CLIL at Primary Level: balancing language and content instruction

CLIL: what?

"CLIL…refers to teaching subjects such as science, history and geography to students through a foreign language."

"Content and language integrated learning (CLIL), <u>in which pupils learn a subject through the medium of a foreign language</u>…"

"…in CLIL the language needs to 'emerge' from the content. Therefore, although there may well be an activity or two which has a _language focus_, this should be part of the lesson and _not the main focus_."

CLIL: the ultimate buzz word

- Bilingual Integration of Languages and Disciplines (BILD)
- Content-based Instruction (CBI)
- Content-based Language Instruction (CBLI)
- Content-based Language Teaching (CBLT)
- English Across the Curriculum (EAC)
- English as a Medium of Instruction (EMI)
- Foreign Language Immersion Program (FLIP)
- Languages Across the Curriculum (LAC)
- Teaching Content Through English
- Teaching English Through Content

CLIL: why?

- Language is integrated into the broad curriculum/increases contact
- Natural language is seen in context
- Fluency is more important than accuracy
- Learning is not merely a key to passing to an examination
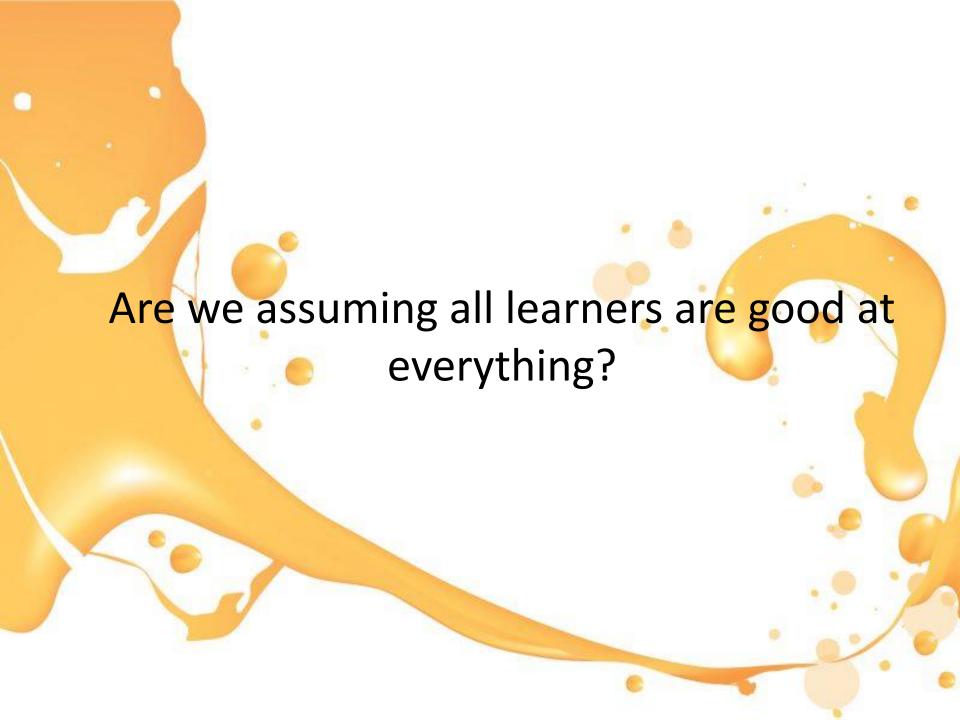
CLIL: why?

