Bilingual Education and CLIL in a diverse, changing and problematical world:

Identifying and meeting the challenges

Richard Johnstone

Professor Emeritus Richard Johnstone   J-CLIL Seminar   Stirling Court Hotel   23rd August, 2018

Good morning! Madainn Mhath!

Thank you very much for being here.

It is a great pleasure to share some thoughts and experiences with you.

These will include some points about 'policies for languages', their processes and their outcomes.

But to begin with:

 Two anecdotes and four lines from a poem

- **Anecdote 1: in France**
- **Anecdote 2: In Spain**
- **Poem: Next slide**

(See Appendix: Slides X and Y for the text of the two anecdotes).

Four lines from a Poem

They constantly seek to escape

From the darkness outside and within

By dreaming of systems so perfect

That nobody needs to be good

T. S. Eliot: The Rock

in the modern world 'education for all' absolutely needs systems but it also needs people 'to be good'

- **Systems won't work very well if they are imposed top-down, authoritarian, without consultation and are restrictive.**

- **They will work better if they are based on consultation and are transparent, inclusive and enabling.**

'Being good' (for our purposes) means:

- **Showing many of the essentially human qualities evidenced in full by the participants of the present conference: commitment, vitality, togetherness, collaboration, discrimination, open-mindedness, reciprocity, seriousness and fun.**

SOME FEATURES OF THE WORLD TODAY

POSITIVE

- **Ease of travel, information, entertainment & communication**

- **Possibility of participating in new types of virtual community**

- **Seeking education, training and employment internationally**

- **Availability of wider range of goods, foods, services, opportunities**

- **……. etc. We can all think of many many further examples**

LESS THAN POSITIVE

- **The news all too regularly features stories of war, terrorism, trafficking, exploitation, widespread poverty, famine, environmental threat, indoctrination, fake news, corruption, intolerant fundamentalism, racism, tax avoidance & evasion, dark web, global corporations that feel above the law, criminal failure to guarantee solid infrastructures (e.g. safe high-rise buildings, bridges that do not collapse).**

- **Consequently, Languages Education should exploit the positive features of the modern world while at the same time be linked to generic themes that are consistent with the Universal Declaration of Human Rights.**

Types of factor that languages policies need to take into account in the modern world

Societal factors, e.g.

- Homogenisation / Internationalisation / Localisation / Emergence of dominant languages / Threats to minority languages / Linguistic imperialism / Fast capitalism / Elite bilingualism / Expatriation / Migration / Pubic attitudes to other languages, cultures and ethnicities / Global corporatism / State of a nation's economy / Business links with other countries ……

Provision factors, e.g.

- Teacher supply, training and CPD / Adequate ICT and materials / Appropriate national examinations / Appropriate curriculum / Appropriate national strategy / Articulation between different sectors of education (e.g. pre-primary, primary, secondary, post-secondary) / Funds for innovation & research / Education-Business links ……

Process factors in relation to policies, e.g.

- Consulting / Costing / Feasibility planning / Implementation Planning / Piloting / Implementing nationally / Publicising / Monitoring / Evaluating / Disseminating good practice / Media handling / Ensuring sustainability ……

Learners Individual/Group factors, e.g.

- Age / Gender / Aptitude / First languages / Second or other languages / Levels of literacy / Prior educational attainments / Attitudes / Motivations / Anxieties / Socioeconomic status / Range of Ethnicities, national languages, religions, belief systems ………. / ……

Implications of previous slide

I used the term 'factor' in the dictionary sense of: 'a circumstance, fact, or influence that contributes to a result'. But there is much that we cannot know about.

In principle, any or all of the listed factors could be influencing a languages initiative at any time.

Moreover, they could be interacting with each other to form clusters that we do not understand or have a name for. They could be changing all the time.

This view is consistent in part at least with 'complexity theory' (on which Professor Sasajima is an expert).

The value of mentioning them here is that it shows how careful we must be in making claims that CLIL or Immersion or Bilingual Education leads to ……. Outcomes.

