment
10	Using the classroom creatively
11	Using the textbook + basic text
12	Managing exercises
13	Working with the spoken language
14	Working with the written language

The mini-lessons are thus a great way to get the students to actually start teaching in class and by giving each other feedback they are more aware of the mistakes that are made and get the chance to practice giving feedback to their own pupils. From the needs analysis I did it became clear that the mini-lessons are thought to be an asset to the course by both students and teachers. On top of that, it ensures that the students actually get to use English to teach their subject even though they are not yet able to teach in English in real life.

VI.V. Language points to think and talk about

‘Points to think and talk about’ and ‘Language to think about’ is a section in the course book which consists of statements and questions on language and language teaching. I think it very useful as it gets students to think about the difficulties of teaching language and using language to teach content. It creates awareness about what it is they are actually teaching and makes them aware of how they affect their students. There are a lot of ‘point to think and talk about’ and ‘language to think about’ points and it is impossible to discuss them all. I selected a couple per lesson which I thought the most interesting but of course the teacher can choose other ones or only discuss a few of them. The points I chose are all from the ‘points to think and talk about’ section as I judged them to be more critical. They can be discussed in class or in groups or students can even write their thoughts down and later discuss them in class. The language points to think and talk about combine critical thinking, language fluency and thinking about language teaching and is therefore a good addition to the course. They also serve as a good introduction to the topic of the class and some of the questions serve to make the student-teachers more aware of the gaps in their knowledge. Below, are listed a few examples of what kind of statements and questions are discussed in the language to think about section:

Language points to think and talk about:

Week 2: 5. How do you address your students? And how do they address you? Could you change these ‘rules’ for the English class?

Week 3: 1. Changing from one language to another is a natural and routine part of an English lesson. How many times do you think you change languages in a normal class? Have you noticed when you use English and when you use the students’ L1? What proportion of each language do you think you use?

Week 4: 2. What sort of atmosphere and general feeling do you want to create at the end of the lesson? How can you help create this atmosphere and motivate the students for the next lesson?

Week 5: 3. If you want to make sure that all the students have understood and can take part equally in the lesson (for example, seeing, or hearing properly), what kind of signs and gestures could you use to accompany your words?

All these questions/statements are taken from the course book *Practical Classroom English* by Glyn Hughes and Josephine Moate.

VI.VI. Activities design

The activities were mostly inspired by task based language teaching. I tried to think of the tasks the teachers were going to be performing and designed an activity that would fit that task or how they could perform this task in class. Of course, the students will be able to teach in class but the spontaneity of teaching will be lost when doing mini-lessons and the trial lessons because there will be no actual response from pupils (other than the student-teachers pretending to be pupils). Therefore, a lot of the activities designed consist of role-play activities in which the students will have to spontaneously think about what they would do in a certain situation or they would have to react on a student misbehaving. Of course, these exercises remain pretend but, it is impossible to get a group of secondary school children to sit in class every week and respond to what the teachers do so role-play is a very good way to practice the tasks the students will have to perform.

Overall, I designed and sometimes re-designed certain exercises and I also used some exercises in the course book which most of the times I changed a little bit. The course book has numerous scenarios in it which are usable for role-play but sometimes the exercise that preceded these scenarios did not quite meet my expectations. Therefore, I changed the exercise but kept the scenarios. I wanted to use the course book because Ms Gonny van Hal had told me that the course book was the best in the field and that they wanted to keep using it. As I mentioned before, I thought it difficult to use at first but I can see now why it may be a helpful asset to CLIL teachers who are just starting out. I already mentioned how I used the 'Points to think about' and 'Language to think about' parts of the book and in the next part I will explain how I used the actual exercises in the book. The times that are indicated above the exercises are a very rough guess as I have not a clear idea yet on how long these exercises would take.

Activity Week 2 – CPE p. 18 exercise 2A - approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your CPE course book. Read exercise 2. A and perform this role-play activity together with a partner. You're free to invent information where necessary. Do not just list the phrases you would use but actually pretend you're outside your classroom and telling your students what to do.

Trainer should walk past the various groups and help where necessary.

Ending: Trainer should highlight some good and bad language use and discuss the general difficulties with this exercise.

This is an exercise I adjusted a bit so it would be usable in class. The actual exercise says “At the places numbered, try to think what the teacher could say in the situation” (Hughes and Moate, 2007, p. 18). As can be seen in the extract above I changed this into a role-play activity where they actually have to pretend to be the student and the teacher. The exercise has not been changed to a great extent but I do think by phrasing the exercise differently the speech produced by the students will be more spontaneous.

Another example of an exercise I changed a bit more rigorously is this one:

Activity Week 7 - Tasks CPE p. 45 ex. 2, Tasks - approx. 10 minutes

Preparation: None

Explanation: Turn to page 45 of your textbooks. Divide the class into threes. Look at the tasks in exercise 5. Do not do the game but only look at the tasks.

Perform these tasks with your group-mates and later discuss the best answers in class.

Ending: Trainer should highlight some good and bad language use and give some general feedback.

The original exercise was a board game called “the blackboard jungle”. I already added one of the games in the course book and thought adding another one would be a bit too much and would take up too much time in the course. However, I liked the tasks presented in the game and decided I could use them in another manner which is presented above. An example of a task in the course book is: “Think of two replies when a student says: *thank you?*” and “What would you say in you suddenly developed a splitting headache?” (Hughes and Moate, 2007, p.

45). It is good to think about these sorts of language usages and therefore I chose to include this exercise.

I noticed that explicit pronunciation teaching was missing from the previous course 'Classroom English' and therefore I decided to add some of these exercises. The course book offers extensive exercises on pronunciation and that is why I chose to add some of those exercises. One of the exercises can be seen below:

Activity, CPE p. 47 ex 2.1 + 2.2 Pronunciation - approx. 10 minutes

Preparation: None

Explanation: Classroom intonation. Discuss pronunciation in general. What are the things that usually go wrong when pronouncing English? What is important to remember when pronouncing English words? What is the main difference between English and Dutch concerning intonation?

Do exercise 2.1 and 2.2. in your textbook.

Trainer should walk past the various groups and help where necessary.

Ending: Trainer should highlight some good and bad language use and give some general feedback.

The exercise itself looks like this:

Listen to the following phrases and decide whether the intonation is falling (an apology or question) or rising (a request for repetition). Then repeat the phrases.

1. Sorry
2. What did you say?
3. What was that?
4. Excuse me.

In the new course I also used a few of exercises already present in the old course. Some of them I adjusted but many of them seemed fine as they were. The vocabulary exercises were especially useful and I will explain only one of these below because I find it more interesting to focus on the exercises I designed myself.

Activity week 8 - Simon Says - approx. 10 minutes

Preparation: None

Explanation: Work in pairs

Student 1 gives student 2 an instruction saying “Simon says...”. For example, “Simon says, clap your hands.”

Student 2 is only allowed to perform the instruction if it is correct.

Discuss these with your group-mates and later discuss the best answers in class.

Ending: The trainer should highlight some good and bad language use and give some general feedback.

The activity ‘Simon Says’ I mainly kept in because of it is a good way to practice giving instructions. The course book mentions instruction giving extensively and this exercise is a good and fun way to practice this.

The inspiration for the activities I used myself I mostly got from my own experiences as a language learner, from the internet, and also from the activities that were designed in my English for Specific Purposes class. The inspiration for the next activity I am going to discuss I got from my first year of studying the English language as vocabulary learning was still one of the main goals back then.

Activity week 1 – Vocab in use 1 – approx. 10 minutes

Preparation: none

Explanation: Discuss how would you go about learning new vocabulary?

Then explain how to learn vocabulary:

Set a goal (e.g. 5 words a week)

write them down (e.g. in a notebook)

give them some context (write sentences around them)

draw pictures

join ‘word of the day’

English word puzzles

Discuss what goal you find doable with your partner and what you plan to do to reach this goal.

Ending: Discuss the outcomes of the discussion briefly in class. Try to make sure everyone sets a goal that is doable.

Activity week 2 - Vocab in Use 2 – approx. 10 minutes

Preparation: none

Explanation: Remember how to learn new vocabulary?

Have you set a goal?

Do you think the goal is doable?

What new words have you learned already?

In what way do you try to use the words you've learned?

Ending: Discuss the outcomes of the discussion briefly in class.

These activities meant to create awareness and make the students discuss their own learning. I designed these activities and included them in the syllabus because I think learning classroom vocabulary and subject specific vocabulary is a main goal in the course. It is impossible to spend a lot of time on vocabulary each week (there will be a few activities but the students will not have time to actually seek out vocabulary and learn it by heart) and therefore learning vocabulary is mostly self-study. With the discussion exercises above I want to stimulate the learners to actually start learning vocabulary by making them aware of certain tricks. They will also need their Personal Idiom Files for many of the exercises in class so not making one is not an option because they would not be able to participate with certain activities in class. I am focusing explicitly on vocabulary teaching in week 1 and 2 because I think by repeating it in week 2 they will be more inclined to start working on their vocabulary from week 1 onwards. These activities are mostly to stimulate the learners to start learning and this is the reason why I incorporated them in the course.

Activity week 2 - Foreigner talk – approx. 10 minutes

Preparation: -

Explanation: Find someone else to work with. Pretend as if one of you is a foreigner who is very interested in the Dutch educational system. Explain the system to the foreigner in good and understandable English. Do not forget to include CLIL and bilingual education. After you've finished you switch sides.

Ending: Trainer should highlight some good and bad language use and give some general feedback.

This activity is to ensure awareness of the educational system in the Netherlands. It is also about using the right terms and explaining clearly why bilingual education exists. I find it

important that teacher in bilingual education are able to explain to anyone who may want to know the importance of bilingual education, how it works and why it is implemented and beneficial to the Dutch educational system. In week 1 there is a discussion about CLIL and bilingual education and in the activity above they can show what they already know and they will be able to identify the gaps in their knowledge if they do not know the details.

Activity week 6 - Politeness - approx. 10 minutes

Preparation: -

Explanation: Do you remember the ways in which to express politeness we discussed in week 3?

Take a look at your PIFs and try to come up with 10 polite sentences using the words in your PIFs and the politeness strategies discussed in week 3.

Trainer should walk past the various groups and help where necessary.

Ending: Trainer should highlight some good and bad language use and give some general feedback.

This exercise is a follow-up exercise on a discussion and information exercise the students did in week 3. I noticed in the course 'Classroom English' that there was little attention paid to the cultural differences between the international classroom and the Dutch classroom. In order to stimulate an international classroom I think teachers in bilingual education should be made aware of the cultural differences and I believe that politeness rules are one of the main differences. English politeness and politeness in English are different from Dutch politeness and it is good to make teachers aware of this so that they can again influence their pupils to be polite in the international classroom.

This exercise also shows how I am using the PIF files in the classroom. I want them to move as many words as possible from their passive vocabulary into their active vocabulary and this is only possible when they actually get to use the words. By involving the vocabulary in this exercise the students are stimulated to use the vocabulary and by using the words correctly will grow more confident in trying out new words and phrases.

Activity week 7 - Problems problems - approx. 15 minutes

Preparation: None

Explanation: Divide the group into two halves and divide those halves into twos again. Give one half of the class the handout with problem A and the other the handout with problem B

Look at the problems on the handout. Discuss your problem with your partner.

What would you think is the best solution?

Discuss this solution with the whole class.

After that explain the problem and solution to the other group and give each other feedback.

Ending: Trainer should highlight some good and bad language use and give some general feedback.

Handout:

Problem A: One of your students has confided in you by telling you that her parents are getting divorced. You know she hasn't told anyone else at school. You notice that her results are worse than before the divorce. What do you do to solve this problem?

Problem B: One of your students has been misbehaving in class frequently what would be

This exercise, other than the previous exercises, is based on task based language learning. The students are presented with a task: solving the problem presented to them on the handout. After they have found a solution to the problem they compare their solution and discuss this with their fellow classmates. The inspiration for this exercise I got from the book *CLIL Activities* by Liz Dale and Rosie Tanner. This book offers many nice exercise ideas and was also the inspiration for the mind mapping exercise in week 9.

Activity week 9 - Thank you for the music - approx. 25 minutes

Preparation: Handout – Lyrics

Look for your own song or use “We are the champions” by Queen

Explanation: Listen to the song the trainer plays

Discuss the basic items in the test what is the song about?

Listen to it again this time with lyrics

Grammar: How many occurrences of the present perfect can you find? And prepositions?

Vocabulary: What does ‘I’ve paid my dues’ mean? What does ‘my share of’ mean? What does ‘I’ve taken my bows’ mean?

NOW, with your group choose to do one of the exercises below:

- Write up another verse for the song
- Plan a music video
- Write a diary entry for the character in the song

Ending: Trainer should highlight some good and bad language use and give some general feedback.

This exercise is an example on how to use creativity in the classroom. I thought it important to have all different ways of creativity represented in the course and therefore added an exercise on music. Drawing and theatre are already quite present in the course but I found it quite difficult to think of an exercise on music and finding the right song for it. The song ‘we are the champions’ by Queen has nothing to do with teaching but it does have quite a lot of interesting vocabulary and phrases and therefore I thought it a nice song to use. Also, almost everyone is familiar with this song but most people will only know the chorus. The song is thus recognisable and fun for almost everyone. Of course, it is possible to use another song but it should be carefully selected. Not every song is useable in the language classroom as some songs nowadays use phrases that are actually ungrammatical or sometimes the content of the song is not fit for a language classroom.

This exercise is one of the longer ones I designed. It starts with simple vocabulary and grammar but afterwards it requires the students to be more creative by actually planning a music video for the song or writing a diary entry for the character. I think this exercise is a nice change from other exercises in the course and it shows the student-teachers how they can use creativity in the classroom. The inspiration for this activity I got from this website:

<https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>.

Activity week 9 - Mind-map - approx. 15 minutes

Preparation: Bring a piece of paper and something to draw with preferably colouring pencils.

Explanation: Give everyone a piece of paper
Write “creativity” in the middle of the paper.

Use colours and drawings to make a mind map of how you think creativity can be used in the classroom.

Ending: Present your mind-map to the class and give each other feedback.

This activity was again designed for week 9, using the classroom creatively. I think that this exercise in particular could be very useful for the student-teachers to use in their own classroom because it is a flexible exercise and the word in the middle could be all sorts of things. This activity is also good to get the student-teachers to reflect on their own use of using the classroom creatively. It is a different from teaching out of the course book and it requires a bit more preparation and maybe time but in the end I believe the outcome is worth the extra effort. A mind-map makes the students reflect on the subject and drawing small pictures makes it for most students a fun activity.

Activity week 13 - Exams 1 - approx. 20 minutes

Preparation: -

Explanation: Develop your own writing activity.

Design a test (essay) question for your students.

Think about the language you are using and be as specific as possible on what you want your students to do.

Ending: Take a critical look at the exercise your neighbour designed. Can it be any more specific? Is it clear what is required of the student. Do the exercise yourself and see whether your interpretation of the exercise matches the outcome.

This exercise is inspired by a course I took this year called Language testing. This course taught me that developing an exam requires specific skills and that above all you should be very specific about what you want your students to do on an exam question. Because the student-teachers are expected to develop their own tests in English I think it useful to pay some attention to this in week 13 when we focus on dealing with the writing text. Also I think it is a good idea to focus a bit more on writing in the course as following research, this is the language aspects that benefits least from bilingual education. Giving feedback is also a focus point of this week and could be a follow-up on this exercise. The next exercise is not a follow-up on this exercise but is an exercise on giving feedback and language feedback in particular.

Activity week 13 - Giving Feedback - approx. 15 minutes

Preparation:

Explanation:

Look at handout A

Correct the mistakes and discuss why the mistakes are wrong

How would you give this student feedback on this written assignment?

What parts of grammar does the student need to focus on?

Ending: Do you believe that a teacher of geography should be able to give a student feedback on his/her English grammar? On a written test, would you accept an answer in Dutch because the student could not come up with the right wording in English?

Handout A consists of a text written by a student in which quite a bit of mistakes are present. The teacher-students should give feedback on this piece of writing but they should be careful not to give too much feedback to discourage the student but the pupil should still learn from their mistakes. At the end of the exercise the students can reflect on the feedback they gave and on language feedback in general. What do they think about giving feedback on the English skills of their students? Should they give general feedback such as: you should review the present perfect again or should they correct every mistake the pupil makes? These are all questions a content and language integrated learning teacher should be aware of and should think about. There is no clear and right answer to these questions and a lot depends on the subject, the pupil and the moment of feedback but it is very useful to make the teacher-students aware of this difficulty.

Activity week 14 - Text - approx. 10 minutes

Preparation: Let the student-teachers bring an article related to their own subject which requires students to be critical. The article has to have an opinion in it stated by the author.

Explanation: Look at the article and read it.
Do you agree with the author? Why or why not?

Discuss how you would encourage your students to look critically at this text
What are the aspects you would point out?

Ending: -

This activity gets the teacher-students to think about the materials they offer their students and the language problems that may occur in these texts. It again, encourages the teacher-students to think of their own material and encourages them to think critically themselves. At the same time, it requires them to think about how to get their pupils to think critically on their own subjects. It is therefore important to pay attention to critical thinking both by the teacher-students and their students.

VI.VII. Sample-lessons + evaluation of the course

The course, when it is a 16 week course, ends with two classes of sample-lessons. In these lessons the teacher-students can show what they have learned in the course. The set-up of these trial lessons will be as follows: for example, when the class consists of 12 students 6 students will have their trial lessons in the first week and the other 6 will do their trial lessons in the second week. The teacher-students who are not teaching are required to pretend as if they are students. They need to behave like secondary school children to make the teaching experience as real as possible. They are thus also required to misbehave or interrupt the teacher when they feel like this is what normal students would do. Of course, this should not go overboard and the lesson should remain a serious event.

The teacher-students can focus on whatever aspect of the course they feel like focusing on. They should first introduce the situation so state how many students there are, what level the students are and how s/he would attempt to involve the students. The teacher-students are required to bring all the materials for the sample-course themselves. They can for example start by explaining an exercise and then go on to return tests to the students. The

students in the class do not actually have to do all the exercises presented by them by the teacher-students but it is required to present one exercise they have designed themselves and this exercise is actually done and evaluated in class. This is done to stimulate the use of their own material to incorporate a bit more language learning into the content lessons.

The sample-lessons are evaluated on the following points by both their fellow students and by the trainer.

- Overall impression
- Lesson structure
- Use of classroom English
- Verbal strategies
- Non-verbal strategies
- Pronunciation and fluency
- Grammar

The trainer will also give some general feedback and give each student advice on what to focus on in their further studies (e.g. structure of the lesson or their classroom vocabulary).

These sample-lessons are an asset to the course because the teacher-students get important feedback from their classmates and especially from the trainer. In the normal setting the trainer cannot give everyone such specific attention and by doing these sample lessons the improvement made by the teacher-students can be reviewed and they get valuable feedback.

VI.VIII. Question-time and Homework

Instead of the grammatical focus points each week I chose to turn this into a more flexible activity called question-time. At the end of each lesson all students can ask anything related to that week's class to the trainer. The trainer will need to be very flexible to answer all these questions and therefore I made some PowerPoints on the grammatical subjects that students may find difficult. The grammatical topics and PowerPoints are based on the Grammar Survey developed by Radboud In'to Languages.

In these 20-30 minutes of question time the trainer can discuss anything they want in class or the students can show initiative by asking a question on something they want to know. In this way the flexibility of the course remains intact and when, for example, a grammatical point keeps going wrong in class the trainer has the time and materials to discuss

this point directly in class. For example, Ms Hilary Philips mentioned that in the first class of every group of 'Classroom English' students she taught the grammatical aspect that always went wrong in the first lesson is the present perfect and the present simple. Therefore, this could be the first grammatical point to be discussed in class but it could easily be something else as well.

The homework given is roughly the same each week: preparing the mini-lesson, working on the Personal Idiom Files and reviewing the grammatical aspects they may find difficult. As previously mentioned, grammar and vocabulary should mostly be self-study as this varies too much among students to be treated in class. The Personal Idiom Files the students create are however used in class quite often so it is required of the students to make this file and keep adding words to it. Preparing the mini-lesson should not take up too much time as it should still be a spontaneous lesson and not learned by heart. They should however prepare what they want to teach, just like a normal lesson. The grammatical aspects that need to be reviewed are personal. The students could review grammar on their own initiative or the trainer may suggest that the student should take a look at a certain aspect of grammar. When the whole class makes mistakes on a particular grammar point the trainer can talk about this during question-time.

