

CLIL in the Canaries: An Analytical Framework and Critical Evaluation of Teaching Materials

Kirsty Jayne Wood

Introduction

Content Language Integrated Learning (CLIL) represents a distinct approach to language education which advocates use of foreign language to facilitate content teaching instruction. CLIL methodology has become increasingly prominent within European education systems over the past 25 years (Richards & Rodgers, 2014), growing much faster than previously forecast by even its strongest critics (Maljers, Marsh & Wolff, 2007). The fact that it permits students to use language in an authentic context is claimed to heighten learner motivation, permitting students to learn, use and retain the second language (L2) in a natural way (Coyle, 2010). Its increasing popularity has seen it embraced by many European schools, including in Spain and the Canary Islands.

Having been employed in the state system for many years and observing CLIL implementation, my impression has been of a paucity of suitable materials available to support teachers' transition towards adopting this methodology.

However, absence of a comprehensive framework to facilitate evaluation and development of effective CLIL materials remains a barrier to continuous improvement.

This article draws on available literature to provide a framework to assist in an objective assessment of CLIL materials. Its application will then be tested;

- a) In the evaluation of current CLIL materials to highlight specific strengths and weaknesses
- b) In the development of new materials, using the framework to produce a sample unit based on the current curriculum, incorporating both CLIL methodology and SLA best practices.

1. A brief background to CLIL

The acronym 'CLIL' was first used by David Marsh in 1994 (Hanesová, 2015). It has been defined as an approach with a variety of components that require learning objectives involving both linguistic

and non-linguistic content, as well as cultural and environmental subject matter (Marsh, 2002; Marsh & Frigols-Martin, 2012).

CLIL recognises that acquisition of a second language has two processes; where one consciously 'learns' the L2 by studying lexical structures; and where language is 'absorbed' subconsciously due to natural exposure (Krashen, 1982). Language is thus allowed to develop naturally and in context as part of other experiences, which increases learner interest and motivation (Marsh, 2000). The way CLIL contrasts with similar methods is that it requires learners to acquire lexical and communicative elements of subject matter, together with cultural knowledge, which should be incorporated into programmed pedagogic materials (Coyle, 2002; Hanesová, 2015).

Several different didactic models categorising CLIL teaching methods have been developed of which the most recognised is Do Coyle's 4Cs Framework. The 'C's refer to Content, Communication, Cognition and Culture, where all four factors co-exist for CLIL to function effectively (Coyle, 2010):

- Content references the topic we wish to teach and students to study.
- Communication develops key language learning through use.
- Cognition specifies reasoning, evaluating, and thinking processes as well as fomenting students' awareness of their own learning.
- Culture develops students' understanding of their own culture and citizenship in a global context.

2. Proposed Evaluation Framework

Several frameworks have been developed to evaluate the usefulness of materials for normal classroom use (Jolly & Bolitho 2011; Littlejohn, 2011). However, one of the most prolific authorities on materials development is Brian Tomlinson. Founder of the Materials Development Association (MATSDA) in

1993, Tomlinson constantly advocates using current SLA theories for textbook development and, based on his 30+ years of experience in the field, proposes a number of key criteria when creating new materials. These can be summarised as follows:

- Learners need exposure to rich and meaningful language in use as comprehensible input which is recycled often in order to facilitate retention (Krashen 1994; Nation, 2007).
- Learners should be both cognitively (Mishan, 2016; Robinson, 2002) and affectively (Arnold & Brown, 1999; Pavlenko, 2005) engaged.
- Learners should focus on form, only after having negotiated meaning (Ellis 2002; Long, 1991).
- Learners can benefit from noticing salient features of input.

(Based on Tomlinson, 2016, pp. 7-10)

By integrating Coyle's 4Cs framework with Tomlinson's SLA principles outlined above, a more powerful set of criteria for evaluating materials within CLIL pedagogy can be created with respect to young learners.

One of the main differences between CLIL and other methodologies is the importance of culture, as highlighted by Marsh, Maljers & Hartiala (2001) and Coyle (2006). However, as materials are largely produced by publishers whose primary aim is to maximise market coverage (Bell & Gower, 2011), their main focus is understandably on global aspects of culture. While global culture is included within Coyle's framework (Coyle, 2010), paradoxically, for younger learners in primary education, local culture is considered far more relevant, as it is relatable within their smaller frame of reference such as close family and local neighbourhoods (Vickov, 2007). If materials include reference to local festivals, costume, flora, fauna, politics, and education, for example, learners can be motivated to use language within the content area. Projects which highlight success of this approach are Lund (2010) in the Namibian context using a local forum to incorporate local cultural frames of reference, and Banegas (2016), co-ordinating a similar forum for materials development in Argentina.

Furthermore, if culture is accepted as an integral factor across all criteria, this can be made explicit within the model.