In fact, the outcomes may be influenced in part at least by mysterious clusters of so-called 'factor' as listed on the preceding page, in addition of course to those activities that are intrinsic to CLIL, Immersion or Bilingual Education..

So, if we are to begin to explain the outcomes of a particular project, it is desirable that we should try to understand which factors seemed to be playing a role in shaping its processes and outcomes.

The emergence of new priorities for languages on the large scale in Europe (1)

1. CLIL

- Grew out of dissatisfaction with MFL as a subject at secondary school
  - 1950s MFL as school subject based on grammar-translation (very like Latin)
  - 1960s MFL as school subject based on AL/AV approaches
  - 1970s/80s MFL as school subject based allegedly on Communicative Language Teaching
- Even after the large-scale implementation of MLPS
  - None of the above were perceived as being sufficiently successful in responding to the wishes of parents or students, or to the changing and increasingly inclusive needs of society
- CLIL offered something different
  - Generally, more time
  - Plus an apparently different intellectual challenge, addressing a new type of reality and creating a new type of dynamism
- Formally encouraged by both the EC and the CoE.

The emergence of new priorities for languages on the large scale in Europe (2)

2. BILINGUAL EDUCATION / IMMERSION

From the 1960s onwards, the inspiration of Canadian immersion in French

- **Six different immersion models: ETI, EPI, DTI, DPI, LTI, LPI**

- **Substantial support from world-class research which showed that the outcomes were very different from what was called Core French and nearer to what the public wanted to see**

- **Over time, research-based public descriptions of what it was reasonable to expect as outcomes from each of these models.**

- **Parents became well-informed as to what could reasonably be expected from each model and make their choices for their children accordingly**

At the heart of this movement were two connected societal motives relating to Canadian identity:

- **Wish to show Canada's substantial French-speaking population that the dominant English-speaking population cared for it and**

- **Equally strong wish to differentiate Canada from its big neighbour to the south: i.e. Canada perceiving itself as being multi-culturally inclusive, while perceiving the USA as being monoculturally assimilative**

The emergence of new priorities for languages on the large scale in Europe (3)

3. MINORITY HERITAGE LANGUAGE IMMERSION FOR MAJORITY POPULATIONS

Major need to support the survival of minority heritage languages, especially in countries dominated by English as national language

- **Intergenerational transmission of such languages had reduced considerably**

- **Hence, increase in early total immersion programmes for Scottish Gaelic, Irish Gaelic, Welsh**

- **These were shown to be highly successful, both in developing high levels of fluency in the particular language but also in subject attainment (to be illustrated later in my present talk)**

- **At the heart of this movement was the motivation of enabling a threatened heritage minority language to survive and reinvent itself in a world dominated by English …**

- **… and eventually get back to increased intergenerational transmission to complement the efforts of the educational system**

The emergence of new priorities for languages on the large scale in Europe (4)

4. MULTICULTURAL & MULTILINGUAL AWARENESS

- **Population movement - e.g.**
  - Freedom of movement across the EU
  - Refugees, asylum seekers from outside the EU
  - Major increase in population diversity, in some cases 'superdiversity', especially in big cities

- **Accompanied by**
  - Rise in ESOL support at school for children from incoming families
  - Advent of sociolinguistic phenomena such as 'translanguaging'
  - Emergence in some sectors of increasingly overt hostility to in-migrated groups who had come from within EU or from outside EU

- **Major increase in multi-ethnic, multilingual classrooms in EU schools**
  - Attempts to raise not just 'language awareness' but rather 'multicultural and multilingual awareness' in primary school classrooms

A reflection on these aforementioned four new large-scale priorities that may be relevant to our conference

CLIL can be understood in many ways.