VI. Discussion and Conclusion

The biggest changes made in the course are the themes of the weeks, the digitalising of the course, and the new materials based on the task based language teaching approach that are added to create a more diverse course.

I think that by adding a topic to each week the structure of the course has been much improved. The goal of each lesson is now clearer and therefore the learning objectives are also more visible in the course. The lessons are more obviously linked to each other by the mini-lessons. The mini-lessons focus on the subject dealt with in the previous week and because of this repetition of subjects the teacher-students will be more involved in the materials. The course is clearer for teacher-students and hopefully also for the instructors of Radboud In'to languages.

As for the digitalisation of the course; all materials for each week can be found in one folder. The materials that are now on a USB-stick will be put on a mother-Blackboard and the individual trainers will then be able to put the materials they want to present to their own class on the Blackboard page made specifically for the class. So the students will only have access to the materials they actually need in class. Also, the materials will be easier to change when this is needed as they are digitally accessible whenever a trainer needs them. I tried to limit the amount of print outs but it is not possible to absolutely eliminate the use of hand-outs. This is because for some exercises it is necessary for students to write something down or read from the paper. Digitalisation of the course thus had its limits but I tried to make use of Blackboard as much as possible.

Another part of this digitalisation is the use of PowerPoints. When I first asked Ms Hilary Philips about the use of PowerPoints she mentioned that because of the changing nature of the course (it is dependent on the teacher's level/speed and on what kind of subjects the teachers teach) a PowerPoint which has set materials on it would not be very useful. However, whether they are shown in class or used as a guide for the trainer the PowerPoints add structure to a class and can sometimes present the students with information which would normally have to be repeated a few times; e.g. page numbers, or explanation of certain activities. The PowerPoints are very flexible as the slides that will not be used can be hidden, therefore the changing nature of the course is preserved. Digitalisation of the course has thus succeeded and the materials can now be found on a Blackboard page instead of in a paper file.

When reviewing the course for the purpose of writing this thesis I did find some small mistakes. I, therefore, think that there may be even more small mistakes present. I fixed the

ones I found and hope the trainers of the course will find and fix others, if necessary. I also hope that the trainers will think of their own materials and add them to the existing materials to make the database of activities more extensive. Of course, there is already quite a lot of material but in order to keep improving the course everyone should always be critical of the material and discuss when something needs to be changed. The main-Blackboard will help with this as this is the source of all materials and when a trainer has found something interesting it can be put up here for all trainers to see. The main-Blackboard will therefore also improve communication between different trainers.

Another important change is that the set grammar in the course has been moved to the optional section and important aspects such as, feedback giving and pronunciation have been added. The other points I added are mainly politeness (cultural awareness) and pronunciation. The course became more flexible by the addition of the section Question Time. I hope this section will grow out to be more than a discussion of grammar but this remains to be seen as I did not have a possibility to test this.

I do, however, have some doubts about the speed of the course and some of the materials designed. My main weakness as a Language for Specific Purposes trainer and as a course developer at present is that I have hardly any experience in front of a class. I therefore have no idea whether all activities I designed would work or not. It is a shame that there was no 'Classroom English' class when I was developing this course otherwise some of the materials could have been tested and I would have been able to discuss the materials with the teacher-students instead of asking for their opinion through an online form.

Overall, I hope the course will be improved over time and will keep developing. When the course is taught more often the needs of the students and the activities that work well will become clearer. It is important to keep reviewing the course and handing out the questionnaire (or another one) at the end of each course to see what aspects work well and what should be improved. Because the course is very flexible it is different for each school and for each group of teacher-students and I think that this kind of tailor-made/adjustable course is appropriate for such a potentially diverse group of learners.

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Appendix A: Outline course planning 'Classroom English' week 2 and 3

C.E. Session 2

Warm-up: dictionary definition crossword (Book: Top class Activities 47)

Homework follow-up

- Article — look at new vocabulary arising followed by discussion of contents in small groups
- PCE Unit 1A Compare your highlighted phrases with your partner
- Grammar ex. 1 — any problems or questions (optional Do 1.2)
- PIF's — compare words on your list to partners

Mini-lesson: 'Introducing your subject' In small groups of 3 / 4 ? 5 minutes each

Prior to starting discuss peer feedback aspects: grammar use / vocabulary/ pronunciation/ strategies/ classroom English / fluency

PCE page 18 Site address — ask them before next lesson to set up access and print out all tasks + answers

*Use print out of one activity 1 to introduce these extra practice tasks

Grammar - briefly introduce simple past * talk about your own past history /CV in pairs

PCE Unit 18 page 7 discuss 2 & _

Look at pages 15 — 16 Instructions page 16 + Do activity 1

*extra activities if time

Set Homework:

- Grammar exercise 2 — simple past (mark own efforts see answer key in file)
- PCE site — Print out all tasks with answers — do Unit 1 exercise 1 & 2
- Prepare a mini-lesson Prepare a lesson in your subject area using non-verbal communications
- PCE Unit 1B and 1 C highlight: I 10 useful CE phrases from each section
- PIF Up-date your wordlist

Appendix A: Outline course planning 'Classroom English' week 2 and 3

C.E. session 3

Warm-up: Biographies (Grammar Games and activities book Act. 41) Information exchange ask and answer - using simple past and open questions

Homework follow up:

- Grammar 2 — simple past
*Talk about your CV in pairs if not done in session 2
- PCE Phrases extracted from Unit 1B and 1C — compare with your phrases
- PCE site exercises 1 (vocabulary) & 2 (prepositions) Check carried out and if any queries

PCE site — Unit 1 - Look at exercise 3 'Phrasal verbs' and complete in pairs PCE Classroom Essentials page 15 'Giving Instructions' Read and discuss Grammar- mini-workshop modal verbs range and use

Mini-lesson: work in small groups. Teach your non-verbal based ± 5 minute lesson in your subject area

*PCE Unit 1 'Classroom scenarios' exercise 1 page 18 (see answer key)

*PCE audio page 22 (CD Rom back of from book) do 3. word stress activity 1.7

* PCE lb page 7 Discuss points 2 & 7 in pairs

Set homework:

- Read /finish reading PCE 'Classroom Essentials' pages 15 -17
- Grammar survey 3 — Present perfect (see answer key in file)
- Prepare a mini-lesson using instructions
- PCE Unit 2A — highlight ± 10 useful classroom English phrases
- PCE audio practice pages 22-23 set
- Up-date your PIF

Appendix B: Full reports of interviews with stakeholders

Meeting with Sylvia van der Weerden (manager foreign languages) + Gonny van Hal (course coordinator):

In this conversation I was first introduced to the assignment and to the course ‘Classroom English’. In this first meeting it was also discussed what Radboud In’to Languages in this case, Ms van der Weerden and Ms van Hal, expected the new course to be like. Therefore this is where my Needs analysis starts.

During a meeting with EP-Nuffic, Ms van der Weerden and Ms van Hal got the advice to improve and restyle their current course “Classroom English”. The current field in Bilingual education has changed and the representatives from EP-Nuffic felt that the current course and its title “Classroom English” did not fit perfectly into this field. They felt that the course needed a restyling and advised that the term CLIL needed to be more prominently visible in the course description and outline.

I asked them in what other ways they would want me to improve the course and Ms van der Weerden and Ms van Hal themselves especially stressed the need for a digitalisation of the course. The current course involves a paper reader and they would prefer to have this digitalised via Blackboard. Also, the course does not seem to have a standard format as the teachers in the course make their own schedule and programme. This can be considered a good thing because the schedule can be adapted to the specific group but it is also time-consuming and dependent on the skills and expertise of the teacher of the course.

Meeting with Ms Gonny van Hal (course coordinator and teacher of “Classroom English”

I prepared myself for this meeting by analysing the syllabus and the materials in the current course. Ms van Hal has mentioned in previous meetings that the class should not be focused on grammar. However, I noticed from the materials she gave me prior to this meeting that there are quite some materials that focus on grammar. I asked her why this is the case as I think when the group is at a B2 level of the CEFR-scale the level of grammar should already be at a higher level than is taught at present. At CEFR-level B2 students still need to master certain grammar-points but the course should not have to deal with the simple present or present perfect, which it does now. Ms van Hal gave as a reason for this that most student-teachers actually want to have more grammar incorporated in the course. Most students have not had explicit grammar instruction for years and have lost the explicit knowledge necessary for giving feedback. The terms are not familiar anymore and although they can still produce

grammatical correct sentences the reasoning behind the grammar points is for most students difficult. The student-teachers therefore have problems with giving explicit grammar feedback to their pupils. For example, when a student makes a mistake in English the teacher would want to respond in the correct manner and would want to tell the student in which area the problem lies. Of course, a content lesson should not turn into a complete English lesson but a teacher should be able to identify a problem in the foreign language and give the student feedback. This links to something else I asked Ms van Hal in this meeting. I noticed no exercises and talking points on giving feedback and I asked whether this is not present in the course or whether this is something missing from the current syllabus. Ms van Hal said that feedback giving is missing from the course and but she does say that this something that should be added.

Another question I asked was how pronunciation and fluency were practiced in the course. Ms van Hal responds that there is no explicit pronunciation and fluency teaching in the course. She says that pronunciation is dealt with between the lines but more explicit instruction is something that could potentially be added. Fluency improves during the activities in the course and this works fine.

During our conversation Ms van Hal mentions that the level of English of some of the students is sometimes lower than the required CEFR B2 level, she mentions that this is sometimes problematic because the teacher would have to focus more on grammar and vocabulary in that case. Ms van Hal also remarks that the level inside a group and between groups can vary and that they have rarely refused a student-teacher based on their level of English.

Talk with trainer Ms Lorraine Faulds

The meeting I had with Ms Lorraine Faulds was only a brief one so I asked her only what she feels is the main problem in the course and how she thinks this could be best improved. The main problem for Ms Faulds is that the course is incoherent. She suggested that there needs to be one subject for each lesson and that the grammar and vocabulary needs to be adapted to that. She felt as if the warmers, activities and grammar points were not connected to each other.

She also suggested first letting the students identify the gaps in their knowledge. She says that this could be done in the warmers for example. In this way the students will recognise that they lack certain knowledge and that in order to be successful teachers they will

have to know more about this subject. By noticing this they will be motivated more to learn about a certain subject, Ms Faulds says.

Meeting with trainer Ms Hilary Philips

I asked Ms Philips several questions and I made an overview of the questions and answers which can be seen below.

- **How many weeks should I aim for? What is the usual amount of time?**

This depends a lot on what the school wants and how much money they have, Hilary says. The ideal amount is 24 weeks but 20 is also very common. She thinks the usual amount is approximately 16 weeks.

- **What is the usual amount of students?**

Ideally, there will be not more than 12 students in a group. This again depends on the school. The absolute maximum would be 14.

- **What is the usual level of the students?**

The usual level of the students is B2 but it sometimes is the case that some students have a lower level. This is usually not a problem they can tag along and learn a lot in this course.

- **How do you start a course? What do your preparations look like?**

Hilary tells me she has given this course for 16 years now and that she does not need a lot of preparations anymore. She goes over her notes. She does tell me that for a new teacher this would be a tremendous amount of work as you need to tap into the needs of the students and this is very difficult. She also mentions that the book is difficult to grasp at first and this needs some getting used to (which I agree on completely).

- **What do you think is the best way to teach grammar in the course?**

She thinks that grammar should not be a focus point in the course and she usually does not teach it explicitly. Again, she tries to tap into the needs of the students and discuss the grammar points that go wrong and that are asked questions about.

- **What do you think is the best way to teach vocabulary in the course?**

She lets her students create PIFs and stresses that it is most important to add vocabulary to the student's active vocabulary instead of their passive vocabulary. So, activities to let them use their PIFs are always good!

- **What do you think of the way in which grammar is taught now and what can be improved?**

Good, it's connected to the course material and not random.

- **How do you usually use the Classroom activities and games page in the reader or do you not use it at all?**

Hilary says she normally uses it as a reference page for the students. She asks them to prepare their own warmer and the classroom games page are a good place for them to start.

The classroom activities she uses in class. She says that to someone who has never taught the class these activities may seem rather random but she knows when to do these and how they actually connect to the course book very well.

- **Do you usually give homework? What is your experience with giving homework?**

She does give homework which is usually individual and usually consists of grammar and vocabulary points.

- **What do you think of the programme schedule now?**

The programme schedule which is now in the reader is a short one (actually too short). She thinks in essence it is good but that maybe for outsiders (like myself) it will seem bitty although, in her classes it actually connects well.

- **What do you miss in aids when giving the course?**

Hilary says that she actually does miss a Blackboard page to put on the homework and put up the materials to be used in class. I asked her what she thinks of PowerPoint presentations as an aid in the class. She does not see the point of PowerPoint as the class changes so much. Although she would like to have a PowerPoint for the practical stuff in the first class.

- **What kind of feedback do the students normally give on the course?**

They used to comment that they would like some more grammar in the course. Since they started stressing at the beginning of every course that the course is definitely not a grammar course they do not get this feedback anymore.

Hilary says that the students give positive feedback about the mini-lessons in each class so she would definitely recommend keeping those in.

- **What do you think of the trial lessons? Useful?**

They are very useful but not doable if there is not a lot of time. It depends on the group size as well if this is useful.

- **To me, the pace of the course seemed rather slow is this actually the case or not?**
At first she looked at the first session and she agreed with me but when she started really looking she says that it is actually a 2 hour class. So no she does not think the pace is slow or should be faster. Again, this depends very much on the group.

The most important and useful points that came up during our conversation:

- Everything is more connected than it seems at first sight.
- ‘Language to think about’ (a section in the book) can be used to identify the gaps in the knowledge of the student or as review at the end of the section.
- Mini-lessons are useful!
- Teacher should talk as little as possible; let the students do the talking.
- PIFs → stimulate students to move their words from their passive vocabulary into their active vocabulary.
PIFs are created by brainstorming about a certain subject.
- Hilary mentioned to add pointers between sessions to see how they connect to make it more logical.
- It became clear that Hilary thinks it is very difficult to make a standard outline of the course because it differs per group. It depends on the size of the group, how many hours they have and the subject most of the students teach.
- Hilary mentioned that the students like to talk about the discussion points in CE.
- The warmer is actually connected to the unit. It would be good to make this more explicit.
- Blackboard is an important pointer.

Appendix C: Questionnaire: previous takers of the course 'Classroom English'

Enquête "Classroom English" Radboud In'to Languages

Beste (ex-)deelnemer aan de cursus 'Classroom English' van Radboud In'to Languages,

Hartelijk dank dat u de moeite heeft genomen om op de link te klikken!

Ik (Fleur Janssen) ben de cursus 'Classroom English' aan het evalueren en stel daarbij uw feedback zeer op prijs.

Vult u rustig de vragen in. Het invullen van de vragenlijst zal niet langer duren dan 10 minuten! Alvast hartelijk dank voor uw medewerking!

*Required

1. Hoe lang geleden heeft u de cursus 'Classroom English' gevolgd?

Net afgerond (minder dan een half jaar)

ongeveer een half jaar

ongeveer een jaar ongeveer twee jaar

2. Geeft u op het moment les in het Engels?

Ja Nee

3. Op welke school geeft u les? *

4. Wat vindt u van het niveau van de cursus 'Classroom English'?

Heel erg makkelijk

Makkelijk

Goed

Moeilijk

Heel erg moeilijk

5. Ik vind de manier waarop grammatica wordt behandeld:

Fijn

Other:

6. Ik vind de manier waarop woordenschat wordt behandeld: * Mark only one oval.

Fijn

Other:

7. Mijn zelfvertrouwen wanneer ik Engels spreek is na de cursus 'Classroom English':

Verbeterd

Hetzelfde gebleven

Verminderd

8. Mijn zelfvertrouwen wanneer ik Engels schrijf is na de cursus 'Classroom English': *

Verbeterd

Hetzelfde gebleven

Verminderd

9. De hoeveelheid huiswerk die gegeven wordt vind ik:

te weinig

goed

te veel

Other:

10. Ik vond het vervelend om huiswerk te maken voor de cursus 'Classroom English'. *

Ja

Nee

Other:

11. Wat vond u van het lesboek dat gebruikt werd in de cursus?

Nuttig

Other:

12. Nadat de cursus afgelopen was heb ik heb het lesboek nog wel eens gebruikt als naslagwerk: *

Eens

Oneens

Other

Appendix D: First draft syllabus week 2 and 3

CLIL – session week 2

Subject of this week: Everyday classroom routines: beginning the lesson

This week the students will learn how to start a class

- Structure of today's class
- Warmer
- Theory: sentences
- Homework last time
- Exercises/activities course book/reader.

Outline of session:

- **Warmer:** introduction to the subject. Maybe start the class in a funny way. How not to start the class and let the students give feedback.
- **Mini-lesson:** getting used to the concept?
- **Course book/Reader – Exercises and Activities** - do one or two activities in the Course book or one or more of the exercises in the course file (pick and choose by the teacher).
- **Question-time!** Grammar subjects that came up during class → see file on Blackboard for power points on grammar points.
- **Homework** – PIF + mark sentences in course book
Prepare mini-lesson: on this week's subject
Grammar – what came up during class/ your own weaknesses.

CLIL – session week 3

Subject of this week: *Everyday classroom routines: running the lesson*

This week the students will learn *how to run a class*

- Structure of today's class
- Warmer
- Theory: sentences, different ways to say the same thing.
- Homework last time
- Exercises/activities course book/reader.

Outline of session:

- **Warmer:** introduction to the subject.
- **Mini-lesson:** *starting a lesson*

Changeover to this week's subject. Discuss subject.

- **Course book/Reader – Exercises and Activities** - do one or two activities in the Course book or one or more of the exercises in the course file (pick and choose by the teacher).
- **Question-time!** Grammar subjects that came up during class → see file on Blackboard for power points on grammar points.
- **Homework** – PIF + mark sentences in course book
Prepare mini-lesson: on this week's subject
Grammar – what came up during class/ your own weaknesses.

Appendix E: Materials

The materials are presented per week. The order of the materials will be:

- Warmer
- Activities
- PowerPoint
- Handout

Other materials that are present on the USB-stick are:

- Grammar Survey & Key
- Radboud Grammar Reader: 43 pages of grammatical fill in exercises and explanation
- Powerpoints based on the Grammar Reader
- Course overview
- Additional information for trainers and teacher-students consisting of: a file of typical pupil language, games in class, evaluation form mini-lessons (the same as the form on page 225+226), a list of classroom vocabulary (as inspiration for the PIFs), Background reading.

Week 1 – Introduction

1. Warmer

Warmer – max. 10 minutes each

1. “Introduction to teacher.”

Preparation: find pictures that describe yourself (teacher) and add them to the hand-out in the print-outs folder. Make sure not all pictures are very straightforward; to make sure the students have something to discuss.

Explanation: “On this paper you will find pictures that describe me. Discuss these pictures with your neighbour and see what you can find out about me.”

Ending: Discuss what they think they now know about you and correct when necessary. You do not have to discuss all pictures just the ones you find particularly interesting or the ones the students have questions about.

2. “Introduction to each other” (only applicable when they do not all know each other)

Preparation: none

Explanation: “Now, find someone you do not know and talk to him/her until you find three things you have in common!”

Ending: Let them share the three things they have in common and discuss.

Warmer 2 – approx. 5 min.*

This warmer should be done after the introduction to the course and the teacher. Discuss in class whether the following expressions are correct.

'Put your finger up?'

'Make your homework'

'Write on the backside'

'May I help?'

'How are you going?'

2. Activities

Activity – approx. 10 minutes

Preparation: none

Explanation: Read the interview with Loes Coleman – CLIL in the Netherlands.

Ending: What are your opinions on the things she says? Do you agree?

Activity – approx. 10 minutes

Preparation: none

Explanation: “Look at page 2 of your course book and look at the section language to think about. Discuss points 4, 5, and 6 with your partner”

4: Can you spell your name in English?