- Prepare students for future studies and/or working life
- Diversity of methods and forms of classroom teaching and learning
- Bilingualism is promoted
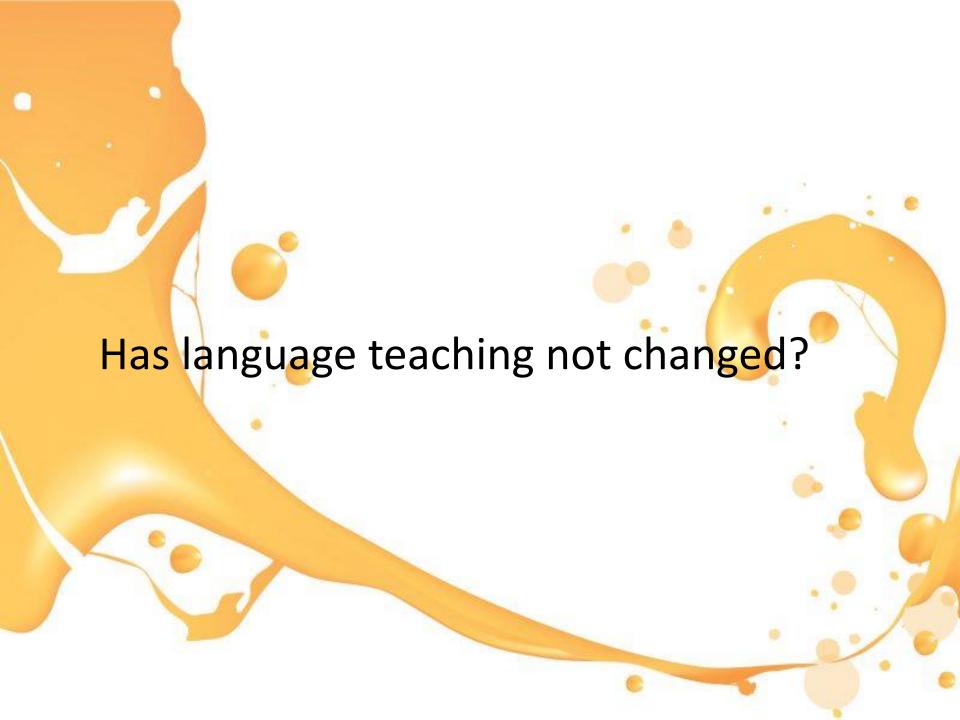- It is motivating for the students

CLIL: why not?

- Cooperation of the language teacher and the subject teacher
- Little clear guidance
- Lack of CLIL teacher training programmes
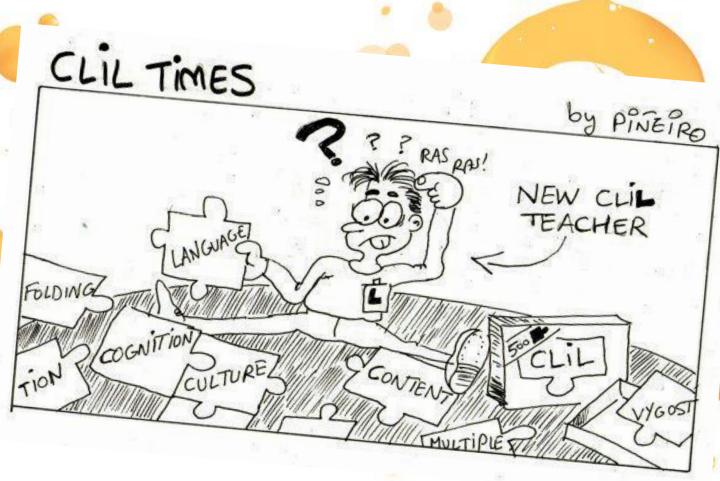- Availability of time

CLIL: why not?

- Flexibility of Curriculum
- Teachers' flexibility
- Testing
- What will happen to the native language?