- **My way of doing so, shared by Alan Dobson, is that Immersion (including Bilingual Education as Partial Immersion) is not the same as CLIL**
    - though it does share many common processes of integrating language and content

- **We can learn from the way in which the immersion models have been conceived in Canada and the USA: e.g.**
    - Early total Immersion roughly 90% in immersion language and 10% in main national language
    - Bilingual Education (or partial Immersion) roughly 50% immersion language and 50% national language

- **Much of CLIL rests on a significantly smaller time-allocation (maybe 15-25%). However, some have argued that CLIL is the overarching concept and that immersion and bilingual education are merely methods within this framework**
    - This can cause confusion: e.g. if someone were to justify outcome claims for CLIL (based on say 20%) that have in fact arisen from Early Total Immersion (based on 90%), this can lead to unrealistic expectations as to what it it reasonable to expect as outcomes from CLIL at 15%-25%.

- **Message: Call it what you want or what your Ministry/Authority requires**
    - but think very carefully about any claims that may be made from the model you are actually implementing. Do not over-extend such claims.

- **Are these clams really attributable to CLIL/BE/ETI or to factors that essentially have nothing to do with CLIL/BE/ETI but that might influence their outcomes? (See slide 15)**

EXAMPLE 1: EARLY CLIL
(Content & Language Integrated Learning)

Grades 1-3 at school in Finland

- **CLIL students (25% in EFL) compared with mainstream non-CLIL students:**

  ◦ English & Mathematics

  ◦ CLIL students English language development was quicker

  ◦ It was also different: After 1-word phase in Grades 1&2, suddenly creating full-blown sentences in Grade 3

  ◦ Mainstream pupils progressed through multi-word fragments but failed to create full-blown sentences even by end of Grade 5

- **Three years of CLIL needed (Grades 1-3) for completion of implicit L2 development, leading to fine-tuning activities from Grade 4 onwards.**
(Järvinen, H-J., 2008)

CLIL

FINLAND continued

- **Implications for Teaching:**
- **The CLIL classroom environment CAN trigger natural L2 acquisition**
- **CLIL teachers need high level of L2 proficiency**
- **Importance of:**
  - Focusing on language as well as on content
  - Supporting accuracy as well as fluency, and of exploring deep meaning (e.g. content-specific concepts; higher-order thinking skills).
  - Challenging pupils' comprehension
  - Creating opportunities for pupils to produce fairly elaborate stretches of expression, not simply 1or2-word responses.

Getting used to CLIL (Hong Kong)

- In one setting, the Grade 10 teachers and students (aged 15) had experienced CLIL for the first three years of secondary education

- in the second one, the Grade 10 teachers and students had just started to experience the CLIL approach.

- In our comprehensive analysis of 15 observed lessons, we found that the teacher–student interaction where CLIL had just started was more monologic: the teacher dominated the lesson talk, students had difficulties expressing their meaning in L2, question-and-answer sequences were constrained – a finding which would cause concern if replicated more generally.

- Our interpretation is that it takes time for both teachers and students to get used to integrated content and language learning, teachers need to develop skills to engage students in extended verbal exchanges, and students need to reach operational levels of L2 proficiency.

Lo, Y. Y. & Macaro, E. (2015). Getting used to content and language integrated learning: what can classroom interaction reveal? *The Language Learning Journal* 43, 3, 239-255.

A quantitative research study on CLIL in Germany

Quasi-experimental data from 1,000 learners in Germany

- **There is no doubt about the overwhelmingly favourable language learning characteristics that CLIL students display in comparison to both regular and non-CLIL students.**

- **In line with results from previous longitudinal research on general EFL proficiency and in contrast to the theory of language learning in CLIL outlined above, the observable differences with regard to general EFL proficiency cannot be attributed to CLIL, however.**

- **Rather, they are a direct consequence of CLIL-related selection, preparation, and class composition intended to help students master the challenges of CLIL.**

- **This conclusion is in line with the cautionary note on slide 11**

Rumlich, D. (2017). CLIL theory and empirical reality – Two sides of the same coin? A quantitative-longitudinal evaluation of general EFL proficiency and affective motivational dispositions in CLIL students at German secondary schools. *Journal of Immersion and Content-Based language Education* 5, 1, 110-134.