Do materials contain...	0	1	2	3	4	5	C
1. Rich and meaningful language? (<i>Krashen, 1994; Nation, 2007</i>)							
2. Repetition and recycling of language? (<i>Ghazi-Saidi & Ansaldo, 2017</i>)							
Engagement: Are learners engaged...							
3. Cognitively? (<i>Robinson, 2002; Mishan, 2016</i>)							
4. Affectively? (<i>Arnold, 1999; Pavlenko, 2005</i>)							
Is language used...							
5. Communicatively? (<i>Long, 1991</i>)							
6. Collaboratively? (<i>Bentley, 2010</i>)							
7. Is grammar explained after communicative practice? (<i>Ellis, 2002</i>)							
8. Are learners given opportunities to 'notice'? (<i>Schmidt, 1990</i>)							
Do materials...							
9. Relate to the age and stage of learners? (<i>Bentley, 2010</i>)							
10. Match content learning outcomes? (<i>Bentley, 2010</i>)							
11. Include appropriate CLIL scaffolding techniques? (<i>Bentley, 2010</i>)							
12. Motivate learners by using ICT ¹ tools? (<i>López Pérez & Galván Malagón, 2016</i>)							
TOTAL:							

Marking guide for the criteria: 0 = Absent, 1 = Slight, 2 = Moderate, 3 = Strong, 4 = Very strong, 5 = Extremely strong, C = Culture (1 = present; 0 = absent)

Note: A 6-point Likert scale gives a rating of 0 – 5 against each criterion. Total scores produce a possible range of 0 to 60. A score of 3 (strong) or more against each criterion could be considered acceptable. Thus, a total of 36 would be a minimum requirement. For solitary modules, it would be fair to assume that deficiencies in one, would be compensated by others within textbook as a whole.

For Culture, an additional column 'C' with a 1 or 0 indicates absence or existence of cultural references. A total value between 0 and 12 highlights the degree of cultural content.

Figure 1: Criteria for evaluating CLIL materials (Wood, 2020).

Derived from the above, a comprehensive framework for evaluation of CLIL materials has been produced (see Figure 1). Within this framework, criteria may be adjusted, added or removed depending on their relevance to a specific learning environment e.g. in this case, young learners, where scoring criterion 7 is not appropriate.

This suggested framework will be used in Section 4 to evaluate CLIL materials currently in use within the Canarian primary education system.

3. CLIL teaching and materials in the Canary Islands

Spain was an early-adopter of CLIL methodology (Hanesová, 2015) and is considered one of the main countries to invest in its research and practice within the European Union (EU) (Muñoz & Navés, 2007; Lasagabaster & Ruiz de Zarobe, 2010). Introduced into the Canarian state education system around 2003/2004 (Frigols-Martin & Marsh, 2014, p.45), the initiative goes by the acronym, AICLE (Gobierno de Canarias, 2016).

In the Canaries, CLIL is generally adopted through the field of natural sciences with materials often sourced or developed by language teachers. They are either very simplistic in design, dealing with introducing key lexis, such as body vocabulary – eyes, ears, face, nose, hair, etc. - or, at the other extreme, highly complex, teaching vocabulary irrelevant to learners and therefore unlikely to be retained. Two such examples have been highlighted in materials designed for students aged 8-9, which were both forwarded to the author as actual class materials being used by current CLIL teachers:

(1) with classifications of invertebrates (*Natural Sciences 3*, 2014) and (2) with gender stereotypes (*World's Largest Lesson*, 2018).

One of the main publishers is Santillana,² a Spanish company that produces materials for the international CLIL market. Their publishing sub-department, Santillana Canarias, produces books specifically aimed at CLIL and adapted for Canarian schools, focusing on the area of Natural Sciences.

In addition to meeting publishers' aims to maximise sales, textbooks are designed to enable teachers to follow modules in sequence and crucially fill the gap between actual teacher competence and curricular requirements. *Natural Sciences 3* published by Santillana Canarias (2014) is a good example of such a book. Aimed at primary education Year 3 (aged 8-9 years), it belongs to the series of books used in many Canarian schools and is typical of examples from other

providers. It has been adopted because it is written specifically with a CLIL-focus and produced with the Canarian curriculum in mind. One might therefore assume that, in line with best practice pedagogy, it would include cultural elements of the Canary Island Archipelago.

This module selected for evaluation is number 5 in the book and links to the previous module which focuses on vertebrates, by introducing invertebrates. It opens with a text about the invention of silk, which recycles some language, but also contains a high amount of new lexis, such as cotton, hemp, fabric, threads, fibres, luxurious, silk and cocoons. These words are not easily guessed, for they do not have similar sounding words in Spanish. For example, cotton is 'algodon' (pron: al-go-DON) in Spanish and cocoon is 'capullo' (pron: ca-PU-yo). The text is followed by some comprehension questions and then a speaking activity that asks students' opinions about fashion.

Although an attempt is made to open with a text that is interesting to students, much of the vocabulary is not only too difficult for them to use at the outset, but many teachers will also struggle because a) they do not have the required level of English and b) they may well not have come across these words in their own studies or lives before (Hillyard, 2011).

The students are asked to identify characteristics of invertebrates and classify both vertebrates and invertebrates. This makes no use of graphic organisers such as spider diagrams or Venn diagrams to facilitate scaffolding.

The module then moves on to more in-depth classifications of different types of invertebrates with information about where they live. The vocabulary used is highly complex: sponges; cnidarians; worms; echinoderms; molluscs; arthropods. Native English-speakers would be challenged to list and pronounce these categories correctly, so the chances of the target age group learning, and their teachers learning and teaching them correctly appear remote.