Are we assuming all learners are good at everything?
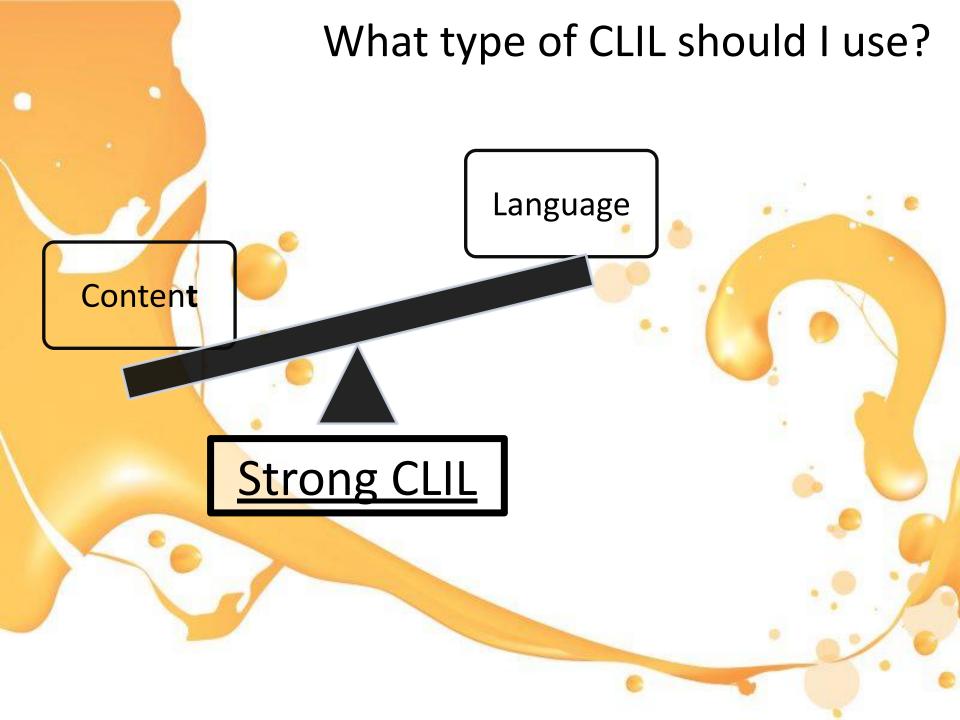
Has language teaching not changed?

What type of CLIL should I use?
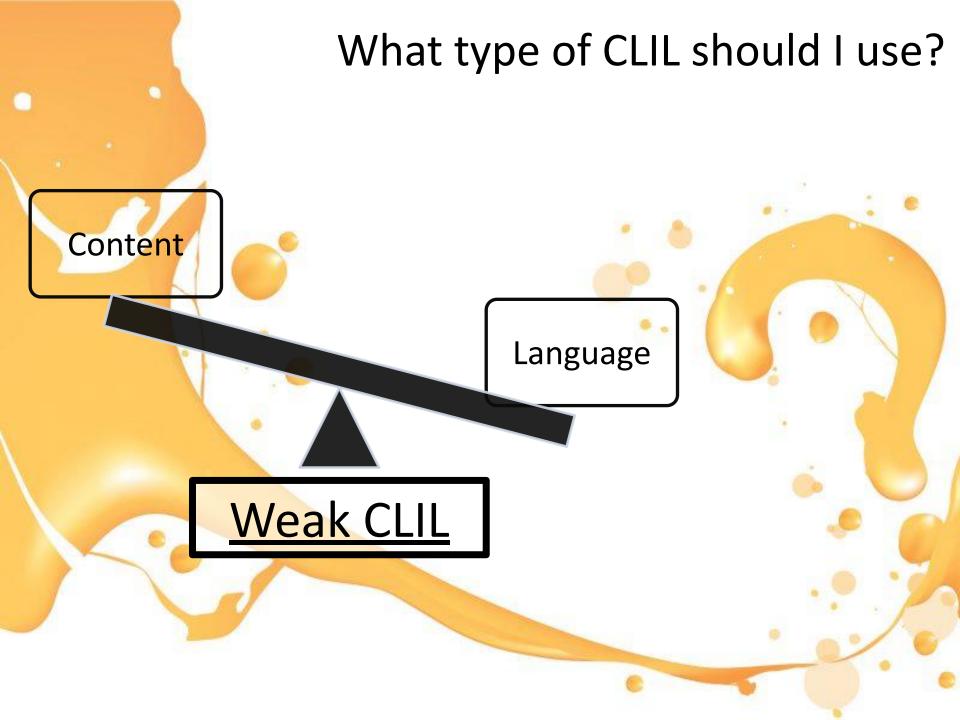
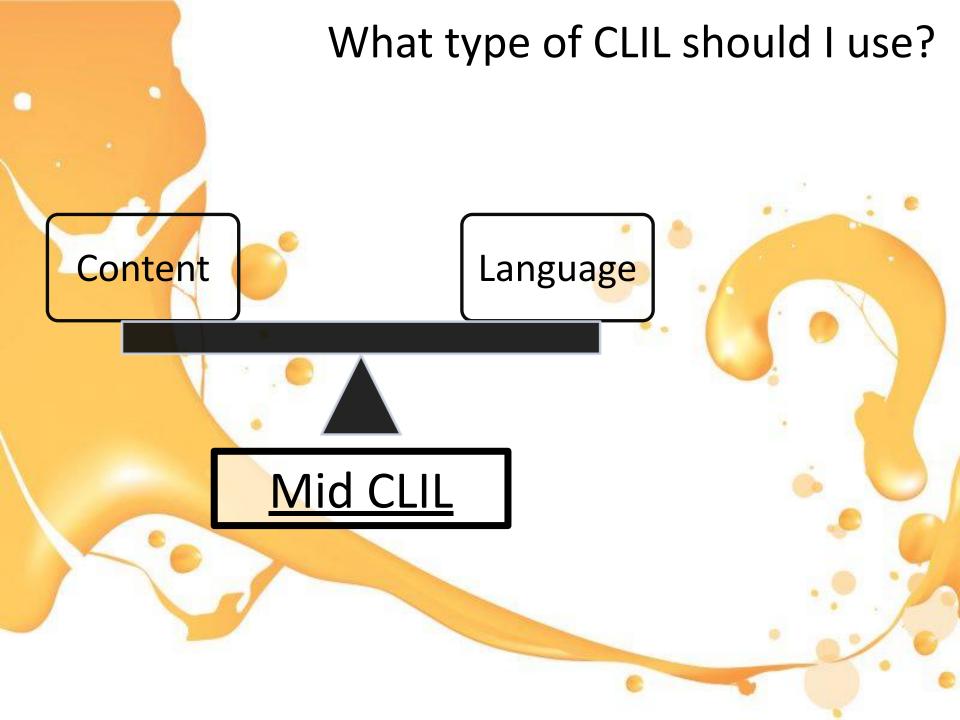- Curriculum
- Available time
- Subject