CLIL (in bilingual settings) in Andalusia (Spain): Expansion of Cognitive Academic Language Proficiency (CALP)

- This paper sets out to trace the appearance and evolution of academic language structures in a second language, in formal bilingual contexts.

- The setting of the study was a selection of secondary schools where a content and language integrated approach (CLIL immersion- type programmes) was set up. A corpus was formed of 244 historical narratives, from 4 schools, of subjects from 9th to 12th grade (age range 13-17 years).

- Students had spent a minimum of five years receiving up to forty per cent of their curriculum in English as an L2, in urban bilingual schools in a monolingual Southern European area, Western Andalusia, Spain.

- This study investigated the onset and expansion of written L2 CALP in a situation in which students had enough time to plan a narrative on a historical topic.

- Learners in the lowest grades in a CLIL setting produced an amalgamated language, characterized by a lack of dependent clauses, t-units and coordinate phrases.

- The study describes how this language skill is consolidated in higher grades, bearing witness to the acquisition of historical literacy.

Lorenzo, F. & Rodriguez, L. (2014). Onset and expansion of L2 cognitive academic language proficiency in bilingual settings: CALP in CLIL. *System* 47, 64-72.

Beyond BICS&CALP: Importance of Quadrant 3 for CLIL/BE…

1.
LOW COGNITIVE
HIGH CONTEXTUALISATION

2.
LOW COGNITIVE
LOW CONTEXTUALISATION

BICS

3.
HIGH COGNITIVE
HIGH CONTEXTUALISATION

This is a quadrant that is full of as yet
unrealized potential for CLIL/BE/Immersion

e.g. PowerPoint Presentation /
Demonstration / Speech
(Academic / Business / Sports / Politics ……)
with slides, video, printed text & photos
from newspapers,
direct internet interaction + handouts,
smartphone + gesture, intonation, ……

Exemplifies an important aspect of pluriliteracies

4.
HIGH COGNITIVE
LOW CONTEXTUALISATION

CALP

Academic essay
Research thesis
Article in serious newspaper

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EMI in Higher Education

An in-depth review of 83 studies in HE documents the growth of EMI in different geographical areas.

- **We describe studies which have investigated university teachers' beliefs and those of students before attempting to synthesise the evidence on whether teaching academic subjects through the medium of English as a second language (L2) is of benefit to developing English proficiency without a detrimental effect on content learning.**

- **We conclude that key stakeholders have serious concerns regarding the introduction and implementation of EMI despite sometimes recognising its inevitability.**

- **We also conclude that the research evidence to date is insufficient to assert that EMI benefits language learning nor that it is clearly detrimental to content learning.**

(Macaro et al, 2018)

EMI in Higher Education cntd.

POSITIVE MOTIVATIONS

In terms of teacher and/or student beliefs, the positive motivations are:

- **attracting international/foreign students**

- **compensating for lack of resources in L1**

- **instrumental advantages for home students (improving English and opportunities to study abroad);**

- **high value placed on international English.**

NEGATIVE MOTIVATIONS

The negative motivations amongst teachers and students can be summarised as:

- **levels of English proficiency being too low**

- **its potentially negative impact on content**

- **the creation or consolidation of socio-economic elites and anti-egalitarian outcomes for students**

- **additional workload for teachers switching to EMI**

- **lack of teacher professional development and support.**

Macaro *et al*. (2018). A systematic review of English medium instruction in higher education. *Language Teaching* 51,1, 36-76

Japan: Perceived gap between policies and workplace communication

- The present study has critically reviewed Japanese policies on English education from an ELF perspective, thus examining the gap between what is taught/ how it is taught in the classroom and what is prioritised in the workplace.

- In particular, it has claimed that MEXT documents retain its native speaker orientation and have strong influence on English education in Japan. This deep-rooted EFL perspective in English language teaching seems to permeate even in corporate language training.