The textbook activities include writing sentences to describe photos and describing animals orally, both of which have less affective stimuli than activities such as group presentations, which would engage more fully and allow for peer scaffolding (Nguyen, 2013; Chou, 2011).

Later, the category of arthropods is further broken down into subcategories of insects, arachnids, crustaceans and myriapods, with more specialist lexis added such as 'exoskeleton' and 'antennae' before finishing with a description of butterfly metamorphosis and a final page of comprehension-check exercises.

1. el Aprendizaje Integrado de Contenidos y Leguas Extranjeras.

2. www.santillana.es

The communicative value of activities is limited to 'describe this animal to your friend', and there is no reference to local cultural context that would make the materials relevant to learners.

In summary, CLIL materials in this module appear overly complicated for teachers and students alike with a high volume of specialist vocabulary. Although the L2 is used to cover the subject of invertebrates within the larger content area of Natural Sciences, the materials' adherence to fundamental CLIL principles is questionable.

This module of materials will be assessed more systematically in the next section utilising the evaluation framework.

4. Evaluation and development of CLIL teaching and materials in the Canarian context

This section will evaluate materials discussed in Section 4 (*Natural Sciences 3* (2014), Module 5) against the framework set out in Section 3 (*Figure 1*), discussing their fitness for use in relation to learner and teacher levels of linguistic competence in the Canaries with specific reference to inclusion of cultural context.

4.1 Discussion of existing materials

In this instance, criterion 7 will be excluded for reasons of non-relevance outlined in Section 3. Thus, the scoring will be over 11 criteria, making the lowest acceptable score 33 out of 55 (as stated in the note for *Figure 1* above).

CRITERION 1: Do materials contain rich and meaningful language? and CRITERION 2: Is it repeated and recycled?

Language could certainly be considered rich, but with regards to meaningful or comprehensible content, one could argue that the quantity and complexity of new lexis would far surpass the notion of 'i+1' (Krashen, 1981; 1994) for both teachers and learners. Therefore, these materials would do little to promote learning and could even increase anxiety, having an adverse effect on ultimate attainment and may possibly demotivate learners.

Language is recycled to some extent throughout the unit, but there seems to be a focus on introducing a lot of new vocabulary rather than reinforcement.

Evaluation score: CRITERION 1: 2 (moderate); CRITERION 2: 2 (moderate); CULTURE: 0

CRITERION 3 and CRITERION 4: Are learners engaged both cognitively and affectively?

There is little in the unit to either cognitively or

affectively engage students. Only one part requires learners to produce a graphic organiser, which would utilise cognition skills. Furthermore, students are not expected to research anything nor produce a presentation.

There is no mechanism to affectively connect to the subject matter, and nothing to excite or interest learners apart from a description of metamorphosis. The opportunity to actively stimulate the enquiring mind through, for example, taking a caterpillar, keeping it in class and producing a written diary of day-to-day observations, is sadly missed.

Evaluation score: CRITERION 3: 1 (slight); CRITERION 4: 2 (moderate); CULTURE: 0

CRITERION 5 and CRITERION 6: Is language used communicatively and collaboratively?

Little to no communication tasks or activities present, apart from asking learners to describe an animal to a friend. This would be difficult to facilitate in a class of 27 children, as many of them will revert to the L1 to communicate when the teacher is not listening.

Evaluation score: CRITERION 5: 1 (slight); CRITERION 6: 0 (absent); CULTURE: 0

CRITERION 8: Are the learners given opportunities to 'notice'?

CLIL materials are all presented in the L2. Therefore, one could consider that learners have the maximum opportunities possible to 'notice' both grammatical structures and vocabulary.

Evaluation score: CRITERION 8: 3 (strong); CULTURE: 0

CRITERION 9: Do materials relate to the age and stage of the learners?

Content is abundant, but complex. This has a detrimental effect on learning success when it is not aimed at the learners' level for their learning stage or age group.

Evaluation score: CRITERION 9: 3 (strong); CULTURE: 0

CRITERION 10: Do materials match content and learning outcomes? Do they make use of cultural content matter?

Content could be considered to cover curricular requirements (as stipulated in Gobierno de Canarias, 2014), but there are no cultural references, whether on a global or local scale.

Evaluation score: CRITERION 10: 2 (moderate); CULTURE: 0

CRITERION 11: Do materials include appropriate CLIL scaffolding techniques?

There is minimal use of graphic organisers and little else to scaffold learning of materials of this level of complexity.

Evaluation score: CRITERION 11: 1 (slight); CULTURE: 0

CRITERION 12: Do materials motivate learners by using new technologies?

There is no use of ICT (Information and Communications Technology) tools to elevate interest - either by researching different animals or species, making a video presentation, finding insects and inspecting them using a microscope, classifying them, etc.

Evaluation score: CRITERION 12: 0 (absent); CULTURE: 0

These scores can now be summarised in *Figure 2*.