From: Clegg, J (2003) *Teaching subjects through a foreign language in the primary school.*
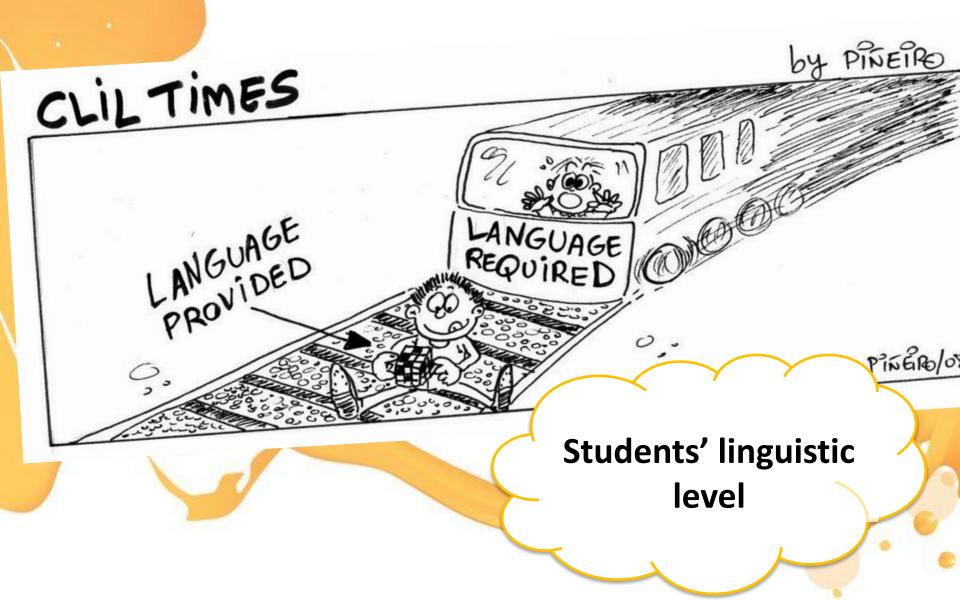
Key Features	Foreign language teaching		Subject teaching in FL (CLIL)
	Conventional FL teaching	Content-based language teaching	
Priority in planning	Language	Language	Subject
Taught by:	Language or class teacher	Language or class teacher	Class teacher
Assessed as:	Language	Language	Subject
Viewed as:	Language teaching	Language teaching	Subject teaching
Materials	Language	Language/subject	Subject
Syllabus	Language syllabus: general purposes	Language syllabus: CALP	Content syllabus and CALP
Methodology	FLT methodology	Language-supportive teaching	Language-supportive subject-teaching desirable