- While the MEXT acknowledges the crucial role of English as an international common language on the surface, it continues to refer to outside criteria such as CEFR, without much discussion of its native speaker orientation (Pitzl 2015) and differences in the geo-political context (Nagai and O'Dwyer 2011).

- Under such policies, English education remains EFL-based and constrains future ELF users with the idea that they are "failed native speakers" (Seidlhofer 2011).

This is an interesting study, based on one person. I do not possess sufficient knowledge of the Japanese scene to be able to judge whether it has general application. You will be better able than I to do that. RJ

Otsu, A. (2017). The gap between educational policies and actual workplace communication in ELF: a Japanese case. *European Journal of Language Policy 9.1,105-118.*

Early Partial Immersion (EPI) one school (SCOTLAND)

Walker Road PS, Aberdeen

- Set in area of high socio-economic disadvantage
- EPI in French (UK's first-ever EPI in MFL Project)
- From P1 to end of P7
- One track was mainstream non-EPI English-medium provision
- Other track was EPI (French)
- EPI: 60% English and 40% French (e.g. PE, EnvStuds, Art&Craft…)

Taught by normal class teachers

- Daily support from 3 NS French assistants (all qualified teachers)

Funded

- partly by Aberdeen City Council; partly by Scottish Government

Independent Evaluation

- Johnstone *et al*, see Bibliography print-out

EPI (SCOTLAND): From the Evaluation Findings

- **EPI Children**
  - Able to cope very well with flow of NS French on cognitively-demanding subject-matter
  - Fluent and confident command of production, both speaking and writing
  - Though some 'communication apprehension'
- **Compared with non-EPI**
  - No evident loss of subject-knowledge, e.g. in Mathematics or Environmental Studies
  - Clear evidence of greater confidence and 'willingness to communicate' in spoken English
- **Well ahead of anything that MLPS from P6 onwards could achieve**
- **But .....**
  - No continuation Continuation into Secondary
  - Local Authority Funding ran out
  - Project came to an end. That is FAILURE TO PLAN FOR SUSTAINABILITY
- **Parents and staff strongly in favour of EPI (French) but deeply concerned by lack of LA support and lack of continuation into secondary.**

Early Total Immersion (ETI) Scotland: National Initiative

- **Gaelic-medium primary education**
  - Census figures have generally shown steady decline in numbers of Gaelic speakers (now around 58,000)
  - Scottish Govt has taken many initiatives to help the language & culture survive, including support for GM Education
- **Children educated mainly through the medium of Scottish Gaelic, with some English being fed in**
  - Great majority of GM pupils are not from Gaelic-speaking homes

ETI in Scottish Gaelic

Typical model of early total immersion in Gaelic

P7	G	G	G	E	E	E	MFL
P6	G	G	G	E	E	E	MFL
P5	G	G	G	G	G	E	E
P4	G	G	G	G	G	E	E
P3	G	G	G	G	G	G	E
P2	G	G	G	G	G	G	G
P1	G	G	G	G	G	G	G

ETI Scottish Gaelic: Government-commissioned research: sample and instruments

National research **(Johnstone *et al*)** commissioned to ascertain the attainments of pupils receiving Gaelic-Medium (GM) primary education in Scotland

- 54 Primary Schools with GM track, 30 of which had reached Primary 7
  - Models were either Early Total Immersion or (less likely) Bilingual Education
- GM compared with EM in same schools and also nationally

Instruments

- Teachers' own assessments of pupils' progress towards national 5-14 curriculum levels
- National AAP assessments for Science (1996), Mathematics (1997) and English (1998)

ETI SCOTTISH GAELIC
Research: Aims, Outcomes & Conclusion

Aims

- To compare GM and EM pupils in respect of Science, Maths and English
- To ascertain GM pupils' progress in Gaelic.

Outcomes in Primary School Science (1996), Mathematics (1997), English (1998)

- Little difference in Science
- GM superior in Mathematics
- GM even more superior in English
- Question: Why were the GM pupils better at English than the EM pupils?