4.2 Discussion of fitness for use in Canarian context

This evaluation of this example of Canarian CLIL materials against 10 key criteria reveals a score of 16 out of a possible 55, with only one score registering 3. Accordingly, these materials would be considered deficient on most levels, including absence of cultural elements key to CLIL methodology. This prompts the question, ‘How can they be improved?’

The education system and CLIL use in the Canaries has its own unique issues and these factors must also be considered when producing new materials.

Teachers often do not have required levels of the L2 to deliver content classes. They rely heavily on materials which, as we have seen, although they try to cover aspects of CLIL, often fall short. This is because they teach concepts and vocabulary that are not useful to children. Even though the subject is Natural Sciences, most FL speakers would not require such advanced lexes in their lifetimes unless they were entering specialised fields.

4.3 Evaluation with specific reference to inclusion of cultural context

For many content teachers, learning all this new vocabulary in English is difficult without native speaker support. However, if materials were more into line with culture in the Canary Islands by, for example, focusing on animals and plants indigenous to the Islands, then they would be easier for teachers and children to follow and relate to, due to their familiar context and recognisable subject matter (Sheridan, Tanaka & Hogg, 2019; Stewart, 2010).

5. Development of new materials

This section will now apply the framework to present a comparable unit based on SLA and CLIL principles with a specific focus on local culture, which aims to address the gaps highlighted above and exemplify how current materials might be improved to become more effective focusing on standards of best practice. The unit is

Do materials contain...	0	1	2	3	4	5	C
1. Rich and meaningful language? (<i>Krashen, 1994; Nation, 2007</i>)			2				0
2. Repetition and recycling of language? (<i>Ghazi-Saidi & Ansaldo, 2017</i>)			2				0
Engagement: Are learners engaged...							
3. Cognitively? (<i>Robinson, 2002; Mishan, 2016</i>)		1					0
4. Affectively? (<i>Arnold, 1999; Pavlenko, 2005</i>)			2				0
Is language used...							
5. Communicatively? (<i>Long, 1991</i>)		1					0
6. Collaboratively? (<i>Bentley, 2010</i>)	0						0
7. Is grammar explained after communicative practice? (<i>Ellis, 2002</i>)	0						
8. Are learners given opportunities to ‘notice’? (<i>Schmidt, 1990</i>)				3			0
Do materials...							
9. Relate to the age and stage of learners? (<i>Bentley, 2010</i>)			2				0
10. Match content learning outcomes? (<i>Bentley, 2010</i>)			2				0
11. Include appropriate CLIL scaffolding techniques? (<i>Bentley, 2010</i>)		1					0
12. Motivate learners by using ICT ¹ tools? (<i>López Pérez & Galván Malagón, 2016</i>)	0						0
TOTAL: 17/55	0	4	10	3	0		0

Marking guide for the criteria: 0 = Absent, 1 = Slight, 2 = Moderate, 3 = Strong, 4 = Very strong, 5 = Extremely strong, C = Culture (1 = present; 0 + absent)

Figure 2: Evaluation of current CLIL materials for young learners in the Canaries - *Natural Sciences 3, Module 5*. (Wood, 2020).

presented in Appendix 1. It follows current curricular requirements for the subject area and age group of learners, focusing on improving communication tasks, student engagement within activities and increasing cultural content so that such learners, with shorter attention spans, can better relate to materials. The development rationale is given below. Subsequently, this unit will be evaluated using the same framework set out in Section 3, Figure 1.

1. The unit immediately activates schemata of students by asking them to brainstorm animals seen around them in their local environment and consider which of these might be indigenous to the Canary Islands.

Rationale: *To gain initial interest and allow children to display current knowledge. (Criteria 2, 3, 4)*

2. The unit then goes on to introduce four animals that are native to the Canaries and asks children to think about different classifications of animals and what similarities and differences these classifications have.

Rationale: *To introduce curricular requirements of classifications of vertebrates. To recycle previous grammatical structures such as 'it has...' 'it can...' and vocabulary for animal body parts and actions. Using a graphic organiser to scaffold learning. Introduction of cultural content. (Criteria 2, 3, 9, 10, 11)*

3. Invertebrates are introduced next using only a few of the main classifications which are most

likely to be used in real life. Students are asked to create an information board about a Canarian animal of their choice.

Rationale: *Cognitively engage students by requiring them to think about all the different aspects of their chosen animal and describe it. Recycling of grammar and vocabulary. Affective engagement by introducing interesting animals that are indigenous to the local area, such as the Lanzarote White Crab that only exists in underwater volcanic pools and as such, has evolved both colourless and blind using its sense of touch to feed and navigate. Developing cultural knowledge. (Criteria 1, 2, 3, 4, 10)*

4. A conversation game is presented that can be played in groups. In the first instance it can be played in conjunction with a Prezi presentation (www.prezi.com/view/4cNY2JX81HwXNS3Q1AEc/) which acts as scaffolding for learners (screenshots of the Prezi presentation can be found in Appendix 2). Later the game can be played without the presentation by one student selecting a card from a pack of animal cards and the others asking questions to guess the animal chosen.