What type of CLIL should I use?

Language

Content

Strong CLIL

What type of CLIL should I use?

Content

Language

Weak CLIL

What type of CLIL should I use?

Content

Language

Mid CLIL

Students' linguistic level

CLIL: challenges

Students cognitive level

"The next part of this recipe will involve some calculus."

iWonder?

Is a **tomato** a fruit or a vegetable?
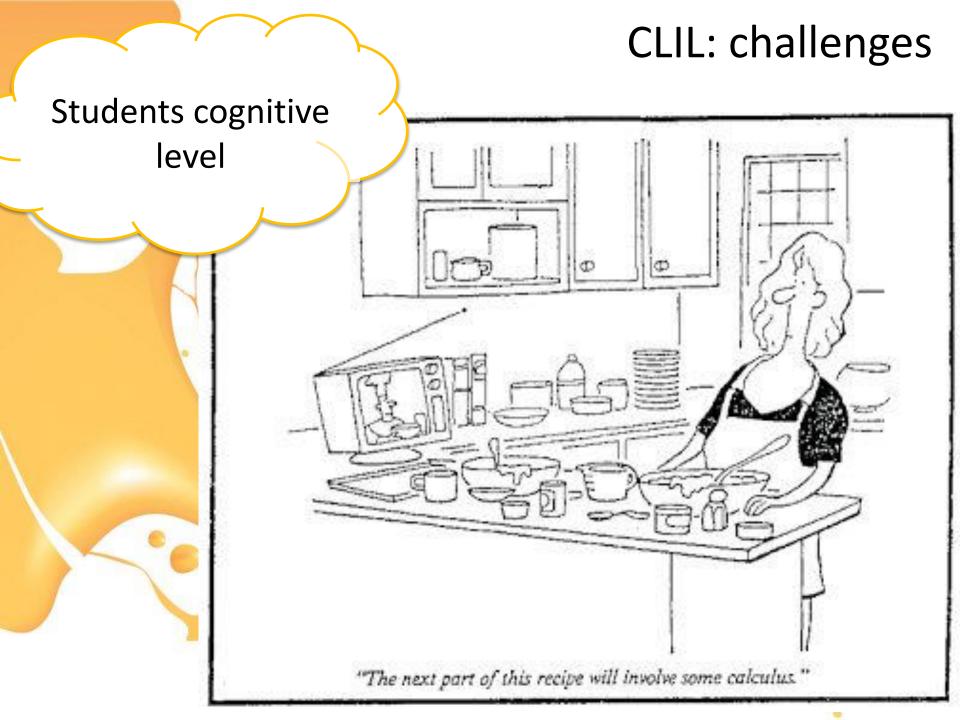
iWonder?