5: Can you explain the timetable for your classes?

6: How do you call the roll or take the register?

Teacher should walk around and see what the students are struggling with and observe the language they are using.

Ending: Discuss the points briefly in class.

Activity – approx. 10 minutes

Preparation: none

Explanation: “Look at page 2 of your course book and highlight the phrases that you do not know but would like to use.”

“After you’ve done this discuss the phrases with your partner and try to explain to your partner why you would want to use this particular phrase and how do you plan on using these phrases.”

Ending: Discuss in class how they can incorporate these phrases into their active vocabulary.

For example: by each week sticking a note with a few of the phrases on your desk.

Or try to imagine beforehand when you would like to use this phrase and actually try to use it at that point. For example, when starting a lesson, or ending a lesson or when telling your students what to do.

Activity, parent’s questions – approx. 10 minutes*

Preparation: none

Explanation: Look at the questions on the handout. How would you answer these questions if a parent/student would ask this to you?

Ending: Discuss the answers in class. What should you definitely NOT say?

Activity – approx. 10 minutes

Preparation: none

Explanation: How would you go about learning new vocabulary?

Set a goal,

write them down,

give them some context,

draw pictures,

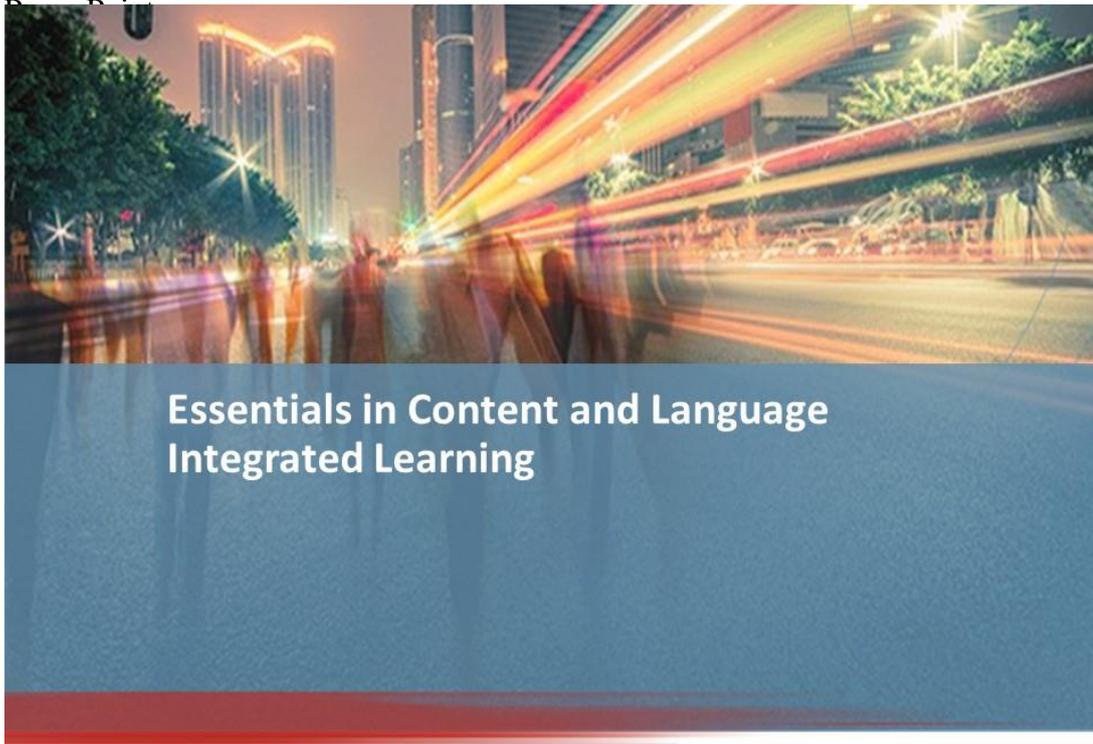
join ‘word of the day’,

English word puzzles.

Discuss what goal you find doable with your partner and what you plan to do to reach this goal.

Ending: Discuss the outcomes of the discussion briefly in class.

3.



Radboud **in'to** Languages

Welcome!

Name of teacher

Subject of this week: introduction to course,
general discussion of CLIL and bilingual
education

Class overview

Warmer

Explanation of course/Blackboard

Exercises

Self-study (Vocabulary & Grammar)

- Personal Idiom File

Question time



3

Warmer – Picture guessing

Look at the handout

Remember talk to each other in ENGLISH.

What do you think these pictures mean? What do they tell you about your teacher?

How about you?

Find three things you have in common with your partner and share them with the class.



4

Warmer – Correct phrases

Are these phrases correct?

- 'Put your finger up?'
- 'Make your homework'
- 'Write on the backside'
- 'May I help?'
- 'How are you going?'



5

Radboud **in**to Languages

Introduction to Course

12-16 weeks

Day, time

Contact information teacher

Coursebook: *Practical Classroom English*

Blackboard page: log-in +
materials/handouts/extra materials

Absent? Look at Blackboard to catch up.



6

Radboud **in**to Languages

Set-up course

Every week → different subject

- Warmer
- Mini-lesson
- Exercises and Activities
- Question time!
- Self-study



7

Radboud **in to** Languages

Background CLIL

- 130 Schools in the Netherlands
- 120 VWO/ 51 HAVO and 26 VMBO
- English/Dutch and German/Dutch
- TTO started in the Netherlands in 1991 with 3 schools
- Content and language integrated learning (CLIL)
 - What does it mean?
 - Learning content through an additional language
 - Language immersion



8

Radboud **in to** Languages

In this course you will learn:

Content and Language Integrated Learning Skills:

- General classroom vocabulary/ Subject specific vocabulary
- Fluency and confidence while talking and teaching in English
- General language skills (Grammar, pronunciation, fluency)
- Giving feedback on the language of your pupils
- Helping your pupils learn the second language

9

Radboud **in to** Languages

Activity - Coursebook

Unit 1A: Everyday classroom routines: running the lesson

Highlight the sentences you do not know but would like to use.

Discuss these sentences with your partner

- Why do you like the sentence?
- How do you plan on using them?

10

Radboud **in to** Languages

Activity - Discussion of CLIL

Page 2 of your coursebook
"Points to think and talk about"

Discuss points 4/5/6

If time **discuss** 7 & 8



11

Radboud **in to** Languages

Activity – Vocabulary in use 1

How to learn new vocabulary

- Set a goal
- Write them down!
- Give the words some context! (Draw pictures)
- "Word of the Day"
- English word puzzles

Discuss your goal and how you will go about learning vocabulary with your partner



12

Radboud **in to** Languages

Activity - Parents' questions

Look at the questions on the hand-out. **Discuss** with your partner how you would respond to these questions.



13

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



14

Radboud **in'to** Languages

Self-study

Register on PCE website

Figure out how Blackboard works

Vocabulary (PIF)

Grammar (Blackboard/PCE Website)

Highlight phrases in PCE

Read about CLIL (Blackboard/Online)



4. Handout

Week 1 – Activity, handout – TTO
parents questions

TTO Parents' Questions

Think carefully how best to respond:

How, when and why did bi-lingual schools start in the Netherlands?

Why does the bi-lingual stream only last three/four years?

What is the concept behind bi-lingual education?

Does the bi-lingual stream cost the parents more? If so, why? How much does it cost?

How can the students possibly learn as much knowledge when taught in English?

Are there any bi-lingual schools in other languages in the Netherlands?

Why aren't all teacher's native speakers?

How can the contents of the lessons be of the same level in English as they are in Dutch?

My child says that the teacher(s) sometimes makes mistakes in the classroom.

I can't help my child with his homework if it is in English, as I can't understand it either.
Help!

I found a mistake in a worksheet. How can that be allowed to happen?

In what languages are the final exams? Why?

Do students reach the same end level in all subjects in the TWVO as in the VWO?

What extra qualifications or training, if any, do the teachers that teach in the bi-lingual stream have?

Why do students only reach near-native level in English in the end?

Is it true that only the elite few can do bi-lingual education?

Is there bi-lingual education available at other levels besides VWO?

Does everyone have the ability to be bi-lingual?

Do all the teachers speak perfect English?
If not, why not?

Are all pupil's mistakes corrected?
If not, why not?

Week 1- Warmer, handout – Teacher handout

Radboud **in'to** Languages



Week 1 – Activity, handout – CLIL in the Netherlands

CLIL in the Netherlands: An interview with Loes Coleman

Type: Article

Loes Coleman was one of the first people involved in setting up a system of training for subject teachers working through the medium of English as a foreign language in the Netherlands. Here, Loes talks to Keith Kelly about her background and work in CLIL.

Tell us who you are and what you do.

My official title is Coordinator of CLIL Teacher Training at Radboud in'to Languages, the University Language Centre for the University of Nijmegen, where I promote courses to schools where bilingual teaching or CLIL teaching is on the curriculum.



You do other things besides CLIL, don't you?

Until two years ago I was manager of the entire foreign language section and I still advise and support the present manager. I advise students on their language study options and I also do some teaching.

How and when did you become involved in CLIL?

About 20 years ago. I was working at the University Language Centre and also working in the Department of Applied Linguistics and we heard about this new development in education, CLIL - it was called 'bilingual teaching' then - and I became interested. I found out that teachers were looking for a course to become CLIL teachers, so I set one up and taught it in schools in Rotterdam and Arnhem, which were among the first schools in the Netherlands to do CLIL.

Are there schools that have much more CLIL than others? Do you have schools, for example, that have entire subject departments who teach through English?

No, all the schools work more or less according to the same principle, they all teach half of the curriculum in English and the other half in Dutch, and it varies from year to year. So, within a school there will be people, for example, from the History department that are working in the English stream and people from the same department working in the Dutch stream.

How do they divide that? Do they split the curriculum in half or are there overlaps?

They either do it in English or in Dutch. If a child is in the CLIL stream, he or she will get taught in English for the first three or four years and if the child is not in the CLIL stream, he or she will get it

taught in Dutch. So, we don't split up the subjects, we split up the children.

The school decides on the curriculum according to certain guidelines. You have to have so many subjects within the humanities area and within science, but there is an element of choice in the schools. They then teach it for three or four years depending on the level and then go back to Dutch because the finals are in Dutch. All schools do that.

What are the main problems and challenges for you personally in your work?

At the moment it's the weather! But seriously, working with CLIL teachers is wonderful as most of them are extremely motivated and often say to us that this is a really good course. It's improving their English and teaching them the didactics of teaching in another language. For us trainers it's easy; it's the teachers that have to do the work.

Do Dutch teachers get paid more for taking on CLIL?

No. It varies from school to school how teachers are compensated. The CLIL course is always paid for, of course, but some schools only compensate teachers for half of the time they have to invest in CLIL. Some schools give a form of bonus when teachers pass a language exam and trips for training in England are paid, but most teachers don't get paid and just see it as an opportunity for professional development.

Can you tell us a bit about your system for qualifications and recognition for CLIL schools?

What level must school teachers reach in order to meet the standards for recognition as a TTO or bilingual school?

The level the schools have set themselves is minimum B2, but in practice schools go to C1, and often C2. Teachers will often come back to do a proficiency course after having done an advanced course. TTO schools are given a couple of years to find their feet, and teams of inspectors come round to talk to staff, students and parents. If they pass they are given 'junior CLIL school' level, then a couple of years later the inspectors will return and, if all goes well, the school will receive recognition as a 'senior CLIL school'.

They also have to do things such as develop the European dimension in their school. They have to deal with the topic of internationalization and European citizenship, which is something that we as a language institute have nothing to do with, but is part of the CLIL certificate.

Can you tell us something about resourcing? Are there English-medium coursebooks?

One of the trends is that Dutch coursebooks are being translated. The curriculum is exactly the same as in the Dutch stream, which is what schools seem to want. And at least they are professionally translated so that it fits the curriculum. It's not an ideal situation but I can see the logic as children may switch from stream to stream, and the final exams are in Dutch. At least the teachers themselves are no longer doing the translating.

What do the Dutch people think and say about CLIL in the Netherlands?

The media coverage is fairly positive, after all English is part of mainstream policy. I think that when TTO started the feeling was that it was elitist, but that is no longer the case and it's moved down to the lower streams within the schools.

What do you see as the future for Dutch CLIL?

It will only go on expanding. It started off at the top of the school system, at the grammar school level. It moved down to preparation for children for higher vocational education and it's moved down further to the lowest streams within the comprehensive system which is preparing children for medium-level vocational education. It will continue moving throughout the educational system as it has into primary and infant school in recent years.

Week 2 – Classroom routines, beginning the lesson

1. Warmer

Warmer, 3 phrases – max. 10 minutes

Preparation: None

Explanation: Choose three phrases you highlighted in the PCE book. Try to add some additional context to them in order to illustrate how you would potentially use these phrases in class. What kind of situations would require you using these phrases

Ending: Discuss with you partner

Warmer, Biographies – max. 10 minutes*

Preparation: Copy and cut out the handouts for Student A and Student B

Explanation: Divide the class into pairs – A and B. Give each student a copy of the appropriate handout. They sit facing each other, making sure that their handout is hidden from their partner.

Students A and B have to ask each other questions in order to find out the missing information.

Set a definite time limit and stop the students at the end of it.

Ending: In the end they compare handouts to see how well they have done.

2. Activities

Activity, CPE p. 18 Role-play no. 1, 2, 3 – approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your textbooks and team up in threes. Each one of you chooses a situation which s/he is going to perform. The other two respond as if they were students.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity – approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your CPE course book. Read exercise 2. A and perform this role-play activity together with a partner. You're free to invent information where necessary. Do not just list the phrases you would use but actually pretend you're outside your classroom and telling your students what to do.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and discuss the general difficulties with this exercise.

Activity, Foreigner talk – approx. 10 minutes

Preparation: none

Explanation: Find another partner. Pretend as if one of you is a foreigner who is very interested in the Dutch educational system. Explain the system to the foreigner in good and understandable English. Do not forget to include CLIL and bilingual education. After you've finished you switch sides.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Vocab in Use 2 – approx. 10 minutes

Preparation: none

Explanation: Remember how to learn new vocabulary?

Have you set a goal?

Do you think the goal is doable?

What new words have you learned already?

In what way do you try to use the words you've learned?

Ending: Discuss the outcomes of the discussion briefly in class.

Activity, History, your own past – approx. 10 minutes

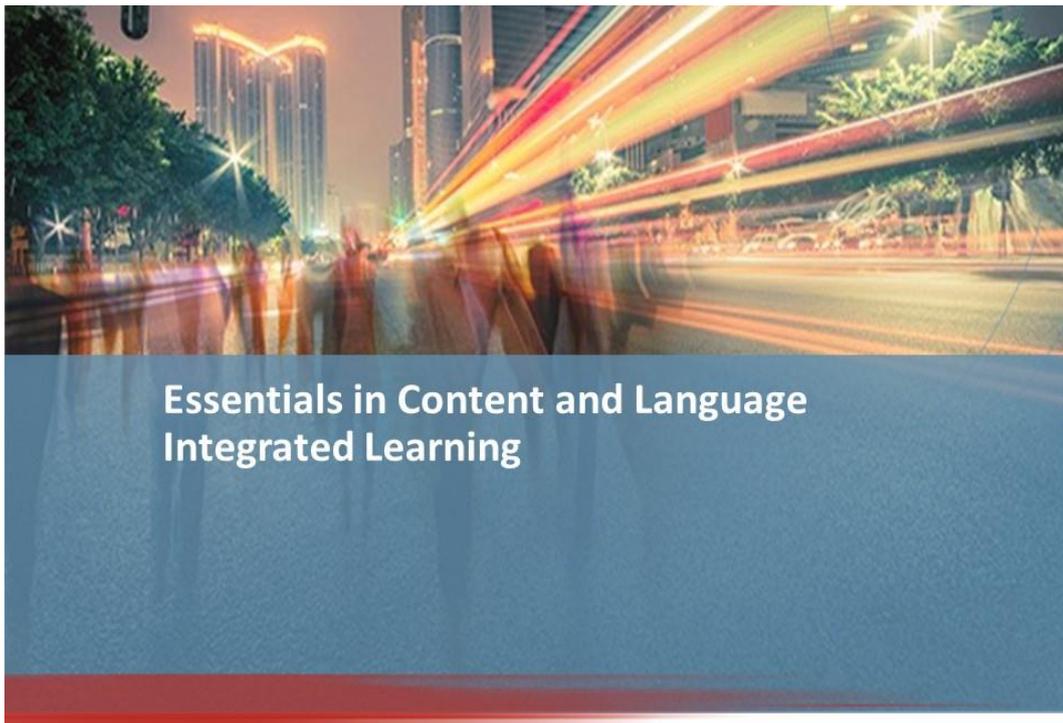
Preparation: none

Explanation: Team up in pairs and talk to each other about your history/ your CV. Answer questions such as what have you done in the past? Where did you study? What is your subject of expertise? Why did you choose this? Etc.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and discuss this exercise in general.

3. PowerPoint



Radboud **in to** Languages

Welcome!

Subject of this week: Classroom essentials:
Beginning the lesson

Radboud **in to** Languages

Class overview

Warmer

Discuss Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)

Today's subject



3

Radboud **in**to Languages

Warmer - Phrases

Choose 3 phrases you highlighted in the PCE book.

Try to add some context in order to illustrate their use in the classroom.

Discuss the outcome with your partner.



4

Radboud **in**to Languages

Warmer - Biographies

Look at the handout

Work together with a partner to fill the gaps in the story by asking each other questions about the text.

Do not compare your texts until you think you have found all the answers.



5

Radboud **in**to Languages

Mini-lesson

Look at hand-out “Feedback forms”

Discuss what you think is the most important to get feedback on.

How would you prepare for these mini-lessons?



6

Radboud **in**to Languages

Today's subject: Beginning the Lesson

Turn to page 2 of your textbooks.

Discuss points 1 – 8 in groups of three

Do you all agree?

7

Activity – Vocabulary in use 2

Remember how to learn new vocabulary?

- Have you set a goal?
- Do you think the goal is doable?
- What new words have you learned already?
- In what way do you try to use the words you've learned?

Discuss

8

Activity - PCE

Team up with a partner

Do exercise 2 scenario A on page 18.



9

Radboud **in**to Languages

Activity - PCE

Find another partner!

Do the Role-play exercise 3 on page 18 in turns.

Start with 1, 2, and 3



10

Radboud **in**to Languages

Activity – History

Team up in pairs!

Talk to each other about your past experiences/
your CV

What have you done in the past?

Where did you study? Etc.

Work experience?



11

Radboud **in'to** Languages

Activity – Foreigner Talk

Find another partner

Explain the Dutch educational system (including
the use of TTO schools) to your partner as if you
were talking to a foreigner.



12

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



13

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over sentences in PCE

Prepare Mini-lesson on today's subject



14

Radboud **in'to** Languages

4. Handout

None for this week

Week 3- Everyday classroom routines: running the lesson

1. Warmer

Warmer, Get in Line – max. 10 minutes

Preparation: none

Explanation: Divide the class into 2 groups of each 4 or 5 students, One group should go outside the classroom and get into line according to e.g. a physical characteristic, such as age, shoe size, or a non-physical characteristic, e.g. the distance they live from work. The group that stays behind in class thinks of questions to ask the others. They have a maximum of 10 yes/no questions they can ask.

In turns members of the group have to ask the other group yes/no questions to find out why they are standing in that particular order.

Then the other group has to do the same.

Ending: -

2. Activities

Activity, CPE p. 18 Role-play no. 4, 5, 6 – approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your textbooks and team up in threes. Each one of you chooses a situation which s/he is going to perform. The other two respond as if they were students.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 18, B – approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your CPE course book. Read exercise 2. B and perform this role-play activity together with a partner. You're free to invent information where necessary. Do not just list the phrases you would use but actually pretend you're outside your classroom and telling your students what to do.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and discuss the general difficulties with this exercise.

Activity, CPE p. 19 exercise 4; 1 and 4 – approx. 10 minutes

Preparation: none

Explanation: Turn to page 19 of your textbooks and team up in twos. Each one of you chooses a situation which s/he is going to perform. The other one responds as if s/he were the student.