Rationale: *Development of communicative competence in line with the CLIL curriculum. Children can practise form with the help of the Prezi presentation, which they can then use more freely later once they are more confident. Develops self-esteem by allowing students to succeed. (Criteria 5, 6)*

Do materials contain...	0	1	2	3	4	5	C
1. Rich and meaningful language? (<i>Krashen, 1994; Nation, 2007</i>)					4		1
2. Repetition and recycling of language? (<i>Ghazi-Saidi & Ansaldo, 2017</i>)					4		1
Engagement: Are learners engaged...							
3. Cognitively? (<i>Robinson, 2002; Mishan, 2016</i>)					4		1
4. Affectively? (<i>Arnold, 1999; Pavlenko, 2005</i>)					4		1
Is language used...							
5. Communicatively? (<i>Long, 1991</i>)					4		1
6. Collaboratively? (<i>Bentley, 2010</i>)					4		1
7. Is grammar explained after communicative practice? (<i>Ellis, 2002</i>)							
8. Are learners given opportunities to 'notice'? (<i>Schmidt, 1990</i>)							
Do materials...							
9. Relate to the age and stage of learners? (<i>Bentley, 2010</i>)					4		1
10. Match content learning outcomes? (<i>Bentley, 2010</i>)					4		1
11. Include appropriate CLIL scaffolding techniques? (<i>Bentley, 2010</i>)					4		1
12. Motivate learners by using ICT ¹ tools? (<i>López Pérez & Galván Malagón, 2016</i>)					4		1
TOTAL: 40/50	0	0	0	0	40	0	10

Marking guide for the criteria: 0 = Absent, 1 = Slight, 2 = Moderate, 3 = Strong, 4 = Very strong, 5 = Extremely strong, C = Culture (1 = present; 0 + absent)

Figure 3: Evaluation of current CLIL materials for young learners in the Canaries. (*Wood, 2020*).

- The final project is presented as a jigsaw activity that allows students to become experts in their chosen or given area, such as mammals, before changing groups so that they can share their expertise with colleagues and develop an interesting presentation for the rest of the class.

Rationale: *To consolidate learning and cognitively engage students. As each child will be focussing on a different animal, each presentation will also be unique and affectively engaging for the whole class. (Criteria 5, 6)*

Acknowledging that this is a self-evaluation of materials produced by the writer, the scores given are as objective as possible. Taking a conservative approach, these materials have registered a score of 40 out of 50 and a Culture score of 10, which would suggest suitability for use in CLIL classes. As such, they would fulfil requirements of both teachers and students in the Canarian context, meeting SLA and CLIL best practices.

6. Conclusion

This article has consolidated a wide range of SLA and CLIL empirical research in order to produce a best practice standard for materials development and evaluation for CLIL pedagogy.

Within the Canaries, challenges in the wider CLIL support infrastructure have been identified, as noted in section 4 above, which reinforce the need for efficient materials to facilitate effective teaching and learning. The formal evaluation of resources currently in use has reinforced the initial impression of CLIL materials in the Canary Islands as deficient. Direct feedback from CLIL teachers indicates they are currently coping with these deficiencies by nuancing materials to achieve desired learning outcomes against learning objectives (McDonough, Shaw & Masuhara, 2013). Learning objectives are therefore being achieved despite rather than because of provided teaching materials. Well-designed materials would lighten workloads and scaffold teaching, enhancing learning for both teachers and students.

The following areas in current materials were highlighted as deficient:

- Meaningful input with recycling of language.
- Communicative activities.
- Both cognitively and affectively engaging content.

- Use of ICT tools and new technology.
- A distinct absence of cultural content, which is a cornerstone of CLIL methodology.

These have been addressed in the development and evaluation of new materials to deliver desired learning outcomes at primary level. The exemplar unit now fulfils the required criteria to a higher degree.

Further developments triggered by this approach might include setting up shared and blended learning environments, for example, Erasmus+ partnerships,⁴ with students required to give presentations online to learners in other schools or countries. This would integrate the wider global cultural aspects of CLIL. Edmodo⁴ or Class Dojo⁵ could also be used for online communication and extension of discussion in L2 outside classrooms (Goffredo, Albanese, Infante & Bozzo, 2009; Hampel and Hauck, 2004).

Whilst the evaluation framework has been applied here in the Canarian context, there is potentially a wider generic application for this approach to materials development with the scope to tailor to local needs.

There are endless creative possibilities to integrate local culture into materials for CLIL classrooms and although writing and developing such materials would be hard work for a single writer, publisher, or individual teacher, if a consortium of stake-holders came together as a focus group to work in partnership, it would improve teaching and CLIL pedagogy in the Canary Islands to the ultimate benefit of learners.

References

- Arnold, J. & Brown, D. (1999). A map of the terrain. In J. Arnold (Ed.) *Affect in Language learning* (pp 1-10). Cambridge: Cambridge University Press.
- Banegas, D. (2016). Teachers develop CLIL materials in Argentina: A workshop experience, *LACLIL*, 9(1), 17-36. doi:10.5294/laclil.2016.9.1.2
- Bell, J. & Gower, R. (2011). Writing course materials for the world: A great compromise. In B. Tomlinson (Ed.) *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Coyle, D. (2002). Against all odds: Lessons from content and language integrated learning in English secondary schools. In W. C. Daniel & G.M. Jones (Eds.) *Education and society in plurilingual contexts* (pp37-55). Brussels: Brussels University Press.
- Coyle, D. (2006). Developing CLIL: Towards a theory of practice. In *Monograph 6* (pp. 5-29). APAC Barcelona.