Independent Evaluation Research report: Conclusion

- Pupils receiving Gaelic-medium primary education, whether or not Gaelic was the language of the home, were not being disadvantaged in comparison with children educated through English.
- In many though not all instances they outperformed English-medium pupils and in addition gained the advantage of having become proficient in two languages.

Early Bilingual Education (EBE) in Spain

National EBE project of Ministry of Education (Spain) and (British Council)

- **Pupils begin at age 3 and can go through to age 16 (IGCSE)**
- **40% English and 60% Spanish.**
- **State primary schools (no fee-paying schools)**
- **Whole-school policy at primary**
- **Pupils guaranteed continuation of Bilingual Education at secondary school to age 16**
- **Independent evaluation.**
- **Next 6 slides show examples of what the EBE pupils in Spain were able to say in spontaneous classroom interaction with their teachers**

P5/6 Wide range of language functions

- **Including:**
  - ❑ **giving reasons**
  - ❑ **giving explanations**
  - ❑ **defining or exemplifying concepts or terms**
  - ❑ **expressing if-then relationships**
  - ❑ **describing sequences of action**
  - ❑ **describing functions of organs or objects**
  - ❑ **describing what things are like**
  - ❑ **expressing necessity**
  - ❑ **expressing how elements combine**
- **Examples follow**

P5/6 In Dialogue with the Teacher

[the Stone Age]

Q: **'What is pre-history?'**

A: **'It's a long period of time before documents existed.'**

Q: **'Why is the Stone Age so called?'**

A: **'Because everything that survives from [human activity] then is made of stone.'**

Q: **'What is the stone called that is very important for pre-history?'**

A: **'Flintstone.'**

Q: **'Where did Stone Age people live?'**

A: **'In caves.'**

Q: **'Did they have permanent *addresses*?'**

A: **'No.'**

Q: **'Why'**

A: **'Because they were nomads.'**

Q: **'How many jobs were there in the Stone Age?'**

A: **'Two - gatherers and hunters.'**

Q: **'Who was in charge of hunting?'**

A: **'The men'**

Q: **'What did the women gather?'**

A: **'Fruit, vegetables'**

Q: **'What do we mean when we say animals are *extinct*?'**

A: **'They don't live any more.'** **(Y5)**

P5/6 Explanations

[the properties of liquids]

- **'If a liquid is not in a container, it will spill (spread) out.'** (boy)

- **'If we pour a liquid from one container to another, it changes shape'** (boy)

- **'If you put the water from the jar into the beaker, it will take the shape of the new container. The shape of the water change'** (*sic*).

- **'We can see that solids can be different. They have different volume and matter'.** (girl)

P5/6 Explanations

- **Q:** 'Can you describe the smell?'
- **A:** 'It's repulsive and smells like rotten eggs!'
- **Q:** 'Can you tell me something about mercury?'
- **A:** 'It's toxic and therefore must stay sealed'
- **Q:** 'What is the difference between a mixture and a compound?'
- **A:** 'A mixture can be returned to its earlier state.'
- **Q:** 'What is the process called when we turn a solid into a gas?'
- **A:** 'Sublimation.'
- The dialogue then proceeded in a more open way:
- **Q:** 'Who could tell me something about, for example, polonium?'
- **A:** 'Its symbol is Po, it is number 84 in the periodic table. Its mass is 209. It is highly radioactive…'

P5/6 Explanations

[light]

- 'We know that light travels in straight lines because ……… behind the opaque object, you cannot see the light, only the shadow. When you put a bottle or glass in front of a source of light, the light travels through it'.