Try to use the phrases you highlighted in the textbook.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Living in the present – approx. 10 minutes

Preparation: none

Explanation: Talk with your partner about your present situation. Where do you live? How long have you lived there? Do you plan on moving sometime in the future?

What do you teach? Have you always wanted to teach this subject? Etc.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Politeness – approx. 20 minutes

Preparation: none

Explanation: In class, discuss the concept of politeness inside and outside the classroom.

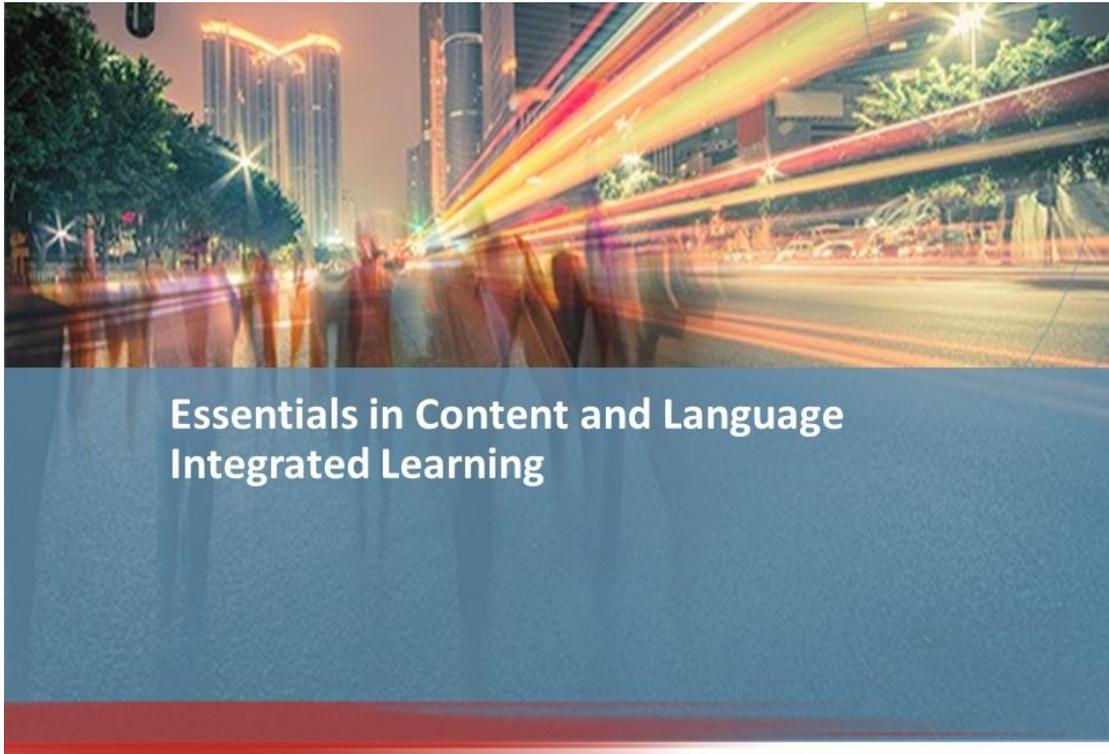
Together answer questions such as, Is politeness culture related? Dutch directness? English sugar-coating? Difference in English/Dutch use of please?

Then together with a partner come up with the right way to respond to the situations listed on the powerpoint/below:

1. Your student gives you a card for your birthday.
2. Your colleague tells you your new shoes look really cool.
3. You want someone to pass you a pen, which is at the far end of the table.
4. You have the hiccups during a lesson.
5. You see your student trip and fall.
6. You accidentally spill someone's water.
7. You have to squeeze between two people having a conversation, to get through the corridor.
8. You have to yawn when you are listening to your student tell you about the parts he found difficult in his homework.
9. You accidentally step on someone's toe.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Radboud **in'to** Languages

Welcome!

Subject of this week: Classroom essentials:
Running the lesson



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in**to Languages

Warmer

Get into line.

Get into groups of 4/5 students. One of the groups goes outside the classroom

Think of an order to stand in following a particular reason e.g. age, height or hair colour.

The other group comes in again and asks questions to find the reason why they are standing in that particular order.



4

Radboud **in**to Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form.

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Running the Lesson

Turn to page 7 of your textbooks.

Discuss points 1, 2, 6, and 7 in groups of three

Do you all agree?



6

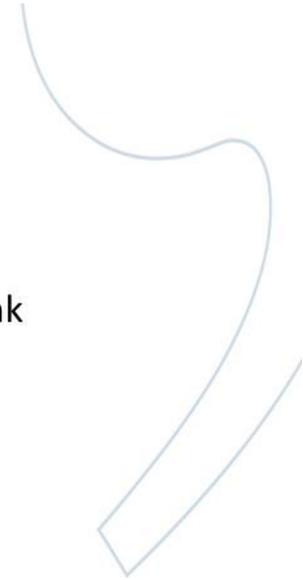
Radboud **in**to Languages

Activity – Running the lesson

PCE page 19 exercise 4

Look at the actions and samples sentences and think of what kind of language you would use to achieve these actions.

Now perform situations 1 and 4 to your partner.



7

Radboud **in**to Languages

Activity - PCE

Team up with a partner

Classroom scenario

P. 18 exercise 2 scenario B



8

Radboud **in**to Languages

Activity - PCE

Team up with your partner

Role-play

PCE p. 18 no. 4, 5, and 6 in turns.



9

Radboud **in**to Languages

Activity – Present

Talk with your partner about your present life

- Where do you live?
- What do you teach?
- Hobbies?
- Etc.



10

Radboud **in**to Languages

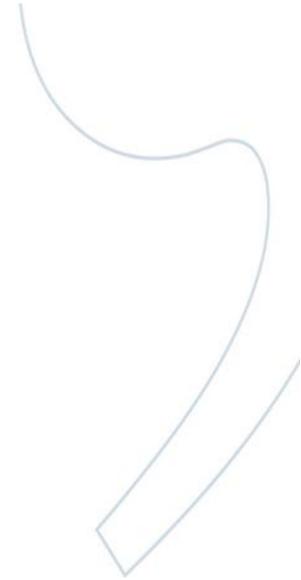
Activity – Politeness 1

Is politeness culture related?

Dutch directness?

English sugar-coating?

Difference in English/Dutch use of please?



11

Radboud **in'to** Languages

Activity – Politeness 2

1. Your student gives you a card for your birthday.
2. Your colleague tells you your new shoes look really cool.
3. You want someone to pass you a pen, which is at the far end of the table.
4. You have the hiccups during a lesson.
5. You see your student trip and fall.
6. You accidentally spill someone's water.
7. You have to squeeze between two people having a conversation, to get through the corridor.
8. You have to yawn when you are listening to your student tell you about the parts he found difficult in his homework.
9. You accidentally step on someone's toe.



12

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



13

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



14

Radboud **in'to** Languages

4. Handout
None for this week

Week 4 - Everyday classroom routines: ending the lesson

1. Warmer

Warmer, Two truths and a lie – max. 10 minutes

Preparation: Think of examples of 2 truths and a lie

Explanation: Make groups of three.

First think of two truths about yourself to tell your fellow students and then come up with a believable lie to tell along with the two truths.

Tell your two fellow students your 2 truths and the lie and let them guess by asking you questions which one is the lie and what is the truth.

Ending: Ask whether they all found the lie and if not what did they think was the best lie.

2. Activities

Activity, CPE p. 17 ex 2 Giving instructions – approx. 10 minutes

Preparation: none

Explanation: Turn to page 15-17 in your textbooks. Read through the theory on giving instructions and then do exercise 2.

Exercise 2: Go through the phrases in section 1-4 on page 14 and re-express them, using different commands and requests. Direct them at your fellow students. Take it in turns to express different ways of giving the same instruction. Then imagine situations where you would give instruction.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 18 Role-play no.7, 9, 10 – approx. 10 minutes

Preparation: none

Explanation: Turn to page 18 of your textbooks and team up in threes. Each one of you chooses a situation which s/he is going to perform. The other two respond as if they were students.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 20-21 ex. 6 A board game – approx. 20 minutes

Preparation: Print handout and bring enough dice and counters

Explanation: Turn to page 20-21 in your textbooks. Read the instruction given in exercise 6.

Exercise 6: the aim of the game is to move from the left hand column to the right. You roll the dice and look at the situation in the square with you dice number, in the first left-hand column and think of a suitable phrase for the situation described.

If your fellow students think the phrase correct you can move your counter to the square.

Keep playing until you reach the right hand column.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 20-21 ex. 6 A board game – approx. 20 minutes

Preparation: Print handout and bring enough dice and counters

Explanation: Think of a fun and creative way to end the class and discuss this with your fellow students. Think creatively! How could you help your students remember the class. How would you use this in your own classroom?

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Vocab in use – linking words – approx. 10 minutes

Preparation: none

Explanation: Are you still meeting the goal you set for learning vocab in week 1 and 2? If not why not? Should you adjust your goal? What could you do to reach your goal or make vocab learning more effective?

Activity: Linking words

Look at your PIF

Choose a word and explain this to your partner

Your partner should then choose another word that matches the word you mentioned in any way possible.

Be creative, and explain the link and the word itself

Add any words you do not know to your list!

Ending: How many words have you added to your list? Keep up the good work!

3. PowerPoint



Radboud **in'to** Languages

Welcome!

Subject of this week: Classroom essentials:
Ending the lesson

Radboud **in'to** Languages

Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Two truths and a lie

- Tell each other 3 facts about your life
- Make sure one of these 3 facts is actually UNTRUE
- Let your fellow students guess and ask questions to find out which one of the facts is actually a lie.



4

Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in'to** Languages

Today's subject: Ending the Lesson

Turn to page 11 of your textbooks.

Discuss points 2, 3, 5, 6, 7, and 10 in groups of three

Do you all agree?



6

Radboud **in'to** Languages

Activity – Giving instructions

PCE exercise 2 page 17

Go through the phrases in section 1-4 on page 14 and re-express them, using different commands and request. Direct them at your fellow students and imagine a situation in which you would give such a command.

Activity – Discussing

What would be a fun way to end the class.

Think creatively
How would you stimulate your pupils to remember the class?

How would you use this in your own classroom?

Activity - Boardgame

Turn to page 20-21 of your course book

Roll the dice and perform the act that matches the number.

Use suitable phrases and correct each other if mistakes are made.



9

Radboud  Languages

Activity – Role-play

Turn to page 18 of your text books

Exercise 3, role-play

Perform numbers 7, 9, and 10.



10

Radboud  Languages

Activity – Vocab in use 1

Are you still meeting the goal you set for learning vocab?

If not why not?

Should you adjust your goal?



11

Radboud **in**to Languages

Activity – Vocab in use 2

Linking words

- Look at your PIF
- Choose a word and explain this to your partner
- Your partner should then choose another word that matches the word you mentioned in any way possible.
- Be creative, and explain the link and the word itself
- Add any words you do not know to your list!



12

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



13

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



14

Radboud **in'to** Languages

4. Handout
None for this week

Week 5 - Involving the learners: getting students to join in

1. Warmer

Warmer, Mystery object – max. 10 minutes*

Preparation: none

Explanation: Team up with a partner. Both, think of an object in the classroom or an object that is related to teaching in any way possible.

By asking yes/no questions try to guess the object your fellow student is has in mind.

Switch sides when finished.

Ending: -

2. Activities

Activity, CPE p. 42 ex 1 Asking Questions – approx. 10 minutes

Preparation: none

Explanation: Turn to page 40-43 of your textbooks and team up in twos. Read through the theory: asking questions in your textbook and do exercise 1 on page 42.

Rephrase and expand the questions in exercise 1.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 43 ex 2 Asking Questions – approx. 10 minutes

Preparation: none

Explanation: Turn to page 40-43 of your textbooks and team up in twos. Do exercise 2 on page 43.

Rephrase and expand the questions in exercise 2.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 44 ex 3B Classroom Scenario– approx. 10 minutes

Preparation: none

Explanation: Turn to page 44 of your textbooks and team up in twos. Do exercise 3B and perform this scenario to your partner. When finished, switch but try to use different sentences and phrases than your partner.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Picture naming– approx. 10 minutes

Preparation: Handout

Explanation: This exercise is done in twos. You and your partner should sit opposite from each other. You both get a stack of pictures. By asking questions and by explaining to each other try to guess the item that is on your partner's picture. You get a total of 3 questions per card. If you guess correctly you get the picture. The one with the most pictures wins.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Vocab in Use - Phrases– approx. 10 minutes

Preparation: none

Explanation: Make teams of two people and together take a look at your PIFs. Think of a suitable conversation topic and start talking to each other using the words in your PIFs. Try to use as much vocabulary as possible but make sure to use at least one word of your PIF in every sentence.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Radboud **in'to** Languages

Welcome!

Subject of this week: Involving the learners:
getting the students to join in



Class overview

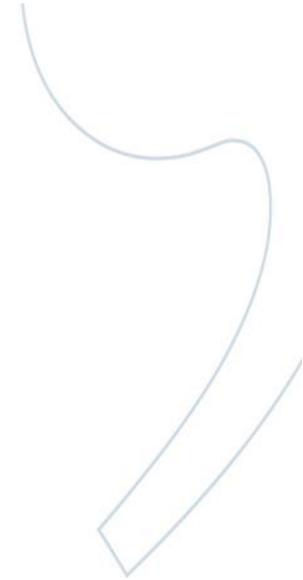
Warmer

Mini-lesson

Exercises & Activities

Question time

Homework (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Mystery object

- Think of an object in the classroom or an object that is often used in teaching
- By asking yes/no questions try to guess the object your fellow student has in mind.



4

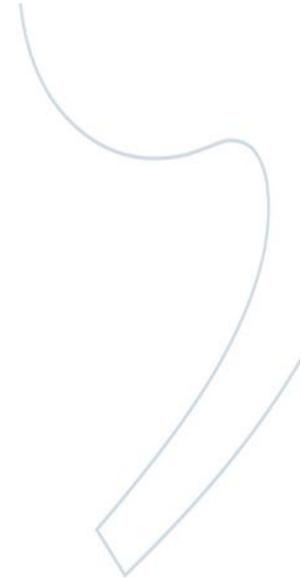
Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in'to** Languages

Today's subject: Involving the learners

Turn to page 28 of your textbooks.

Discuss points 1, 2, 3, and 8 in groups of three

Do you all agree?



6

Radboud **in'to** Languages

Activity – Asking questions (1)

Turn to page 42 of your textbook.

Exercise 1

Turn the words/phrases into full-sentences.



7

Radboud **in'to** Languages

Activity – Asking Questions (2)

P. 43 exercise 2

Rephrase these sentences.

How and when would you use these in your own classroom?



8

Radboud **in'to** Languages

Activity – Classroom scenario

Turn to page 44 of your course book

Perform the scenario presented in exercise 3B and give each other feedback.

Ask questions in the appropriate way!

Think about politeness



9

Radboud **in to** Languages

Activity – Vocab in use

Look at your PIFs

Hold a conversation with your partner using one word of vocabulary in your PIF for every sentence.

Try to ask as many questions as possible.



10

Radboud **in to** Languages

Activity – Picture Naming

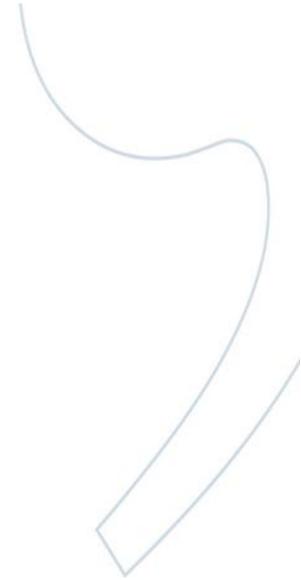
Team up in twos

Sit opposite from your partner

Look at the pictures you got

Your partner should try to find out what item is on your card by asking questions. S/he can ask 3 questions in total and if s/he guesses the object on the picture right s/he can have the picture.

The one with the most pictures wins.



11

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



12

Radboud **in**to Languages

Homework

Vocabulary (PIF + remember your goal!)

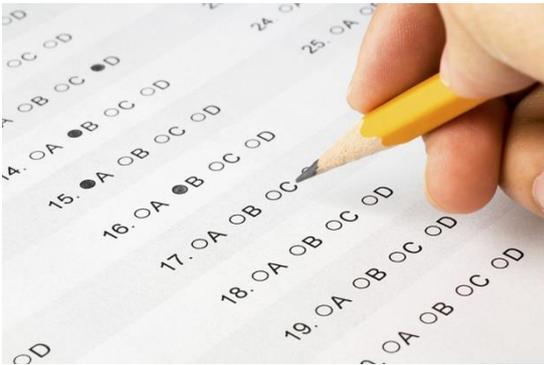
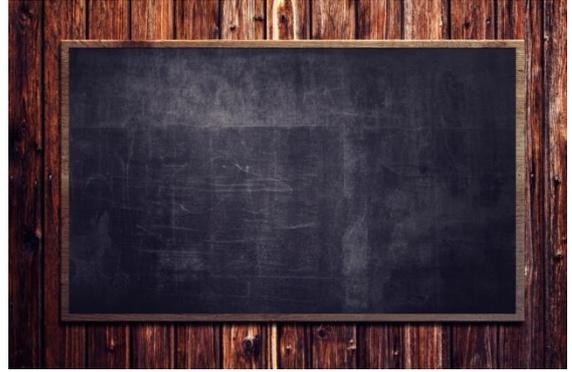
Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout



Sick Note

Excused Absence

Date: February 13

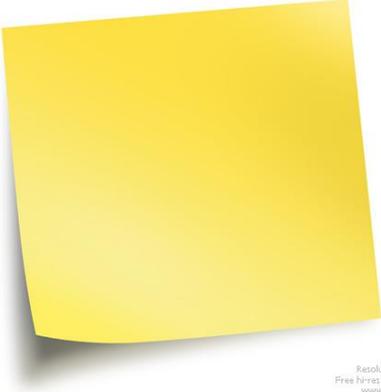
Excused from: work class other

Notes: *Bitten by rabid blood-thirsty raccoon with crazy eyes.*

Signature: *Dr. Yuri Zhivago*

The Medical Center





Resolution: 400x300 px
Free .JPG file download
www.psdgraphics.com

Week 6 - Involving the learners: classroom etiquette

1. Warmer

Warmer, Pass the Keys – max. 10 minutes

Preparation: none

Explanation: One volunteer stands with his back to the class, the rest of the Group sit in a circle. The volunteer calls out a letter of the alphabet. A bunch of keys is passed around the circle until the volunteer says STOP. The person who then has the keys in their hands has to think of 6 words starting with that letter. In the meantime the keys are being passed around again. By the time they reach the person who was supposed to call out 6 words, he/she should have called out 6 words starting with that letter. If not, he/she has to volunteer with his back to the class.

Ending: -

2. Activities

Activity, CPE p. 44 ex 2 Rephrasing - approx. 10 minutes

Preparation: None

Explanation: Turn to page 44 of your textbook and do exercise 2. You only need to rephrase sentences 1-10.

After you have rephrased them, how would you make these sentences a bit more polite? When would you use the polite version?

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 44 Ex 3 A, D Role-play - approx. 15 minutes

Preparation: None

Explanation: Look at exercise 3 on page 44 of your textbook. Together with a partner perform the classroom scenarios A and D.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 47 ex 2.1 + 2.2 Pronunciation - approx. 10 minutes

Preparation: None

Explanation: Classroom intonation. Discuss pronunciation in general. What are the things that usually go wrong when pronouncing English? What is important to remember when pronouncing English words? What is the main difference between English and Dutch concerning intonation?

Do exercise 2.1 and 2.2. in your textbook.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Politeness - approx. 10 minutes

Preparation: None

Explanation: Do you remember the ways in which to express politeness we discussed in week 3?

Take a look at your PIFs and try to come up with 10 polite sentences using the words in your PIFs and the politeness strategies discussed in week 3.