3. EU programme to support education, training, youth and sport in Europe which includes collaborative partnerships and exchanges to promote foreign language learning.

4. Edmodo.com: a social networking website similar to Facebook that has been developed for schools and has specific privacy protocols in place that protect students.

5. Classdojo.com: A Learning Management Service similar to Edmodo currently being used by many schools, in particular in South Tenerife where the author resides.

- Coyle, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Ellis, R. (2002). Does form-focused instruction affect the acquisition of implicit knowledge? *Studies in Second Language Acquisition*, 24(2), 223-36.
- Ghazi-Saidi, L. & Ansaldo, A.I. (2017). Second language word learning through repetition and imitation: Functional networks as a function of learning phase and language distance, *Frontiers in Human Neuroscience Vol 11 Article 463*. Available at: <https://www.frontiersin.org/articles/10.3389/fnhum.2017.00463/full> [Accessed 6 Oct. 2021]
- Gobierno de Canarias (2014). 3616 DECRETO 89/2014, de 1 de agosto, por el que se establece la ordenación y el currículo de la Educación Primaria en la Comunidad Autónoma de Canarias. [online] Available at: <http://www3.gobiernodecanarias.org/medusa/ecoescuela/lenguasextranjeras/aicle/> [Accessed 9 Jan. 2020]
- Gobierno de Canarias (2016). AICLE. Gobierno de Canarias, Consejería de Educación y Universidades. Available at: <http://www.gobiernodecanarias.org/boc/2014/156/001.html> [Accessed 9 Jan. 2020]
- Goffredo, M., Albanese, M., Infante, D. & Bozzo, G. (2009). *Teaching Physics in CLIL/Blended Learning Environment at Primary School*. Unpublished Manuscript, n.d., [online] Available at: http://www.fisica.uniud.it/URDF/mptl14/ftp/full_text/T4_94%20Full%20Paper.pdf [Accessed 6 Oct. 2021]
- Hampel, R. & Hauck, M. (2004). 'Towards an effective use of audio conferencing in distance language courses' *Language Learning and Technology Vol.8, No. 1. pp66-82* [online] Available at: https://scholarspace.manoa.hawaii.edu/bitstream/10125/25230/08_01_hampel.pdf [Accessed 11 Jan. 2020]
- Hanesová, D. (2015). 'History of CLIL'. In S. Pokriváková, M. Babocká, K. Bereczky, M. Bodorik, D. Bozdo an, L. Dombeva, V. Frollová, D. Gondová, D. Hanesová, L. Hurajová, P. Leung, M. Sepešiová, Z. Straková, I. Šimonová, J. Trníková, D. Xerri & K. Zavalari (Eds.) *CLIL in Foreign Language Education: e-textbook for foreign language teachers* (pp7-16). Nitra: Constantine the Philosopher University. DOI: 10.17846/CLIL.2015.7-16
- Hillyard, S. (2011). First steps in CLIL: Training and teachers. *Latin American Journal of Content and Language Integrated Learning*, 4(2), 1-12. doi:10.5294/laclil.2011.4.2.1 ISSN 2011-6721. Available at: file:///D:/Documents/Work/MA/Publish/2631-11775-2-PB.pdf [Accessed 01 Oct. 2020]
- Jolly, D. & Bolitho, R. (2011). A framework for materials writing. In B. Tomlinson (Ed.) *Materials development in language teaching* (pp.107-34). Cambridge: Cambridge University Press.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. University of California. Pergamon Press Inc.
- Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. University of California. Pergamon Press Inc.
- Krashen, D. (1994). The input hypothesis and its rivals. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 47-77). London: Academic Press.
- Lasagabaster, D. & Ruiz de Zarobe, Y. (2010). The Emergence of CLIL in Spain: An Educational Challenge. In Y. Ruiz de Zarobe & D. Lasagabaster (Eds.) *CLIL in Spain. Implementation, Results and Teacher Training* (pp x-xvii). Newcastle upon Tyne: Cambridge Scholars.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg and C. Kramsch (Eds.) *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: Benjamins.
- Lund, R. (2010). Teaching a world language for local contexts: The case of Namibian textbooks for the teaching of English. *IARTEM e-Journal 3 (1)*, 57-71.
- Maljers, A., Marsh, D. and Wolff, D. (2007). Windows on CLIL. *Content and Language Integrated Learning in the European Spotlight. European Platform for Dutch Education and European Centre for Modern Languages*.
- Marsh, D. (2000). An introduction to CLIL for parents and young people. In D. Marsh & G. Lange (Eds.), *Using Languages to Learn and Learning to Use Languages* (pp. 2-4). Jyväskylä: University of Jyväskylä.
- Marsh, D. (2002). *Content and Language Integrated Learning: The European Dimension - Actions, Trends and Foresight Potential*. Available at: https://jyx.jyu.fi/bitstream/handle/123456789/47616/1/david_marshall-report.pdf [Accessed 9 Jan. 2020]
- Marsh, D. & Frigols-Martín, M. J. (2012). Content and Language Integrated Learning. In C. A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics*. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1002/9781405198431.wbeal0190> [Accessed 6 Oct. 2020]
- Marsh, D., Maljers, A. & Hartiala, A-K. (2001). *Profiling European CLIL Classrooms*. Jyväskylä: University of Jyväskylä.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (3rd ed.). London: Blackwell.
- Mishan, F. (2016). Comprehensibility and cognitive challenge in language learning materials. In B.Tomlinson (Ed.). *SLA Research and materials development for language learning* (166-83). New York: Routledge.
- Muñoz, C. & Navés, T. (2007). Windows on AICLE in Spain. In A. Maljers, D. Marsh & D. Wolff (Eds.) *Windows on AICLE European Centre for Modern Languages* (pp.160-65).
- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2-13. <https://doi.org/10.2167/illt039.0>
- Natural Sciences 3 (2014). 1st ed. Canarias: Santillana.
- Nguyen, M.H. (2013). EFL students' reflections on peer scaffolding in making a collaborative oral presentation. *English Language Teaching*, 6(4), 64-73. Available at: <https://files.eric.ed.gov/fulltext/EJ1076895.pdf> [Accessed 10 Jan. 2020]
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge: Cambridge University Press.
- Robinson, P. (2002). *Cognition and second language instruction*. Cambridge: Cambridge University Press.