P5/6 Improvising

- **Recapping a unit on 'Ancient Egypt'. Students were expected to answer in full sentences, and to draw upon their linguistic resources, where they did not know the exact words, for example:**
  - ❑ **'A pyramid is a place where they buried the Pharoahs'.**
  - ❑ **'They have tombs but I can't remember what they are called'.**
  - ❑ **'They are polytheistic - they believe in many gods'.**
  - ❑ **'They believe in life after death'.**
  - ❑ **'He [the Pharaoh] has absolute power which means he controls all the people in the city'.**
  - ❑ **'If people don't do what the Pharoah says, the Pharoah does something bad [to them]'.**
  - ❑ **'A functionary (civil servant) is someone who is paid by the government'.**
  - ❑ **'(Nobles) … they can be veterans of war or friends of the Pharoah. He gives riches and land to the nobles'.**

BEP (SPAIN) EVALUATION: FACTORS ASSOCIATED WITH ITS SUCCESS

SOCIETAL FACTORS

- Political will for this form of education, extending over 15 years and accommodating changes of government
- Parental interest & demand
- Widely held view that English as global language is important for the international citizenship of the young people of Spain.

PROVISION FACTORS

- An early start (in some cases from age 3) with continuity guaranteed to age 16
- Substantial time for English (40%)
- Leadership at national level from Ministry & British Council & Supportive national *Guidelines* on BEP curriculum
- Strong whole-school requirement
- Supernumerary teachers fluent in English
- Highly valued in-service courses for teachers
- External international examination for age 16

PROCESS FACTORS

- Wide range of general teaching strategies
- Wide range of language-focused strategies, covering grammar and vocabulary, plus the discourse of different school subjects
- Creation of community atmosphere in class, in which students collaborate
- Activities which offer students cognitive challenge, integrating their knowledge across subjects
- Use of assessment in support of learning
- Management approach based on consultation and collaboration with teaching colleagues.

INDIVIDUAL FACTORS

- Numerous examples of dedication by school staff to the project and commitment to making it succeed.
- Willingness of students to rise to the considerable cognitive, social and emotional challenge of being educated for substantial periods of time through the medium of an additional language.

Me chatting with Mike Byram about a talk he gave involving the: Green Kidz project

Here, I am using the term *CLIL sans Frontières* in two senses: 'going beyond national boundaries in order to collaborate with learners in other countries' but also 'going beyond the boundaries of particular disciplines in order to undertake integrative interdisciplinary tasks'.

In your talk you gave a beautiful example of these two types of 'crossing' by describing the *'Green Kidz project: Young learners engage in intercultural environmental citizenship in English language classroom in Argentina and Denmark'*.

The students are aged 10-12, learning English and connected by internet.

The aims of the project cannot be stated in full here, but some examples are:

- Understanding environmental issues and recognizing them in their own surroundings';

- 'engaging in trash sorting and recycling activities';

- 'identifying green crimes in their schools and communities'; 'survey among family members, friends etc. about their environmental habits';

- 'Argentinian and Danish pupils collaborating online using skype in mixed groups to design advertisements to raise awareness of environmental issues.'

Green Kidz cntd

It seems to me that tasks of this sort that use ICT

- to bring students together from different countries, in order to engage in real-life tasks …… that challenge them to collaborate in the exchange of information at all the stages of fulfilling a task

- seem likely to advance notions of what CLIL is all about.

You also argued that:

'Culture' is not really a separate add-on to the language skills of listening, speaking, reading and writing

- and it seems to me that projects such as Green Kidz illustrate how intercultural dialogue and bi-multilingual education can blend nicely into each other: two sides of the same coin.

Johnstone, R. M. (2017). Multilingual Education and intercultural Dialogue. In Gomez-Parra, M. E. & Johnstone R. M. (Eds). *Bilingual Education: Educational Trends and Key Concepts*. Madrid: Spanish Ministry of Education, Culture and Sport (Spain). P 112.

Porto, M., Daryai-Hansen, P., Arcuri, M. E. and Schier, K. (2016) Green Kidz: Young learners engage in intercultural environmental citizenship in English language classroom in Argentina and Denmark. In M. Byram, I. Golubeva, H. Han and M. Wagner (Eds.), *Education for Intercultural Citizenship – Principles in Practice*. Bristol: Multilingual Matters.

THANKS

- **Many thanks for your attention and your patience**

- **If you have any questions or concerns, you are most welcome to get in touch with me at:**

- **rmj1@stir.ac.uk**