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, What should you say..?– approx. 10 minutes

Preparation: Handout

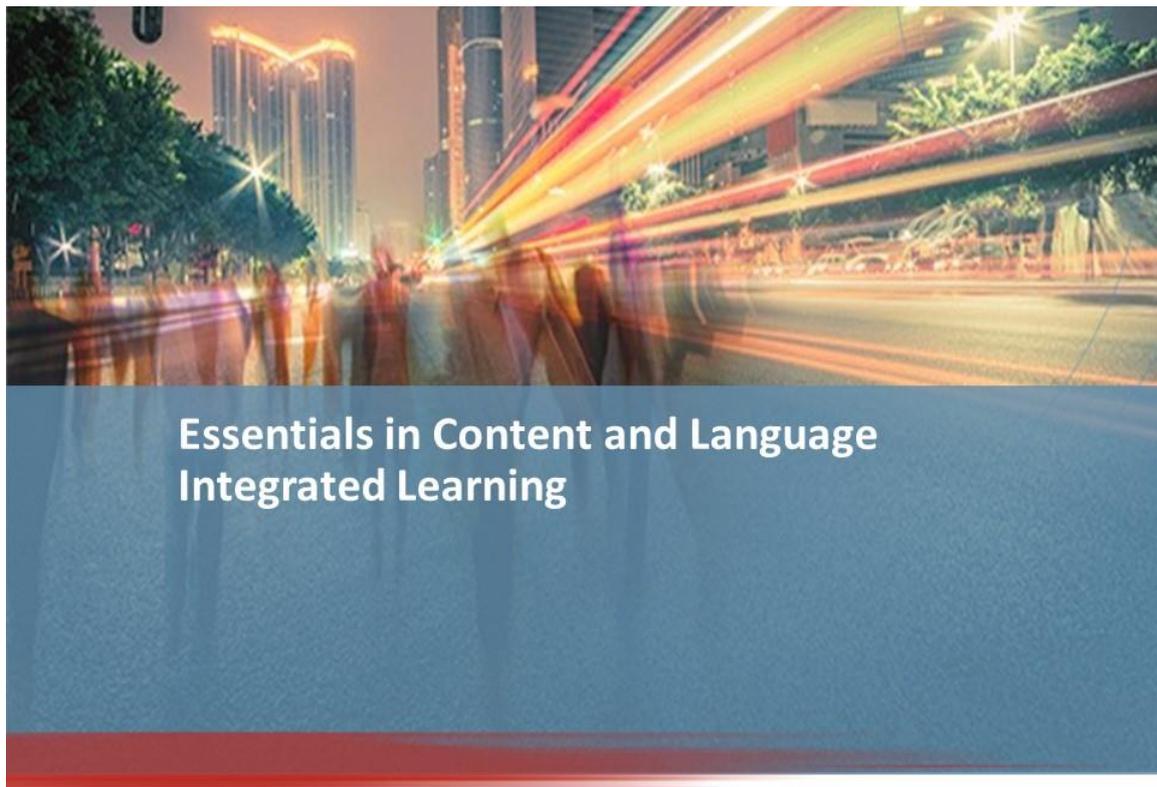
Explanation: This exercise is done in twos. Together with your partner look at the handout.

What would be the proper way to respond to the events on the handout?

Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Essentials in Content and Language Integrated Learning

Radboud  Languages

Welcome!

Subject of this week: Involving the learners:
Classroom etiquette



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in**to Languages

Warmer

Pass the keys

Volunteer calls out a letter of the alphabet

A bunch of keys is passed around the circle until the volunteer says STOP.

The person who then has the keys in their hands has to think of 6 words starting with that letter

In the meantime the keys are being passed around again

By the time they reach the person who was supposed to call out 6 words, he/she should have called out 6 words starting with that letter

If not, he/she has to volunteer with his back to the class



4

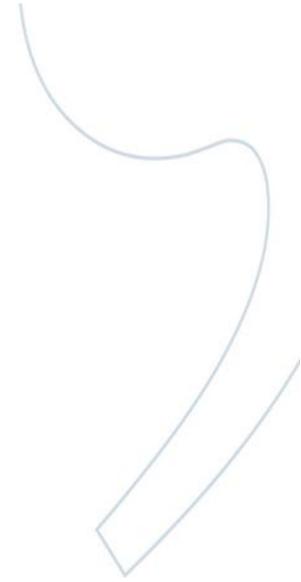
Radboud **in**to Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form.

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Classroom Etiquette

Turn to page 32 of your textbooks.

Discuss points 1, 2, 4, 8, 9, and 10 in groups of three

Do you all agree?



6

Radboud **in**to Languages

Activity – Rephrasing

Turn to page 44 in your textbook.

Do exercise 2.

When you rephrasing the sentences also think about how to make them more polite.

You only need to do 1-10



7

Radboud **in'to** Languages

Activity – Politeness

Do you remember all the different ways to express politeness in English?

Use 10 sentences to express politeness using the vocabulary in your PIF.



8

Radboud **in'to** Languages

Activity – Pronunciation

Classroom intonation.

CPE p. 47 exercise 2.1 + 2.2

What is important when pronouncing English words?

What's one of the main differences between English and Dutch concerning intonation?



9

Radboud **in**to Languages

Activity – What should you say..?

Look at the handout.

What is the proper way to respond when the events on the handout occur?



10

Radboud **in**to Languages

Activity – Role-Play

CPE p. 44 exercise 3.

Together with a partner, perform points A and D.



11

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



12

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout

WHAT SHOULD YOU SAY.....

- if someone sneezes?
- if you meet someone who has just lost a relative, or friend, through death?
- if someone tells you they are engaged to be married?
- to someone who is celebrating their birthday ?
- to the family of the birthday person?
- when you raise your drink in the air?
- if you make a socially unacceptable noise in public?
- if someone says "How do you do?"
- if someone says "How are you?"
- to someone about to sit for an exam?
- to someone who has just told you that they have failed an exam?
- if you want to know if it is all right to smoke/open a window/use the phone?
- if you answer the phone and the caller asks to speak to you?
- before someone sets off on an overseas trip?
- to someone leaving on a short trip?
- before starting to eat a meal?
- you want them to take what they like (e.g. from a buffet table)?
- if you don't hear what someone says?
- if you don't know the spelling of a word or name?
- if you have to interrupt someone?
- if you open the door and want to let someone through in front of you?

Week 7 - Involving the learners: Confirming and encouraging

1. Warmer

Warmer, Who am I? – max. 10 minutes

Preparation: none

Explanation: Team up in threes. Think of someone famous and keep this person in mind. The others should ask yes/no questions in order to find out who the person is you're thinking of.

Ending: -

2. Activities

Activity, CPE p. 47 ex 2.2, 2.3 Word stress - approx. 10 minutes

Preparation: None

Explanation: Look at exercise 2.2 and 2.3 on page 47 of your textbook. Together with a partner look at the sentences and try to pronounce them with the right intonation. Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, CPE p. 47 ex 2.2, 2.3 Word stress - approx. 10 minutes

Preparation: None

Explanation: Look at exercise 2.2 and 2.3 on page 47 of your textbook. Together with a partner look at the sentences and try to pronounce them with the right intonation. Teacher should walk past the various groups and help where necessary.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Problems problems - approx. 15 minutes

Preparation: None

Explanation: Divide the group into two halves and divide those halves into twos again. Give one half the handout with problem A and the other the handout with problem B. Look at the problems on the handout. Discuss your problem with your partner.

What would you think is the best solution?

Discuss this solution with the whole class.

After that explain the problem and solution to the other group and give each other feedback.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Tasks - approx. 10 minutes

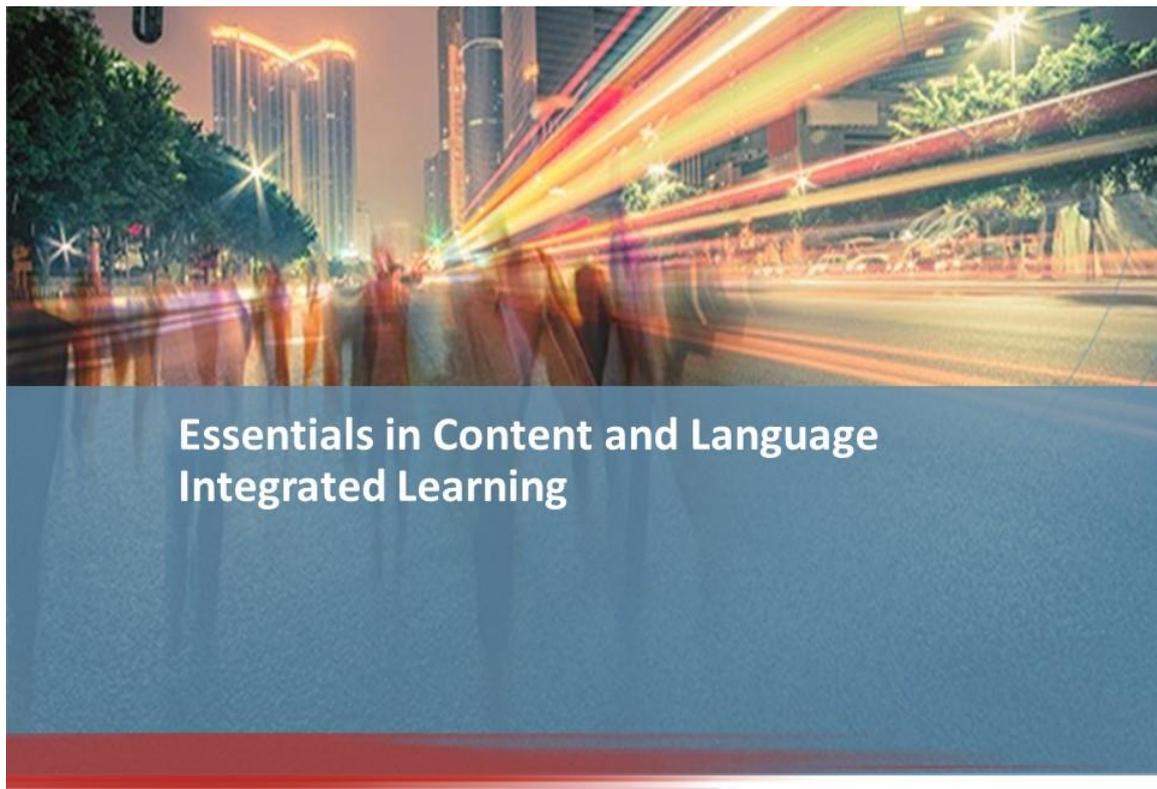
Preparation: None

Explanation: Turn to page 45 of your textbooks. Divide the class into threes. Look at the tasks in exercise 5. Do not do the exercise but only look at the tasks.

Discuss these with your group-mates and later discuss the best answers in class.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Essentials in Content and Language Integrated Learning

Radboud **in'to** Languages

Welcome!

Subject of this week: Involving the learners:
Confirming and Encouraging



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Who am I?

- Get in groups of 3 people
- All of you think of a famous person
- Ask each other questions to find out who you're thinking of
- Encourage each other and try to use the right wording.



4

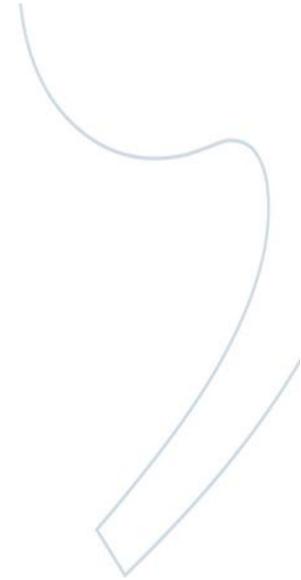
Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in'to** Languages

Today's subject: Confirming and Encouraging

Turn to page 36 of your textbooks.

Discuss points 1, 2, 4, 5, 6, 7, and 8 in groups of three

Do you all agree?



6

Radboud **in'to** Languages

Activity – Problems, problems

Discuss your problem with your partner

What would you think is the best solution?

Then discuss with your half of the class.

After that explain the problem and solution to the other half of the class and give each other feedback.



7

Radboud **in'to** Languages

Activity – Word stress

Turn to page 47 op CPE

Do exercises 2.2. and 2.3



8

Radboud **in'to** Languages

Activity – Make a List

List five ways to say the answers is right and after that discuss your list with your partner.

List five ways to say the answer is wrong and encourage the student to say the answer right. Discuss your outcome with your partner.



9

Radboud **in**to Languages

Activity –Tasks

Turn to page 45 of your textbooks.

Divide the class into threes.

Look at the tasks in exercise 5 and discuss this with your partners.



10

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



11

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



12

Radboud **in'to** Languages

4. Handout

Handout A, Problems problems

Problems, problems

Problem A: One of your students has confided in you by telling you that her parents are getting divorced. You know she hasn't told anyone else at school. You notice that her results are worse than before the divorce. What do you do to solve this problem?

Handout B, Problems problems

Problems, problems

Problem B: One of your students has been misbehaving in class frequently what would be the best way to discipline this student without sending him away?

Week 8 - Managing the classroom: managing the physical environment + managing the learning environment

1. Warmer

Warmer, Vocabulary Review in Threes– max. 10 minutes

Preparation: Think of a number of vocabulary you would like to revise

Explanation:

- Write a number of words you would like to revise on the board
- Divide the group in groups of three
- Two of the students face the class the other faces the board
- The two facing the class have to explain a word to the other one
- The other one has to guess the word

Ending: -

2. Activities

Activity, Lists - approx. 10 minutes

Preparation: None

Explanation: Turn to page 70 in your textbooks

Look at exercise 3

Together with your partner discuss the most suitable way to solve the situations listed in the exercise

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Lists - approx. 10 minutes

Preparation: None

Explanation: List all the things you could find lying around in the classroom.

Try to find the right language to instruct a student to pick the particular thing up off the ground.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Proverbs - approx. 10 minutes

Preparation: None

Explanation: How many proverbs do you know in English?

Look at the handout, do you know all these proverbs?

Are they the same as in Dutch or are they different?

Try to find the Dutch equivalent for every proverb on the list.

Do you know any other interesting proverbs?

Do you ever use proverbs in your classroom? If yes, why? If not, why not?

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Simon Says - approx. 10 minutes*

Preparation: None

Explanation: Work in pairs

Student 1 gives student 2 an instruction.

Student 2 is only allowed to perform the instruction if it is correct.

Discuss these with your group-mates and later discuss the best answers in class.

Ending: Teacher should highlight some good and bad language use and give some general feedback.

Activity, Lists - approx. 10 minutes

Preparation: None

Explanation: How would you solve these problems?

A student has been misbehaving by talking through your explanation. How would you solve this and what language would you use to achieve this goal?

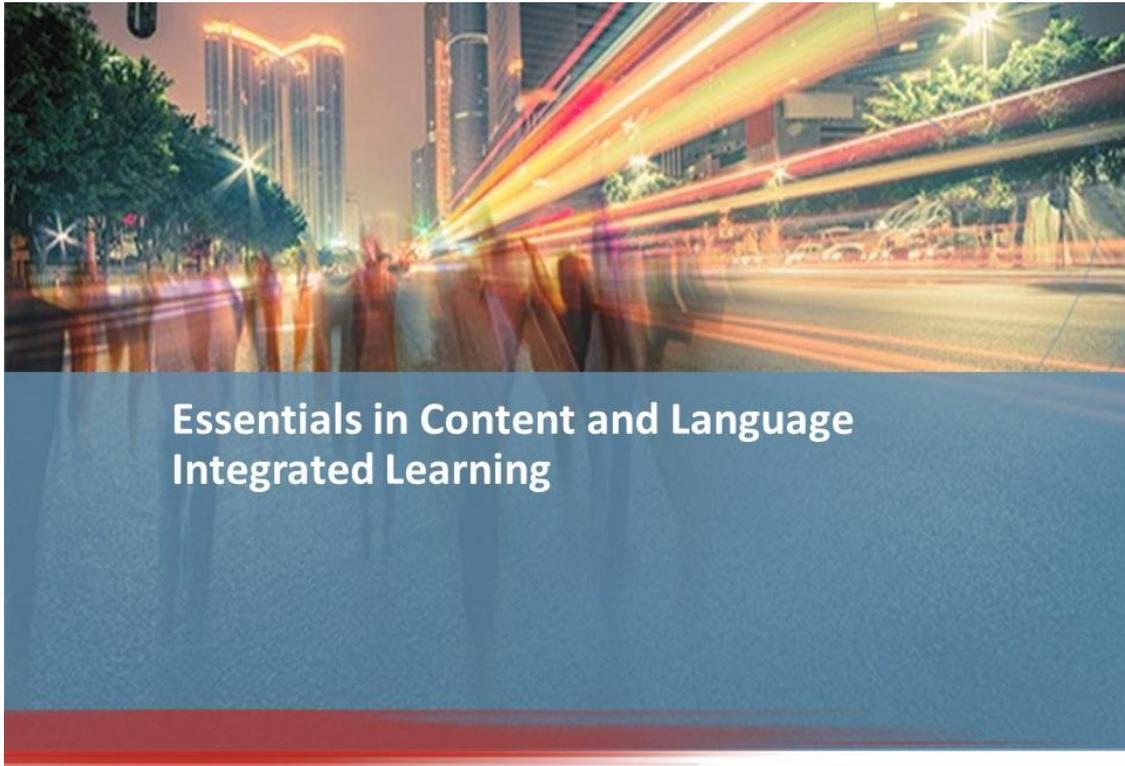
Your classroom is too hot.

A student has forgotten his book

Someone has not done his homework

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Radboud **in'to** Languages

Welcome!

Subject of this week: Managing the classroom:
managing the physical environment + managing
the learning environment



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in**to Languages

Warmer

Vocabulary Review in threes

- On the board you see important vocabulary
- Divide yourself up in groups of three
- Two of the students face the class and the other faces the board
- The two facing the class have to explain a word (on the board) to the other one
- The other one has to guess the word from the board



4

Radboud **in**to Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in'to** Languages

Today's subject: Managing the Classroom

Turn to page 52 of your textbooks.

Discuss points 1, and 4 in groups of three

After look on page 57 to points 1, 5, 6, and 7.

Do you all agree?



6

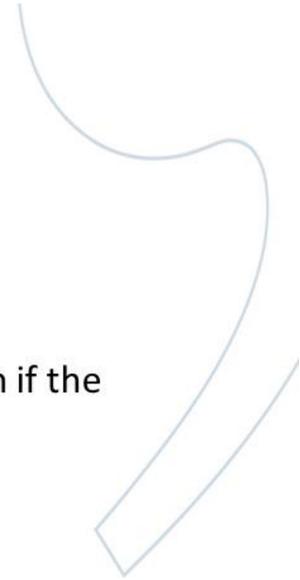
Radboud **in'to** Languages

Activity – Simon Says

Work in pairs

Student 1 gives student 2 an instruction

Student 2 is only allowed to perform the instruction if the instruction given is correct.



7

Radboud **in'to** Languages

Activity – Lists

List all the things you could find lying around in the classroom.

Try to find the right language to instruct a student to pick the particular thing up off the ground.



8

Radboud **in'to** Languages

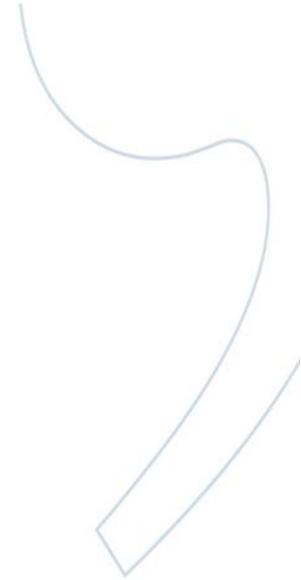
Activity – Solve the problem

A student has been misbehaving by talking through your explanation. How would you solve this and what language would you use to achieve this goal?

Your classroom is too hot.

A student has forgotten his book

Someone has not done his homework



9

Radboud **in'to** Languages

Activity – More problems

Turn to page 70 in your textbooks

Look at exercise 3

Together with your partner discuss the most suitable way to solve the situations listed in the exercise



10

Radboud **in'to** Languages

Activity – Proverbs

Look at the list of proverbs on the print-out.

Do you know the meaning of all these proverbs?

Do you know any other interesting proverbs?

What are the differences between Dutch and English?



11

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



12

Radboud **in**to Languages

Homework

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout

Handout, Proverbs

1. Two wrongs don't make a right."

When someone has done something bad to you, trying to get revenge will only make things worse.