Schmidt, R.W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-58. Available at: <https://doi.org/10.1093/applin/11.2.129> [Accessed 6 Oct. 2020]

Sheridan, R., Tanaka, K.M. & Hogg, N. (2019). Foreign language, local culture: How familiar contexts impact learning and engagement. *TESL-EJ*, May 2019, Vol. 23 (1). Available at: <http://tesl-ej.org/pdf/ej89/a6.pdf> [Accessed 10 Jan. 2020]

Stewart, M.A. (2010). Walking in my students' shoes: An ESL teacher brings theory to life in order to transform her classroom. *Networks: An online Journal for teacher research*. 12 (1), 1-6. Available at: <https://twu-ir.tdl.org/bitstream/handle/11274/3534/211-1591-1-PB.pdf?sequence=1> [Accessed 6 Oct. 2020]

Tomlinson, B. (2016). Achieving a match between SLA theory and materials development. In B. Tomlinson (ed.). *SLA research and materials development for language learning* (pp. 3-20). New York: Routledge.

Vickov, G. (2007). Learners' own cultural identity in early language learning. In M. Niklov, J. Mihaljevic Djigunovic, M. Mattheoudakis, G. Lundberg & T. Flanagan (Eds.) *Teaching Modern Languages to Young Learners: Teachers, Curricula and Materials* (pp. 105-20). Council of Europe.

World's Largest Lesson (2018). Mission: Gender Equality. Available at: <http://cdn.worldslargestlesson.globalgoals.org/2016/06/4-Mission-Gender-Equality.pdf> [Accessed 9 Jan. 2020].

Kirsty Jayne Wood is Principal of *Islas Idiomas*, a language learning academy based in Tenerife. With 15 years' experience in teaching English as a second language, she has a passion for developing innovative learning methods to motivate mainly young students. She holds the Cambridge University TESOL Diploma and is a second-year student on the TESOL Masters Programme at the University of Nottingham by distance learning, specialising in materials for Young Learners and CLIL.

8. Appendix 1

(Wood, K.J., 2020 - Unpublished)

[The originals of the materials in this appendix are in colour]

ANIMALS OF THE CANARY ISLANDS

With your friends, make a list of animals you can find where you live.
How many are **endemic** to the Canaries?

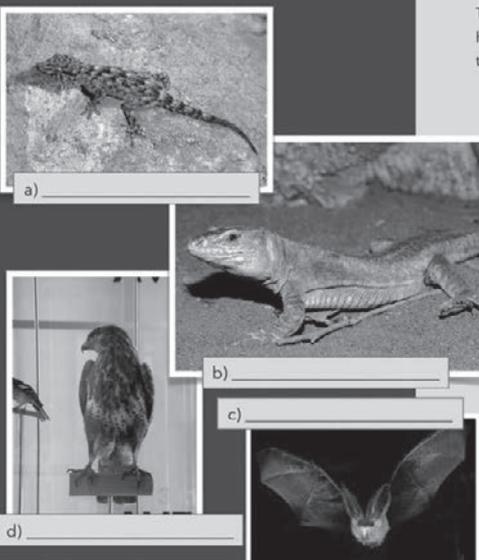
endemic (adj.) /ɪnˈdɛmɪk/
native and restricted to a certain place.

The **Atlantic canary** (*Serinus canaria*)
It is native to the Canary Islands, the Azores, and Madeira

8. Appendix 1

Continued

WHAT ARE THEY?



a) _____
b) _____
c) _____
d) _____

Label the animals

El Hierro Giant Lizard - Canary Big-eared Bat - Gomero Gecko -
Canary Common Buzzard

The Canary Islands are home to some animals that can't be found anywhere else in the world. These animals are **endemic** to the archipelago.

The animals pictured here are **vertebrates**. A **vertebrate** is an animal that has a **backbone** or **spinal column**. This is a series of bones that run through the centre of its body.

