In his article of quality CLIL planning, Oliver Meyer (2010, 1) highlights the meaning of planning not only from the content’s point of view, but from the holistic perspective of the planning process. According to Meyer as well as CLIL researchers around the world (Genesee 1994, Lyster 2010, etc.) there is still, after 50 years of CLIL and Immersion education existence, a lack of appropriate teaching materials and a comprehensive CLIL methodology. Oliver Meyer is working in the field of CLIL education and has created a practical planning tool with deep connections to CLIL theory that enables teachers to develop teaching and learning materials based on Coyle’s (1999) 4Cs principles.

The 4Cs Framework (Coyle 1999), as Coyle defines in his article (1999) integrates content and cognition and communication and cultures. The 4Cs Framework suggests as he states (1999) that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and ‘otherness’, that effective CLIL takes place (1999, 9.)

From Coyle’s point of view, teaching and learning in CLIL classrooms should involve learning that makes it possible to use language appropriately while at the same time create learning situations and tasks that makes it possible to use language to learn effectively.

Recent and earlier research studies shows, as Meyer (2010, 13) highlights, that there are several unresolved issues in CLIL classrooms that should be known when beginning to plan CLIL teaching. One of the most common unsolved problems has been the fact, that productive language skills, especially speaking are not supported enough in many CLIL-classrooms. The research also shows as Meyer (2010) sites in his writing, that there can be lacks also in academic writing skills (Vollmer, 2008). This is where he steers our sights towards poor teaching, planning and outdated teaching habits and methodological monotony. (Meyer, 2010, 13) These research findings, mentioned above are similar to earlier findings from Canada, where Swain (1996) and Genesee (1987) discovered how the listening and reading skills accomplish almost the same level as native speakers but the communicative skills -i.e. speaking and writing skills leave behind the native levels. The research findings from Finland (Laitinen, 2001) are very interesting when compared to these mentioned earlier. Laitinen (2001) points out, that it can be claimed that the Hollihaka English immersion (CLIL) programme gives very good English language learning outcomes and suites all kinds of pupils. It is very effective in teaching the productive use of language (writing, speaking). (Laitinen, 2001, 102). As Meyer
emphasize in his article, it’s all about good planning and teaching. Laitinen (2001) sees it the same way: These results are a clear proof of the justification for this type of an educational model within the Finnish basic education system, which is implemented by professional teachers and constantly evaluated and developed further in our school system (2001, 102.)

Meyer has created a CLIL -Pyramid (Fig. 1) which is based on the 4Cs-Framework. This CLIL-Pyramid is an integrative planning tool which can be according to Meyer (2010, 13) used in teacher training across Europe.

![CLIL-Pyramid](image)

**Figure 1. Working with the CLIL-Pyramid. (Meyer 2010)**

The basement in his pyramided is built on planning, where you as teacher will begin to select suitable contents to your teaching. This is what he calls **Topic Selection**.

Behind the planning process lie his quality principles and strategies, which he has divided into six different categories as follows:

1. **RICH INPUT**
2. **SCAFFOLDING LEARNING**
3. **RICH INTERACTION AND PUSHED OUTPUT**
4. **ADDING THE INTERCULTURAL DIMENSION**
5. **MAKE IT H.O.T**
6. **SUISTAINABLE LEARNING**

The second stage is called **Choice of Media**. This is where he talks e.g. about different learning styles and multimodal input which facilitates the development of new literacies. The third stage, **Task Design**, gives tools for planning tasks that will support both higher order thinking skills and lead to authentic communication in different interactive formats. The 4th stage, CLIL-
Workout is settled on the top of the pyramid. This is where Meyer (2010, 24) talks about the nature of the desired output and how much and what kind of output-scaffolding these chosen outputs will need.

I found his article very good and interesting as well as useful to any teacher -either in CLIL or in basic education. His holistic way of creating authentic, curriculum based learning environments with learning tasks that meets 21st century challenges and takes into account each individual in the classroom are of current interest and useful to any teacher where ever. The sample unit on page 25 represents the transdisciplinary way of reading the curriculum, already used in CLIL education, hopefully soon more and more also in basic education.

References:

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