2. "The pen is mightier than the sword."

Trying to convince people with ideas and words is more effective than trying to force people to do what you want.

3. "When in Rome, do as the Romans."

Act the way that the people around you are acting. This phrase might come in handy when you're traveling abroad notice that people do things differently than you're used to.

4. "The squeaky wheel gets the grease."

You can get better service if you complain about something. If you wait patiently, no one's going to help you.

5. "When the going gets tough, the tough get going."

Strong people don't give up when they come across challenges. They just work harder.

6. "No man is an island."

You can't live completely independently. Everyone needs help from other people.

7. "Fortune favors the bold."

People who bravely go after what they want are more successful than people who try to live safely.

8. "People who live in glass houses should not throw stones."

Don't criticize other people if you're not perfect yourself.

9. "Hope for the best, but prepare for the worst."

Bad things might happen, so be prepared.

10. "Better late than never."

It's best to do something on time. But if you can't do it on time, do it late.

11. "Birds of a feather flock together."

People like to spend time with others who are similar to them.

12. "Keep your friends close and your enemies closer."

If you have an enemy, pretend to be friends with them instead of openly fighting with them. That way you can watch them carefully and figure out what they're planning.

13. "A picture is worth a thousand words."

Pictures convey emotions and messages better than written or spoken explanations. That's why PhraseMix has illustrations :)

14. "There's no such thing as a free lunch."

Things that are offered for free always have a hidden cost.

15. "There's no place like home."

Your own home is the most comfortable place to be.

16. "Discretion is the greater part of valor."

Sometimes it's important to know when to give up and run away, instead of always acting brave and maybe getting hurt.

17. "The early bird catches the worm."

You should wake up and start work early if you want to succeed.

18. "Never look a gift horse in the mouth."

If someone offers you a gift, don't question it.

19. "You can't make an omelet without breaking a few eggs."

When you try to do something great, you'll probably make a few people annoyed or angry. Don't worry about those people; just focus on the good results.

20. "God helps those who help themselves."

Don't just wait for good things to happen to you. Work hard to achieve your goals.

Week 9 - Managing the classroom: using the classroom creatively

1. Warmer

Visualizing with music – Warmer – max. 10 minutes

Preparation: Look for your own music or use the music on the PowerPoint.

Explanation: Listen to the music and try and imagine where it all takes place e.g. the climate, geography, what colours can you visualize, do you see any buildings, people, animals, what is happening.

- Caribbean music: <https://www.youtube.com/watch?v=A3zOHHQSDNs>
- Scottish Bagpipe music: <https://www.youtube.com/watch?v=PSH0eRKq11E>

Ending: Compare the reactions in class to the music and reflect on the language used.

2. Activities

Activity, Do you know the way? - approx. 10 minutes

Preparation: -

Explanation: Turn to page 71 in your textbooks

Look at exercise 5

Look at the situations and describe how you would instruct a stranger in the described situations?

Practice this together with a partner.

Ending: -

Activity, Mind-map - approx. 15 minutes

Preparation: Bring a piece of paper and something to draw with preferably colouring pencils.

Explanation: Get a piece of paper

Write “creativity” in the middle of the paper

Use colours and drawings to make a mind map of how you think creativity can be used in the classroom.

Ending: -

Activity, Pictionary - approx. 15 minutes

Preparation: Bring a piece of paper and something to draw with.

Explanation: Give each student a piece of paper.

Think of something you want to draw. Think of something related to the language classroom or language teaching. Try to make the activity a bit of a challenge so do not choose words such as book, blackboard etc.

Draw a picture relating to the word you have in mind and your partner will have to try and guess the piece of vocabulary you have in mind.

When s/he has guessed the word switch sides.

Ending: Teacher should reflect on the language that is used in class. Elicit some good and bad language use.

Activity, Thank you for the music - approx. 25 minutes

Preparation: Handout – Lyrics

Look for your own song or use “We are the champions” by Queen

Explanation: Listen to the song the teacher plays

Discuss the basic items in the test what is the song about?

Listen to it again this time with lyrics

Grammar: How many occurrences of the present perfect can you find? And prepositions?

Vocabulary: What does ‘I’ve paid my dues’ mean? What does ‘my share of’ mean? What does ‘I’ve taken my bows’ mean?

NOW, with your group choose to do one of the exercises below:

- Write up another verse for the song

- Plan a music video

- Write a diary entry for the character in the song

Ending: Teacher should highlight some good and bad language use and give some general feedback.

3. PowerPoint



Radboud **in'to** Languages

Welcome!

Subject of this week: Managing the classroom:
Using the classroom creatively



Class overview

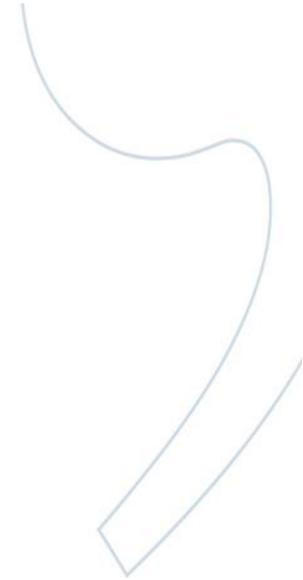
Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Visualizing with Music

- Listen to the music and try to imagine where it all takes place e.g. the climate, geography, what colours can you visualize, do you see any buildings, people, animals, what is happening?
- Music:
<https://www.youtube.com/watch?v=A3zOHHQSDNs>
- <https://www.youtube.com/watch?v=PSH0eRKq1E>



4

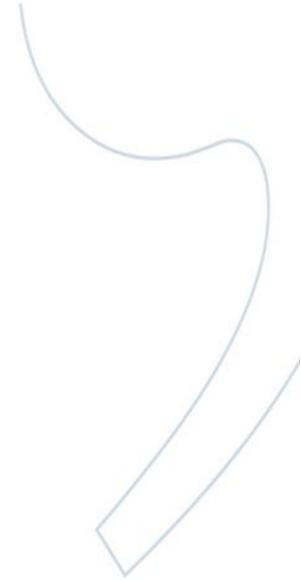
Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in'to** Languages

Today's subject: Using the Classroom Creatively

Turn to page 61 of your textbooks.

Discuss points 1, 2, 5, 8, 9, and 10 in groups of three

Do you all agree?



6

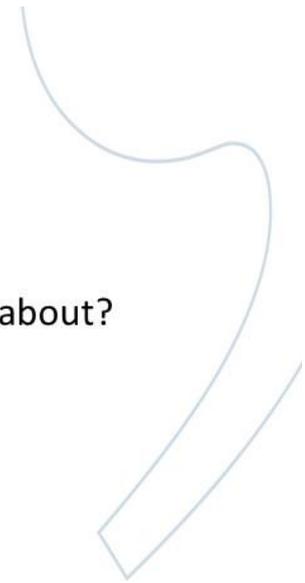
Radboud **in'to** Languages

Activity – Thank you for the music 1

Listen to the song the teacher plays

Discuss the basic items in the test what is the song about?

Listen to it again this time with lyrics



7

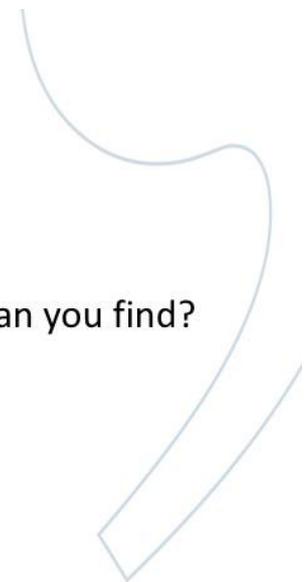
Activity – Thank you for the music 2

Grammar:

- How many occurrences of the present perfect can you find?
- And prepositions?

Vocabulary:

- What does 'I've paid my dues' mean?
- What does 'my share of' mean?
- What does 'I've taken my bows' mean?



8

Activity – Thank you for the music 3

NOW, with your group choose to do one of the exercises below

- Write up another verse for the song
- Plan a music video
- Write a diary entry for the character in the song

Activity – Mind map

Get a piece of paper

Write “creativity” in the middle of the paper

Use colours and drawings to make a mind map of how you think creativity can be used in the classroom.

Activity – Pictionary

Think of a difficult word of vocabulary

Make a drawing of this word and without using language let the other person guess the word.

When the person has got the word right the other person can think of a word and start drawing.



11

Radboud **in**to Languages

Activity – Do you know the way?

Turn to page 71 in your textbooks

Look at exercise 5

Look at the situations and describe how you would instruct a stranger in the described situations.

Practice this together with a partner



12

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



13

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



14

Radboud **in'to** Languages

4. Handout

Handout, Thank you for the music

Queen – We are the champions

I've paid my dues
Time after time
I've done my sentence
But committed no crime
And bad mistakes
I've made a few
I've had my share of sand
Kicked in my face
But I've come through

And we mean to go on and on and on and on

We are the champions - my friends
And we'll keep on fighting
Till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the World

I've taken my bows
And my curtain calls
You brought me fame and fortune
And everything that goes with it
I thank you all
But it's been no bed of roses
No pleasure cruise
I consider it a challenge before
The whole human race
And I ain't gonna lose

And we mean to go on and on and on and on

We are the champions - my friends
And we'll keep on fighting
Till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the World

We are the champions - my friends
And we'll keep on fighting
Till the end
We are the champions

We are the champions
No time for losers
'Cause we are the champions

Writers: FREDDIE MERCURY

Week 10 - Working with the textbook: using the textbook + using the basic text

1. Warmer

Warmer, The classroom you teach in – max. 10 minutes

Preparation:

Explanation: The classroom you teach in

Describe the classroom you teach in, or would like to teach in.

Where is the board and the other objects in the room?

What kind of textbooks do you use? Or would you like to use?

What kind of students do you have? Or would you like to have?

Ending: -

2. Activities

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: Turn to page 78 of your textbook

Look at 'language to think about'

Discuss points 1, 2, 4, and 5 together with your partner.

Ending:-

Activity, Moving around in the textbook - approx. 10 minutes

Preparation: Bring textbooks

Explanation:

Turn to page 99 in your textbooks and do exercise 3.

Use this textbook or your own.

In turns give each other 3 instructions to turn to a page in the textbook and try to explain the exercise to your partner.

Ending:-

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: Turn to page 99 of your textbook

Look at the prepositions discussed at the top of the page

Then afterwards do exercise 2.

Are there differences in prepositions in Dutch and English?

How do you think you can best learn these prepositions?

Ending:-

Activity, Reading - approx. 10 minutes

Preparation: Handouts

Explanation:

Read the CITO-text on the handout.

Do you understand the complete text?

Try to do the exercises on the other handout.

What do you think? Do you find this difficult? Are you of the opinion that you need to be able to do this?

Ending:-

3. PowerPoint



Radboud **in to** Languages

Welcome!

Subject of this week: Working with the
textbook: using the textbook + using the basic
text



Class overview

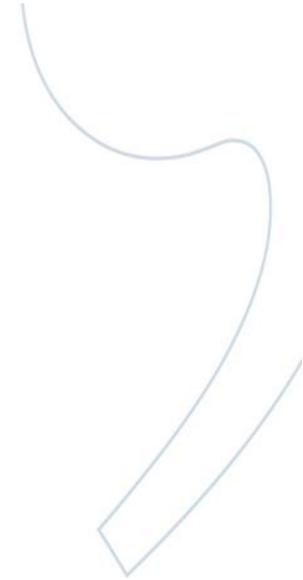
Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

The classroom you teach in

- Describe the classroom you teach in, or would like to teach in.
- Where is the board and the other objects in the room?
- What kind of textbooks do you use? Or would you like to use?
- What kind of students do you have? Or would you like to have?



4

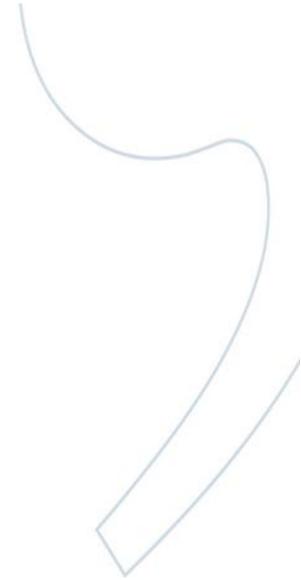
Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Using the Textbook/Basic text

Turn to page 78 of your textbooks.

Discuss points 2, 4, and 8 in groups of three

After you have finished discuss points 1, 6, 9, and 11 on page 83.

Do you all agree?



6

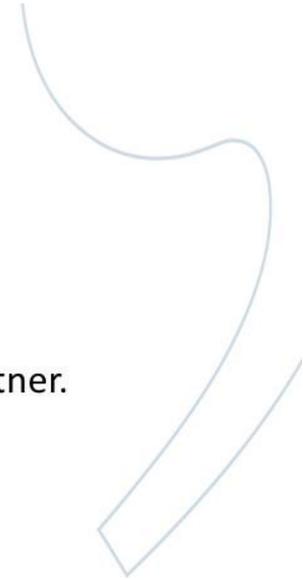
Radboud **in**to Languages

Activity – Language to think about

Turn to page 78 of your textbook

Look at 'language to think about'

Discuss points 1, 2, 4, and 5 together with your partner.



7

Radboud **in'to** Languages

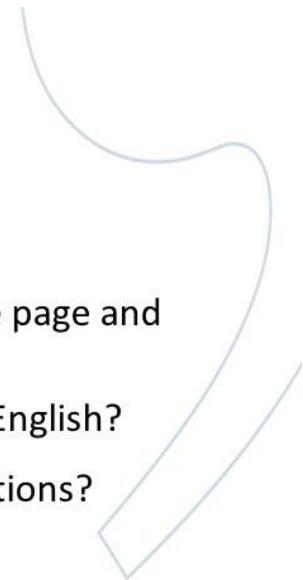
Activity – Prepositions

CPE page 99 exercise 2

Look at the prepositions discussed at the top of the page and then afterwards do exercise 2.

Are there differences in prepositions in Dutch and English?

How do you think you can best learn these prepositions?



8

Radboud **in'to** Languages

Activity – Moving around in the textbook

CPE p. 99 exercise 3

Use this textbook

In turns give each other 3 instructions to turn to a page in the textbook and try to explain the exercise to your partner.

Use a different sentence construction each time.

Give each other feedback and together think of other ways to express the same content.

9

Radboud **in'to** Languages

Activity – Reading

Read the CITO-text on the handout.

Do you understand the complete text?

Try to do the exercises on the other handout.

What do you think? Is this doable for you?

10

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



11

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Bring a short text to class next week

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



12

Radboud **in'to** Languages

4. Handout

Week 10 – Activity, reading

Tekst 7**movie review****A chimp's life revisited**

adapted from an article by Kenneth Turan, Los Angeles Times Film Critic

- 1 In late November 1973, a young woman from New York went to Oklahoma to adopt the newest and youngest member of her family. It wasn't a human baby she was bringing home to Manhattan, however, but rather a 2-week-old chimpanzee, destined to be part of an audacious project to see if a member of another species could be taught to communicate with humans. The unforeseen ways that notion played out



over the next two dozen years is the subject of James Marsh's unsettling "Project Nim". What happened between that chimp and the humans with whom he spent his life in intimate contact turns out to be only half the story that Marsh has to tell.

- 2 Marsh is a superb interviewer, and the key participants in Nim's story are far enough removed in time to be candid about what happened but not so far away to have forgotten the details. 17 he has a weakness for occasional unsatisfactory dramatizations, Marsh also makes excellent use of the large amount of still and movie footage shot then that shows us exactly what Nim and his human hosts were up to.
- 3 It was Columbia University behavioral psychologist Herbert Terrace who came up with the idea of placing a chimp in a human family to see if it could be taught American Sign Language. Stephanie LaFarge, one of Terrace's former graduate students, was Nim's original surrogate mother. She had recently remarried, and her blended family of seven children lived in an apartment in New York that became Nim's new home. If you're thinking this was a group decision, you would be wrong. "There was no discussion, it just happened," remembers Jenny Lee, LaFarge's daughter. And her mother, who admits she "liked the freedom to defy expectations and authority," makes no bones about the fact that "my appetite and drive to have an intimate relationship with an animal was unstoppable."
- 4 Not surprisingly, this drive ran into some real-world problems. For one thing, LaFarge was not prepared for what she calls "the wild animal in Nim," and LaFarge's husband didn't expect the outright hostility from a chimp genetically inclined to 19 male authority figures.
- 5 All of this was intensified by growing conflicts between Terrace, who consistently comes off as cold and arrogant, and Earth mother-type LaFarge, who'd once been his lover. Unhappy with what he considered a lack of order, Terrace gave increasing organizational authority to a bright, highly motivated

(and, not surprisingly, quite attractive) 18-year-old student named Laura-Ann Petitto. The philosophical differences between her and LaFarge were so intense that the distaste each one feels for the other is undiminished to this day.

- 6 While even these few events are emotional enough to bring a scientific drama to a boil, more was in store for Nim, much more. There was significant turnover in caregivers, multiple changes of location, even radical alterations in Terrace's thinking about whether chimps could in fact be taught to learn language in any meaningful way. Trapped in a world he never made, a no-man's land between species, Nim did the best he could, and even doing that much turned out to be difficult.
- 7 Looking back on Nim now, LaFarge feels "we had done so much damage removing him from what his life should have been, it was wrong." Speaking even more strongly is Joyce Butler, one of his signing teachers. "We did a huge disservice to him and his soul, and shame on us," she says, just about in tears, and seeing this eye-opening film makes it impossible to argue the point. No wonder it won the best directing award for world documentary at Sundance.

Los Angeles Times, 2011

Tekst 7 A chimp's life revisited

- ^{1p} 16 What is said about the documentary "Project Nim" in paragraph 1?
- A It is a factual report about the potential of chimpanzees to understand human language.
 - B It is an account of a disturbing experiment in which a chimpanzee was raised by humans.
 - C It is an accusation made against people wanting to adopt a chimpanzee baby.
 - D It is a romanticised tale about the bond between a chimpanzee and human foster parents.
- ^{1p} 17 Which of the following fits the gap in paragraph 2?
- A Just as
 - B Now that
 - C Since
 - D Though

- 2p **18** Geef van elk van de volgende beweringen over Stephanie LaFarge aan of deze juist of onjuist is volgens alinea 3.
- 1 Ze bedacht het experiment met Nim als onderdeel van haar afstudeeronderzoek.
 - 2 Ze had de neiging om uit te proberen hoe ver ze kon gaan.
 - 3 Ze nam de beslissing om Nim in huis te nemen zonder overleg met haar huisgenoten.
 - 4 Ze was meer geïnteresseerd in haar wetenschappelijke carrière dan in het welzijn van Nim.
- Noteer het nummer van elke bewering gevolgd door “juist” of “onjuist”.

- 1p **19** Which of the following fits the gap in paragraph 4?
- A bond with **B**
challenge
C copy

- 1p **20** What is the main point made in paragraph 5?
- A** Herbert Terrace’s character made him an unsuitable and unsuccessful project leader.
B LaFarge refused to accept having the much younger Petitto as her supervisor.
C The experiment failed because the parties involved lacked research experience.
D The scientific experiment was characterized by intense personal disagreements.

- 1p **21** What becomes clear from paragraph 6?
- A** Despite the rather unfavourable circumstances, Nim developed into a happy animal.
B If the participants had been in stable relationships the experiment could have worked.
C Nim’s ordeal was worsened by the fact that research conditions varied continuously.
D Terrace’s theories about how to communicate with chimpanzees were clearly faulty.

- “No wonder it won the best directing award for world documentary at Sundance.” (laatste zin)
- 1p **22** Is er een alinea die beschrijft wat deze documentaire zo goed maakt volgens Kenneth Turan?
- Zo nee, antwoord “Nee”. Zo ja, noteer het nummer van de alinea waarin dit gebeurt.

Week 11 -Working with the textbook: managing exercises

1. Warmer

Warmer, Talks – max. 10 minutes

Preparation:

Explanation: On a sheet of paper write down an activity that you really like. Then give the piece of paper round in class. Everyone should write a question beneath the activity in front of them. When the piece of paper comes back to you discuss the questions in class.