Vertebrates come in 5 categories. **Mammals, Reptiles, Birds, Fish** and **Amphibians**. Which category do each of these animals belong to? How can we tell?

In your groups put the following characteristics in the correct category. Be careful! Some can go in more than one...

has fur - has a beak - has wings - has legs - has scales - has feathers - has skin - lays eggs - gives milk - has live babies - can fly - can swim - can run - can walk - can climb - can jump - lives on land - lives in water

Mammals	Reptiles	Birds	Fish	Amphibians

REMEMBER. If you don't know some words, use a dictionary, the internet, ask friends or your teacher.

Which category does each of the Canarian animals belong to? Can you think of any other characteristics?

There are also many endemic **invertebrates** in the Canary Islands.

An **invertebrate** is an animal that doesn't have a **backbone** or **spinal column**.

There are lots of classifications of **invertebrates**, but some of the most common ones are **insects, arachnids, crustaceans** and **molluscs**.

- **Molluscs:** **Soft, unsegmented** body. Some have a **shell**
- **Insects:** 6 legs. **Antennae**. Body has 3 segments; **Head, Thorax** and **Abdomen**
- **Arachnids:** 8 legs. Body has 2 segments. They don't have **antennae**.
- **Crustaceans:** 6 legs. Hard outer **exoskeleton**.

Look at the 5 animals opposite. Which category of invertebrates is each one?

The **Canarian Bumblebee** is an insect

The **Insulovitrina Lamarckii** is a _____

The **Lanzarote White Crab** is a _____

The **Canary Islands Large White Butterfly** is a _____

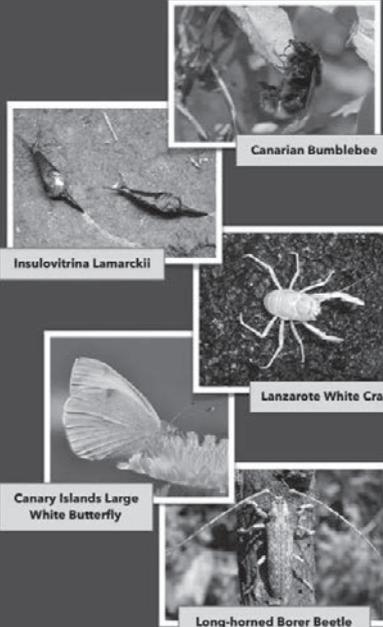
The **Long-horned Borer Beetle** is a _____

One category isn't used. Which one is it? _____

In your group:
Pick one of the five animals and make an information board. Include the following information:

- **Describe it...** How many legs has it got? Has it got antennae? Etc.
- **Where does it live?**... Tenerife? La Gomera? In the sea? On land? Etc.
- **What does it eat?**... Plants? Animals? Etc.
- **What can it do?**... Swim? Fly? Jump? Walk? Run? Etc.

INVERTEBRATES...



Insulovitrina Lamarckii

Canarian Bumblebee

Lanzarote White Crab

Canary Islands Large White Butterfly

Long-horned Borer Beetle

Play the Animals Game...

In your groups cut out one set of cards. Take turns to pick a card then use the Prezi Presentation on the link below to ask and answer questions and find out which animal you have. Try playing the game without the presentation too!
<https://prezi.com/view/4cNY2JX81HwXNS3Q1AEc/>



PART 1: In groups of 6...

Each group has a different category from the ones listed below:

- Mammals
- Reptiles
- Fish
- Birds
- Amphibians
- All invertebrates

Each group member chooses 1 animal in their category... if possible, an endemic animal to the Canaries, or one that can be found living in the Canary Islands.

Find out as much as you can about your animals. You can use the internet, ask your friends, teacher, parents, etc.

Make a video in your group presenting your animals. Post the video to our [flipgrid.com](https://www.flipgrid.com) group and comment on two other videos.

Let your family see and comment on your videos.

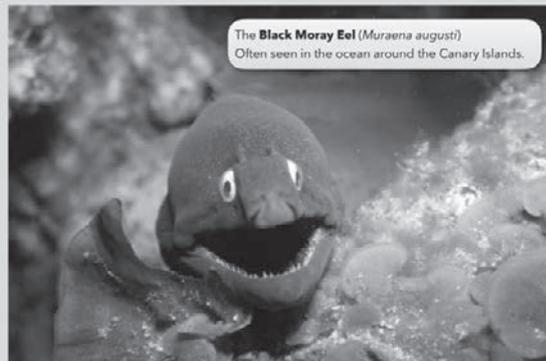
PART 2: Change groups...

One person from each of the original groups joins to make new groups so that each group will have one person from original categories:

- 1 mammal
- 1 reptile
- 1 fish
- 1 bird
- 1 amphibian
- 1 invertebrate

Tell the rest of your group members all about your animal and listen to your friends and learn about their animals.

Try to remember as much as you can, because your teacher will be asking 6 people to make a presentation about the group's animals to the whole class.



9. Appendix 2

Animal guessing game digital materials available online at <https://prezi.com/view/4cNY2JX81HwXNS3Q1AEc/>
(Wood, 2020)