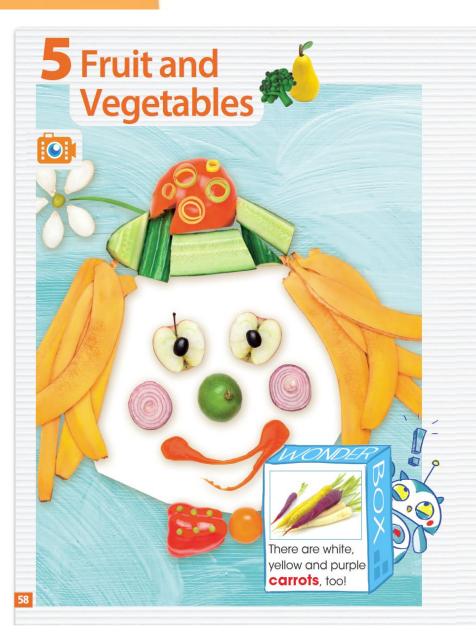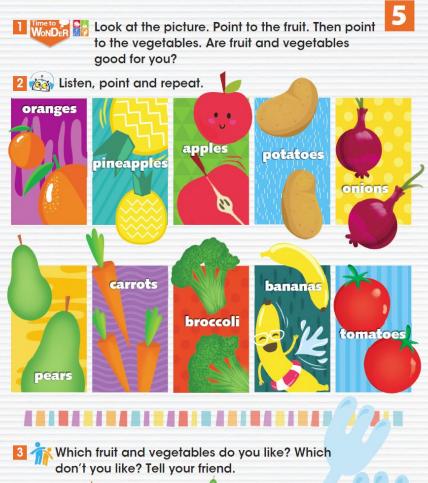Can a **bluebird** see the colour **blue**?

What's in it for them?

- Language skills should be transferable outside the classroom (CALP/BICS).
- Cognitive academic language proficiency
- Basic interpersonal communication skills

5 Fruit and Vegetables

WONDER BOX
There are white, yellow and purple **carrots**, too!

1 Time to **WONDER** Look at the picture. Point to the fruit. Then point to the vegetables. Are fruit and vegetables good for you?

2 Listen, point and repeat.

oranges

pineapples

apples

potatoes

onions

pears

carrots

broccoli

bananas

tomatoes

3 Which fruit and vegetables do you like? Which don't you like? Tell your friend.

I like apples. *I don't like pears.*

Sing the *I like* song!

I like ... . I don't like ... .

A smoothie shower!

4 Let's listen!

1 Let's make a smoothie!
Oh, yes!

2 Do you like bananas?
Yes, I do!

3 I like oranges. Yummy!

4 I like carrots!
Carrots? Here you are!

5 And some apples, please!
Sorry! There aren't any apples.

6 Yummy! This looks good!

7 Cody, no!

8 Oh, dear! A smoothie shower!

5 **Think** Choose yes or no.

1 Elsa likes bananas. **yes** **no**

2 Tara likes pears. **yes** **no**

3 Carlos likes carrots. **yes** **no**

4 Cody likes oranges. **yes** **no**

CRAFTWORK
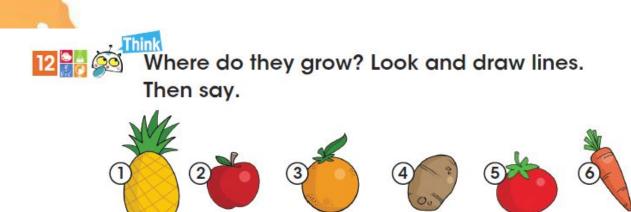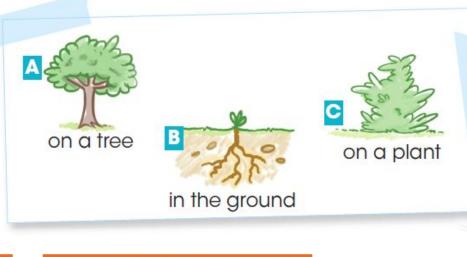
6 **Game** Make a shopping basket. Play the *Shopping* game.

12 Where do they grow? Look and draw lines. Then say.

① ② ③ ④ ⑤ ⑥

A on a tree

B in the ground

C on a plant

A pineapple is a fruit. It grows on a plant.

A(n) ... is a fruit/vegetable. It grows ... .

11 Colour the fruit red. Colour the vegetables green.

Skills to develop

- Information processing

- Reasoning

- Enquiry

- Creative thinking

- Evaluation

- English National Curriculum

European Competences for Lifelong Learning

- Communication (in mother tongue and foreign language)
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Cultural awareness and expression

The way forward (compromise?)…

- More project work
- Wider reading schemes
- Cross-school projects

Tips

- Build skills not just language knowledge
- Encourage production not just reception
- Balance group and individual work
- Encourage synthesis not memorisation
- Allow autonomy
- Have fun!