Ending: -

2. Activities

Activity, The definition game - approx. 10 minutes*

Preparation: Handout B

Explanation:

The students sit facing each other, making sure that they cannot see what is written on each other's papers. Explain the rules, namely that Student A starts by asking Student B to explain the ten missing words on his/her sheet. They can be taken in any order. To make it slightly easier, certain letters in the missing words are already given. Student A writes down the answer if (s)he thinks (s)he knows it. **DO NOT CHECK YET!** Student B now asks Student A to explain the missing words on his/her sheet. Again, the answers are written down. Let them check their answers by comparing handouts.

Ending:-

Activity, Finding a sentence - approx. 10 minutes

Preparation: -

Explanation:

Underline a sentence in the coursebook and give it closed to another student
Remember where you put it and direct your fellow student to the underlined sentence.

Ending:-

Activity, Numbers practice - approx. 10 minutes*

Preparation: Handout A

Explanation:

Look at handout A

Fold the page in half and test whether your partner can say these numbers correctly.

Ending:-

Activity, Role-play - approx. 10 minutes

Preparation: -

Explanation:

In the textbook find 2 exercises that you would like to explain.

Use the correct language to finish one exercise.

Then go on to explain the other exercise.

Practice this several times.

Ending:-

Activity, Working with a text - approx. 10 minutes

Preparation: Students should bring an article of their own choice

Explanation:

CPE p. 100 exercise 5 (no. 1 + 2)

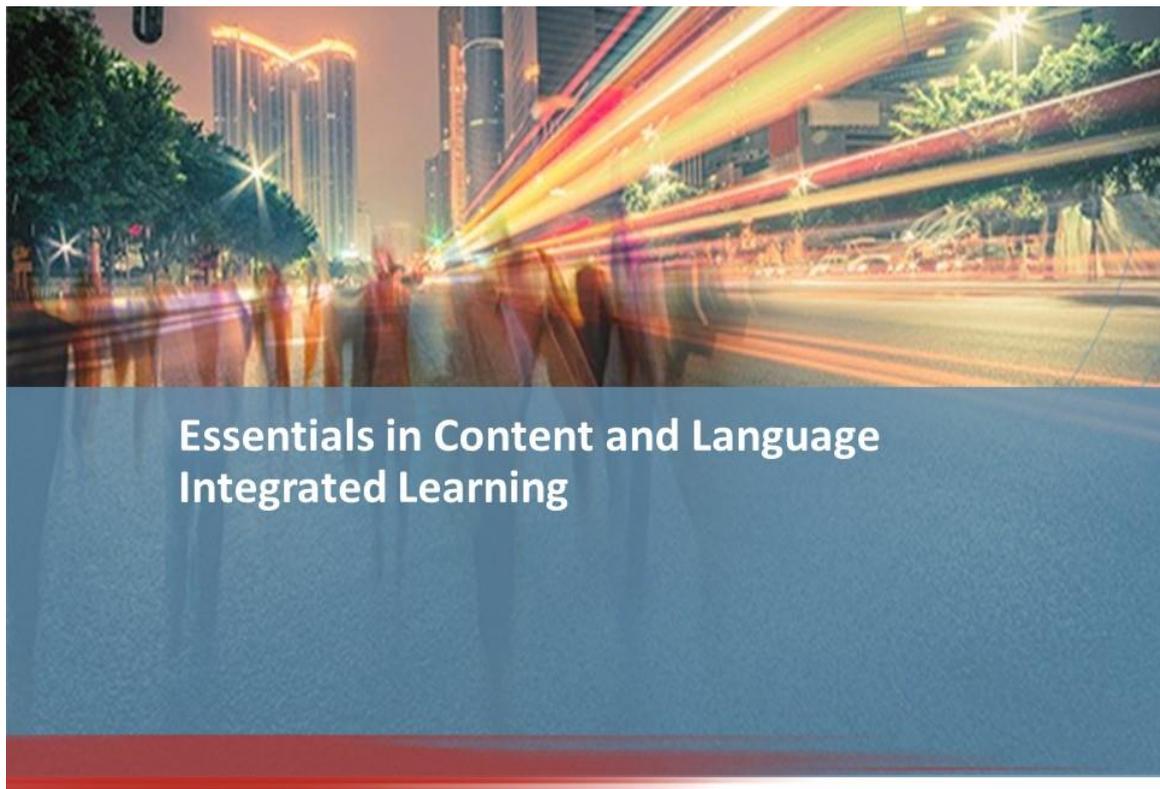
What do you think is the best way to treat a text like this?

In the text you brought find 5 words that you would like to pre-teach

Think of five general questions related to the topic of the text that you'd like to ask your students.

Ending:-

3. PowerPoint



**Essentials in Content and Language
Integrated Learning**

Radboud **in**to Languages

Welcome!

Subject of this week: Working with the
textbook: managing exercises



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Homework (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Talks

- On a sheet of paper write down an activity that you really like
- Then give the piece of paper round in class
- Everyone should write a question beneath the activity in front of them
- When the piece of paper comes back to you discuss the questions in class.



4

Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Managing Exercises

Turn to page 89 of your textbooks.

Discuss points 2, 3, 5, 6, and 7 in groups of three

Do you all agree?



6

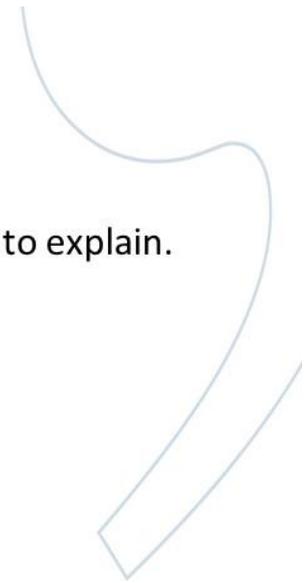
Radboud **in**to Languages

Activity – Role-play

In the textbook find 2 exercises that you would like to explain.

Use the correct language to finish one exercise

Then go on to explain the other exercise.



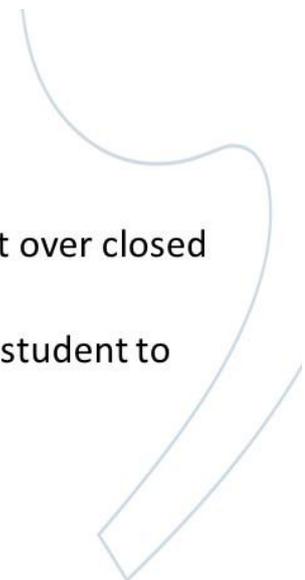
7

Radboud **in**to Languages

Activity – Finding a sentence

Underline a sentence in the coursebook and hand it over closed to your partner

Remember where you put it and direct your fellow student to the underlined sentence.



8

Radboud **in**to Languages

Activity – Working with a text

CPE p. 100 exercise 5 (no. 1 + 2)

What do you think is the best way to treat a text like this?

In the text you brought find 5 words that you would like to pre-teach.

Think of five general questions related to the topic of the text that you'd like to ask your students.

9

Radboud **in'to** Languages

Activity – Numbers practice

Look at handout A

Fold the page in half and test whether your partner can say the numbers on the page correctly.

10

Radboud **in'to** Languages

Activity – The definition game

Look at handout B

By asking questions and explaining the words to each other try to fill in the words.

No spelling out allowed!



11

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



12

Radboud **in'to** Languages

Homework

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout

Handout A – Activity, Numbers Practice

Numbers Practice

Fold the page in half vertically and test if your partner can say these correctly.

We write:

CARDINAL NUMBERS

467
2,306
6,007
3,559,000

8,000,000,000

ORDINAL NUMBERS AND DATES

1st March, 1989
3rd April, 1805
2010
16th century

FRACTIONS, DECIMALS AND PERCENTAGES

2 $\frac{1}{4}$
1 $\frac{1}{2}$
5 $\frac{3}{4}$
 $\frac{7}{8}$
2.45
67%
17/20

MATHEMATICS TERMS

Addition $4 + 2 = 6$
subtractions $7 - 3 = 4$
multiplication $6 \times 2 = 12$
division $4 \div 2 = 2$
4 m²
6 cm³
10³
25:1

ZERO

Telephone number 503677
Maths: 0.6 6.05
Temperatures -5 ° C
5° E
Football result: 2 – 0
Tennis result: 30 – 0
Credit card number: 0043 4062 8690

We say:

four hundred *and* sixty seven
two thousand, three hundred *and* six
six thousand *and* seven
three million, five hundred *and* fifty-nine
thousand
eight billion

the first of March nineteen eighty nine
the third of April eighteen oh five
two thousand and ten/ twenty ten
the sixteenth century

two and a quarter
one and a half
five and three quarters
seven eights
two point four five
sixty-seven percent
seventeen over twenty / seventeen out of
twenty (test result)

four plus / add two is/equals **six**
seven minus/take away **three** is/equals **four**
six multiplied by/ times /**two** is/equals **twelve**
four divided by **two** is/equals **two**
four square metres
6 cubic centimetres
ten to the power of three
on a scale/a ratio of twenty-five to one

five **oh** three six double seven
nought point 6 / six point **oh** five
minus five degrees / 5 degrees below **zero**
five degrees east
two **nil**
thirty **love**
oh, oh four three, four, **oh**, six, two

Handout B – Activity, the definition game

The Definition Game

Student A

Try to find out what these words are.

Ask: *What's number 1?*

	O			L			
--	----------	--	--	----------	--	--	--

		N			Y
--	--	----------	--	--	----------

		T			-	H			
--	--	----------	--	--	----------	----------	--	--	--

	R				A		T
--	----------	--	--	--	----------	--	----------

S			P				
----------	--	--	----------	--	--	--	--

	R				T
--	----------	--	--	--	----------

		T			S
--	--	----------	--	--	----------

D				B				N	
----------	--	--	--	----------	--	--	--	----------	--

			F		
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		C			T		
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Try to explain:

1 **divorce (n)**

6 **choir (n)**

2 **emigrate (vb)**

7 **exaggerate (vb)**

3 **biography (n)**

8 **boring (adj)**

4 **cheerful (adj)**

9 **crawl (vb)**

5 **brochure (n)**

10 **voluntary (adj)**

The Definition Game

Student B

Try to explain:

1 complain (vb)

6 arrest (vb)

2 lonely (adj)

7 witness (n)

3 hitch-hike (vb)

8 disobedient (adj)

4 pregnant (adj)

9 profit (n)

5 slippery (adj)

10 dictator (n)

Try to find out what these words are.

Ask: What's number 1?

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Week 12 - Developing skills: working with the spoken language

1. Warmer

Warmer, Odd one out – max. 10 minutes

Preparation:

Explanation: Pronunciation game. Which one is the odd one out?

Odd one out:

- Cough, rough, though
- Throw, Through, threw
- Touch, stuff, couch
- Dough, stow, plough
- Rhyme, bright, brief
- Chime, chill, thyme
- Fine, sign, reign

Ending: -

2. Activities

Activity, Grammar revision - approx. 15 minutes

Preparation:

Explanation:

CPE page 155 exercise 7

Look at sentences 1-10

How would you correct these sentences if someone were to say these things out loud in class.

Ending:-

Activity, Feedback - approx. 15 minutes

Preparation:

Explanation:

How would you normally give someone feedback?

What do you think is the best way to give feedback?

Discuss the theory behind giving feedback:

These are the various ways of supplying the students with corrective feedback:

- **Explicit correction:** The teacher supplies the correct form to the student and clearly indicates that what was said was incorrect. This is common corrective feedback in large groups of students where the teacher's time is limited. Explicit correction has a very low rate of uptake since the student doesn't have to self-correct and the mistake could be easily forgotten.
- **Recasts:** Often used for grammatical and phonological errors. The teacher implicitly reformulates all or part of the student's output. Recasts result in the lowest rate of uptake since they don't lead to any self-repair.

(Neither recasts nor explicit correction lead to any peer or self-repair because they already provide correct forms to learners).

- Elicitation: Teacher asks for a reformulation, 'How do you say that in Spanish?' or pausing to allow student to complete teacher's utterance.
- Metalinguistic clues: Teacher provides comments, information, or questions related to student output.
- Clarification: Teacher uses phrases such as, 'I don't understand', or 'What do you mean?'
- Repetition: Teacher repeats the mistake adjusting intonation to highlight the error.

Corrective feedback examples:

Elicitation- 'How do you say that in Spanish?', 'I went on a holiday and...'

Metalinguistic- 'You need past tense'

Clarification- 'Pardon?'

Repetition- 'You buyed the car?'

Ending:-

Activity, Grammar revision - approx. 15 minutes

Preparation: Handout A

Explanation:

Look at handout A and correct the sentences if necessary.

Discuss what mistakes are made and how you would correct these if a student would say this in class.

Ending:-

Activity, Grammar revision - approx. 15 minutes

Preparation: Handout A

Explanation:

Look at handout A and correct the sentences if necessary.

Discuss what mistakes are made and how you would correct these if a student would say this in class.

Ending:-

Activity, Strategies in bilingual teaching - approx. 20 minutes

Preparation: -

Explanation: Discuss the strategies that could be useful to bilingual teaching.

The strategies are listed on the powerpoint and below.

STRATEGIES

List of strategies to be applied during your bilingual classes

General strategies:

- Use a clear sentence structure
- Check frequently if students have understood
- Link the subject matter of previous lessons with the new subject matter
- Encourage pair and group work
- Teach classroom English language and jargon

Verbal strategies:

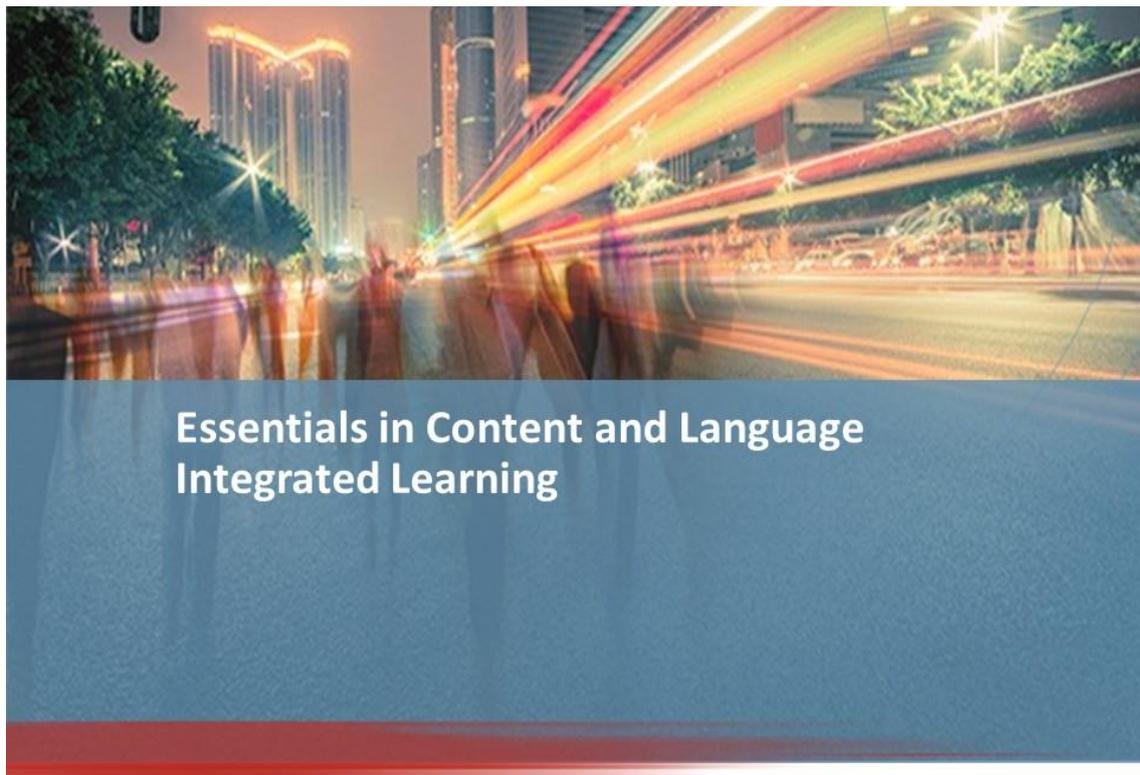
- Paraphrase
- Give synonyms
- Give examples
- Repeat in different words what you have already said
- Give a definition of complex words and phrases
- Spell words
- Use shorter sentences and simple grammar
- Use the active form instead of the passive form
- Use simple idiomatic expressions
- Adapt your vocabulary to the target group

Non-verbal strategies:

- Use body language
- Vary your speech tempo
- Vary your intonation, emphasizing key terms
- Show illustrations on blackboard / whiteboard
- Show films / photographs etc.
- Use concrete objects
- Use maps and charts
- Demonstrate

Ending:-

3. PowerPoint



Radboud **in to** Languages

Welcome!

Subject of this week: Developing skills: working
with the spoken language



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in**to Languages

Warmer

Odd one out:

- Cough, rough, though
- Throw, Through, threw
- Touch, stuff, couch
- Dough, stow, plough
- Rhyme, bright, brief
- Chime, chill, thyme
- Fine, sign, reign



4

Radboud **in**to Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Working with the Spoken Language

Turn to page 132 of your textbooks.

Discuss points 1, 3, 8, 9, and 10 in groups of three

Do you all agree?



6

Radboud **in**to Languages

Activity – Grammar Revision

Look at handout A

Correct the mistakes and discuss why the mistakes are wrong



7

Radboud **in'to** Languages

Activity – Pronunciation

Look at handout B

Try to pronounce the words in the correct way

Discuss each other's pronunciation and use the phrases on page 135, section A3 to respond



8

Radboud **in'to** Languages

Activity – Feedback

How would you normally give someone feedback?

Ways to give feedback:

- Explicit correction
 - Recasts
 - Elicitation
 - Metalinguistic clues
 - Clarification
 - Repetition
- What do you think is the best way to give feedback?



9

Activity – Correcting errors

CPE page 155 exercise 7

Look at sentences 1-10

How would you correct these sentences if someone were to say these things out loud in class.



10

Strategies in Bilingual Teaching 1

General strategies:

Use a clear sentence structure

Check frequently if students have understood

Link the subject matter of previous lessons with the new subject matter

Encourage pair and group work

Teach classroom English language and jargon



11

Radboud **in**to Languages

Strategies in Bilingual Teaching 2

Verbal strategies:

Paraphrase

Give synonyms

Give examples

Repeat in different words what you have already said

Give a definition of complex words and phrases

Spell words

Use shorter sentences and simple grammar

Use the active form instead of the passive form

Use simple idiomatic expressions

Adapt your vocabulary to the target group



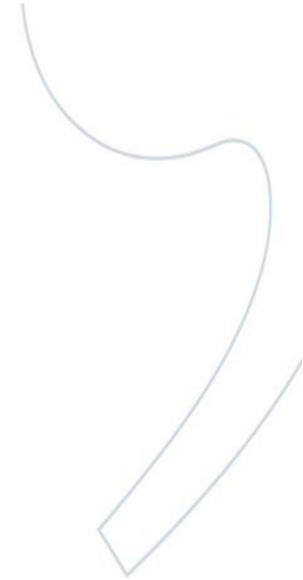
12

Radboud **in**to Languages

Strategies in Bilingual Teaching 3

Non-verbal strategies:

Use body language
Vary your speech tempo
Vary your intonation, emphasizing key terms
Show illustrations on blackboard / whiteboard
Show films / photographs etc.
Use concrete objects
Use maps and charts
Demonstrate



13

Radboud **in**to Languages

Question time

Grammar

Vocabulary

General questions?



14

Radboud **in**to Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Bring a CITO-test or another test in English on your subject

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout

Grammar revision

Some common mistakes – can you correct them?

1. Could you fill in the back side of this form please?
2. He is a friend from me.
3. It cost one and half hour.
4. I am born in Holland.
5. I have written to my mother yesterday.
6. Did you look TV last night?
7. I am going to sport tomorrow.
8. I am working hard on the moment.
9. He does that very good.
10. The doctor gave him a receipt for the medicine.
11. How many persons are coming?
12. The bank will borrow you some money but the rent is high.
13. The teacher learned us a lot about history.
14. I always stand up at 7.00.
15. I sleep out until midday on Saturdays.
16. How do you call it?
17. When I would be rich I would visit Australia.
18. Or we can do it in groups or individually – it is up to you.
19. I am agreed.
20. We are going to do a training next week.
21. They always control your passport at the airport.
22. I am used to eat hot spicy food.
23. Put off your coat and sit down.
24. I made 10 faults in my test.
25. I made my homework last night.

Word list for pronunciation

Mark the main stress in the words that have two or more syllables.

Use this sign: ‘ before the syllable that gets the main stress e.g. *a’cademy* or underline the syllable that gets the main stress. Consult your dictionary, if necessary.

academy	critique	personnel
advertisement	determine	philosophy
alternative	develop	photography
analysis	diagonal	prefer
analytical	diameter	preferable
apostrophe	diaphragm	preference
approximately	draught	prejudice
archaeology	draft	psychologist
breadth	drought	receipt
breath	economy	recipe
to breathe	economics	refer
canal	executive	reference
channel	extraordinary	referee
carbon dioxide	geography	refugee
catastrophe	height	technique
catalogue	horizon	technician
cathedral	horizontal	theology
Catholic	hotel	tough
Catholicism	idea	though
character	injury	thought
characteristics	librarian	through
choir	laboratory	thorough
chores	mathematician	vehicle
circumference	medicine	violin
comfortable	ordinary	voluntary
critic	personal	width

Week 13 - Developing skills: working with the written language

1. Warmer

Warmer, Terminology postbox – max. 10 minutes

Preparation:

Explanation:

Ask the students to write the words they find difficult on cards and put the cards in the “postbox. Examples maybe classroom management words or phrases, discipline-related terms (PIF’s) or any other specialised word or phrase that comes up during the lesson.

Teams take it in turns to pull out a card from the postbox. A member of the team whose turn it is has to define, explain or demonstrate the word(s) on the card. If this is done well, the team gets a point. Continue until all the cards are out of the box.

People who have bungled a word can take a card away with them to check the correct meaning. When they bring it back, it goes in the postbox again so that it is reviewed again next time.

Ending: -

2. Activities

Activity, Correcting errors- approx. 15 minutes

Preparation: -

Explanation: Turn to page 155 of your CPE book and take a look at exercise 7.

Look at sentences 10-20

How would you correct these sentences if someone were to write these in an exercise?

Ending:

Activity, Exams 2 - approx. 15 minutes

Preparation: -

Explanation: Look at the instructions to the questions of the test your partner developed

How would you explain these questions to your students?

Is there a way in which to improve the questions?

Ending:

Activity, Exams 1 - approx. 15 minutes

Preparation: -

Explanation: Develop your own writing activity.

Design a test (essay) question for your students

Think about the language you are using and be as specific as possible on what you want your students to do.

Ending:

Activity, Giving Feedback - approx. 15 minutes

Preparation:

Explanation:

Look at handout A

Correct the mistakes and discuss why the mistakes are wrong

How would you give this student feedback on this written assignment?

What parts of grammar does the student need to focus on?

Ending: Do you believe that a teacher of geography should be able to give a student feedback on his/her English grammar? On a written test, would you accept an answer in Dutch because the student could not come up with the right wording in English?

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: CPE p. 138, language to think about: 1, 2, 3, 4, and 5

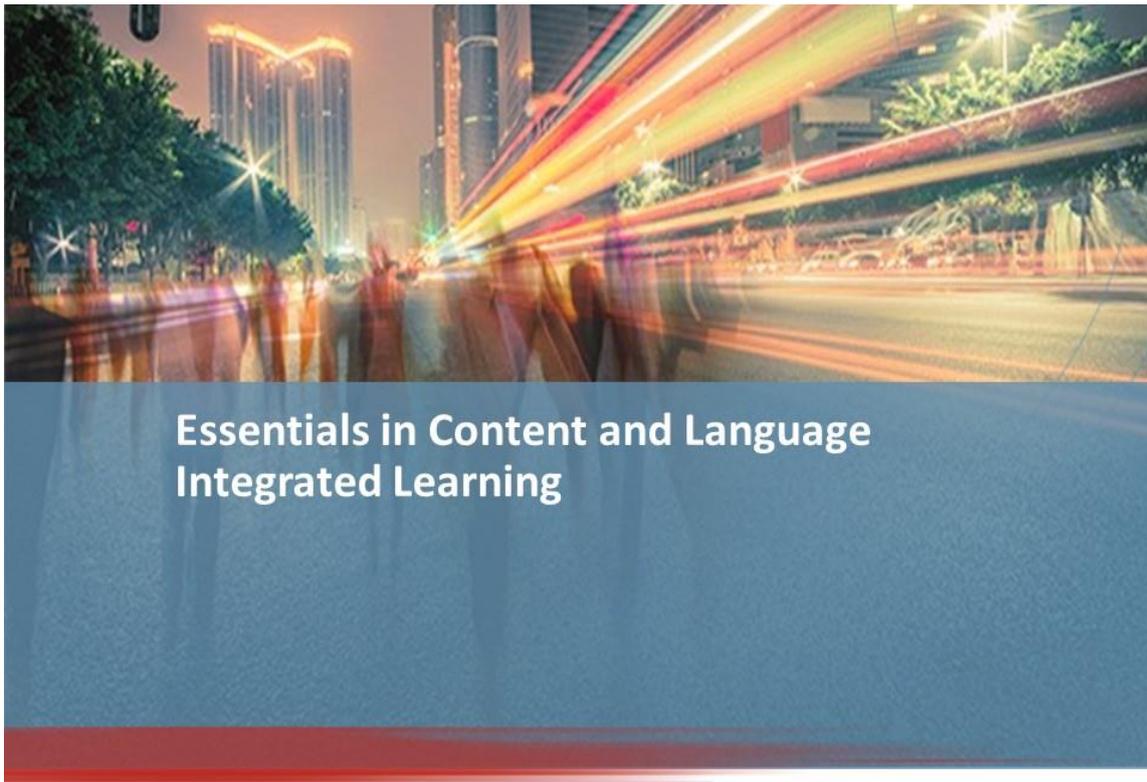
Can you perform these tasks?

Do you believe you need to be able to do this?

Do you agree with this statement: As a CLIL-teacher you're also in part a language teacher?

Ending:

3. PowerPoint



Radboud  Languages

Welcome!

Subject of this week: Developing skills: working with the written language



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Terminology Postbox

- Write down 3 difficult words on 3 separate pieces of paper
- Put them in the box in front of the class
- The teacher then draws a piece of paper from the box
- Write the meaning of the word down on another piece of paper



4

Radboud **in'to** Languages

Today's subject: Working with the Written Language

Turn to page 138 of your textbooks.

Discuss points 3, 4, 6, 10, and 11 in groups of three

Do you all agree?



5

Radboud **in**to Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



6

Radboud **in**to Languages

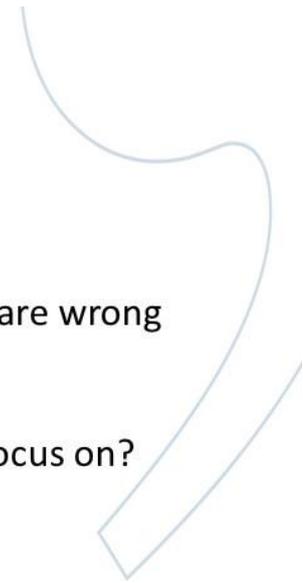
Activity – Giving feedback

Look at handout A

Correct the mistakes and discuss why the mistakes are wrong

How would you give this student feedback?

What parts of grammar does the student need to focus on?



7

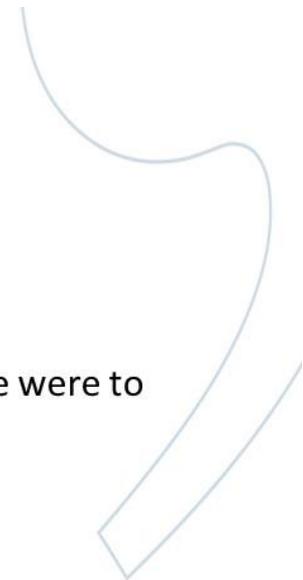
Radboud **in'to** Languages

Activity – Correcting errors

CPE page 155 exercise 7

Look at sentences 10-20

How would you correct these sentences if someone were to write these in an exercise?



8

Radboud **in'to** Languages

Activity – Language to think about

CPE p. 138, language to think about: 1, 2, 3, 4, and 5

Can you perform the tasks that are asked of you?

Do you think you need to be able to do this?

Do you think as a CLIL-teacher you're also in part required to be a bit of a language teacher?

9

Radboud **in**to Languages

Activity – Exams

Develop your own writing activity.

Design a test (essay) question for your students

Think about the language you are using and be as specific as possible on what you want your students to do.

10

Radboud **in**to Languages

Activity – Exams

Look at the instructions to the questions of the test your partner developed.

How would you explain these questions to your students?

Is there a way in which to improve the questions?



11

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



12

Radboud **in'to** Languages

Self-study

Vocabulary (PIF + remember your goal!)

Grammar

Look over/highlight phrases in PCE

Prepare Mini-lesson on today's subject



4. Handout

Handout A – correct the mistakes

Edit.

Read part of a student's diary. Find and correct eight mistakes in the use of the past simple. The first mistake has already been corrected.



Today in class we read a poem by Robert frost. I really ~~enjoy~~ *enjoyed* it. It was about a person who choosed between two roads in a forest. Before he made his decision, he spents a lot of time trying to decide which road to follow. Many people thought the person were Frost. In the end, he take the road that was less travelled on. He decided to be a poet. That decision change his life a lot.

Sometimes I feel a little like Frost. Two years ago I decide to come to this country. That were the biggest decision of my life.

Week 14 - Developing skills: Developing academic and thinking skills

1. Warmer

Warmer, The definition game – max. 10 minutes

Preparation: Make sure you have paper for everyone.

Explanation: Copy and cut up the cards (5 questions on each card), so there is one for each student in the class. Give out the cards and allow time for students to work out which questions they want to ask and write down these questions. Students now walk around the room trying to find answers to the five questions on their cards. To ensure that they talk to as many people as possible, tell them that they are only allowed to ask *one question* every time they talk to someone. Students write down any answers to their questions, plus the name of the student who gave them the answer. After a while, stop the activity, irrespective of whether everyone has found answers to all their questions.

Ending: Let each student read out one of the answers on his/her card. You might also take up any questions for which the students couldn't get answers.

2. Activities

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: CPE page 155 exercise 6

In groups of three choose 1 to lead the discussion as the teacher and 2 to actually discuss the subject as students.

The teacher should encourage critical thinking and should keep the discussion going.

Ending:

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: Turn to page 143, language to think about: 4, 5, and 7

Can you answer these questions correctly?

Ending:

Activity, Language to think about - approx. 10 minutes

Preparation: -

Explanation: CPE page 155 exercise 6

In groups of three choose 1 to lead the discussion as the teacher and 2 to actually discuss the subject as students.

The teacher should encourage critical thinking and should keep the discussion going.

Ending:

Activity, Language to think about - approx. 10 minutes

Preparation: Let your student-teachers bring an article related to their own subject which requires students to be critical.

Explanation: Look at the text and read it.

Do you agree with the author

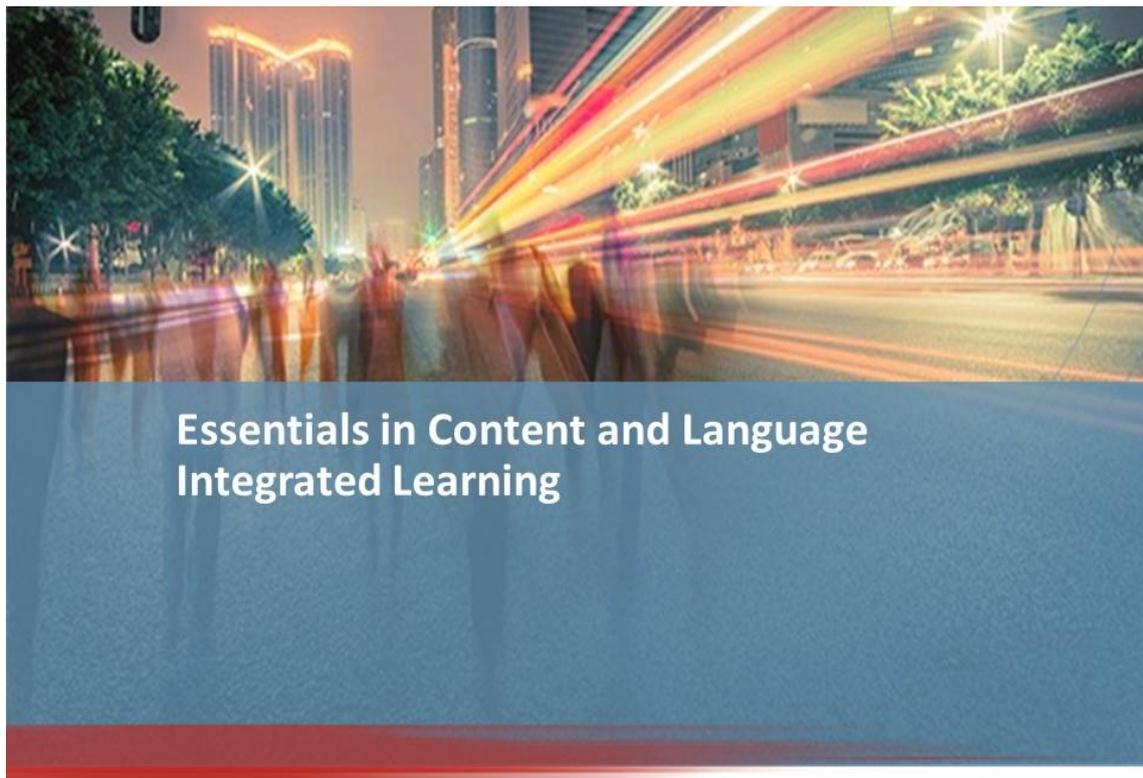
Why?

Discuss how you would encourage your students to look critically at this text

What are the aspects you would point out?

Ending:

3. PowerPoint



**Essentials in Content and Language
Integrated Learning**

Radboud **in'to** Languages

Welcome!

Subject of this week: Developing skills:
developing academic and thinking skills



Class overview

Warmer

Mini-lesson

Exercises & Activities

Question time

Self-study (Vocabulary & Grammar)



3

Radboud **in'to** Languages

Warmer

Find someone who...

Write down 3 questions on your card.
Go round the room and ask your questions to each other and write down the answer.

You can only ask one question per person.

Afterwards read out the answer you collected.



4

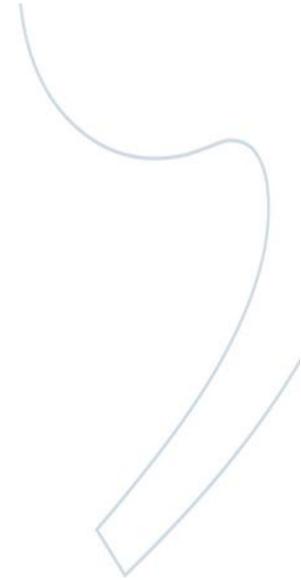
Radboud **in'to** Languages

Mini-lesson

In groups of **3/4** perform your mini-lesson

Give each other feedback using the feedback form

Take a minute to write down the feedback you receive and turn this feedback into learning goals.



5

Radboud **in**to Languages

Today's subject: Developing Academic and Thinking Skills

Turn to page 143 of your textbooks.

Discuss points 1, 3, 4, 7, and 9 in groups of three

Do you all agree?



6

Radboud **in**to Languages

Activity – Language to think about

CPE p. 143, language to think about: 4, 5, and 7
Can you answer these questions correctly?



7

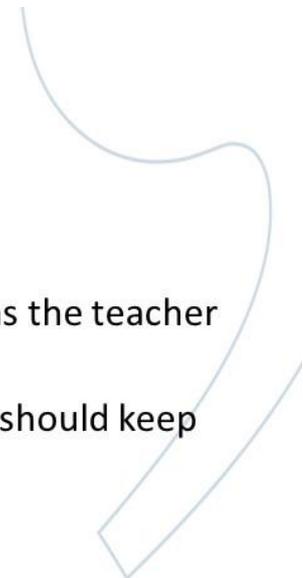
Radboud **in**to Languages

Activity – Running a discussion

CPE page 155 exercise 6

In groups of three choose 1 to lead the discussion as the teacher and 2 to actually discuss the subject as students.

The teacher should encourage critical thinking and should keep the discussion going.



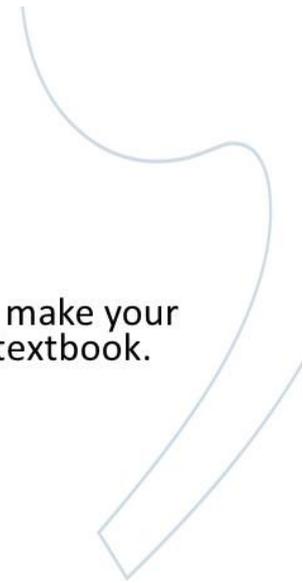
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Radboud **in**to Languages

Activity – Critical thinking

CPE p. 155, exercise 8

In groups, work out five good questions that would make your students think critically about the questions in the textbook.



9

Radboud **in'to** Languages

Activity – Text

Look at the text and read it.

Do you agree with the author
Why?

Discuss how you would encourage your
students to look critically at this text
What would you point out?



10

Radboud **in'to** Languages

Question time

Grammar

Vocabulary

General questions?



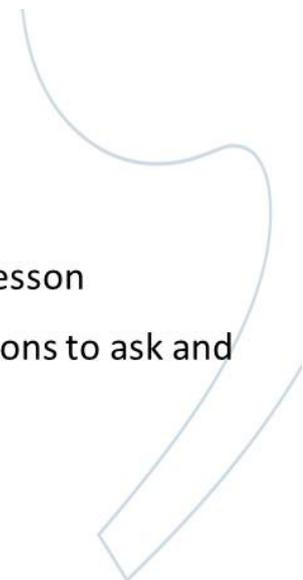
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Radboud **in**to Languages

Self-study

Teaching English in practice

- If you have to teach: prepare your 15 minute lesson
- If you do not have to teach: think about questions to ask and what kind of student you would like to play.



12

Radboud **in**to Languages

4. Handout

None for this week

Week 15 & 16 - Trial lessons of 10 minutes each*

Handout A – Evaluation form*

Name:.....

Subject:.....

Sample Lesson Evaluation – Points to consider

1) Overall impression:

- What was your general view of the lesson?
- Did you enjoy the lesson?
- Was the objective achieved?

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.....

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2) Lesson structure:

- lesson aim clear / explained
- use of pair or group work
- interaction techniques used
- conclusion/recap on aim/homework set and/or follow-up

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3) Use of classroom English:

- varied, correct and relevant Classroom English phrases
- clear instructions
- encouragement, reprimand etc.

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4) Verbal strategies:

- clear speech at a suitable pace – with some variation in tone
- appropriate vocabulary and simple, clear sentence construction
- paraphrasing, repetition, examples and clear
- questioning and comprehension checks

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5) Non-Verbal strategies:

- use of white board for new vocabulary, clarification etc.
- visual aids (models, concrete objects, pictures etc.)
- handout, worksheets, cognitive organizers
- body language – gestures

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6) Pronunciation and fluency:

- correctly and clearly pronounced words; particularly new items
- varied intonation and use of voice
- no (interfering) hesitation
- no Dutch used

.....

.....

.....

7) Grammar:

- correct use of grammar
- if not: what went wrong?

.....

.....

Handout B – Guidelines Sample lectures

Some guidelines:

1. It must be 10-15 minutes at the most.
2. This means it must be a fairly short exercise/lecture etc. However, it should be a self-sustainable element – it should be complete / make sense.
3. You must introduce the situation:
 - how you use this particular example in,
 - what phase of the study,
 - how many students,
 - how do you involve them (if at all) etc.
4. You must bring the presentation material / handouts / worksheets etc. with you with enough copies for all students and the instructor (max 12 in total).
5. Equipment: PC, computer projector (beamer) and Internet connection are available for each session and there should be a whiteboard, pens etc and a Smartboard / overhead projector in the class.
6. ***You should practise this before you start.. at least once!***