The background features vibrant orange liquid splashes and bubbles of various sizes scattered across a white surface. On the left, a large, thick splash curves upwards. On the right, another large splash curves downwards. Numerous smaller, spherical bubbles of varying diameters are dispersed throughout the scene, creating a dynamic and energetic visual effect.

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.”

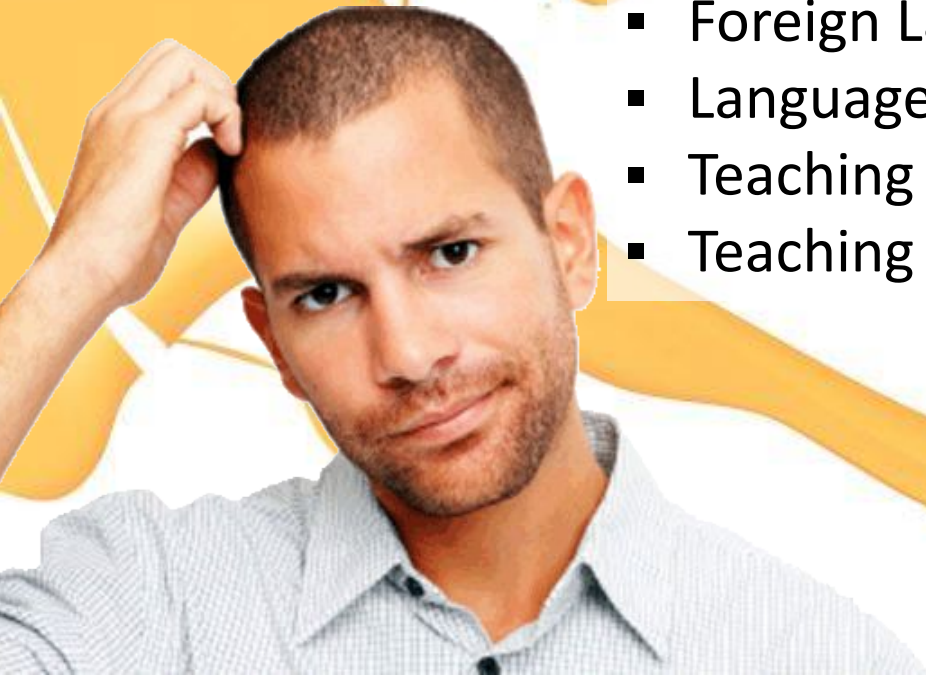
"Content and language integrated learning (CLIL), in which pupils learn a subject through the medium of a foreign language..."

CLIL: what?

“...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?

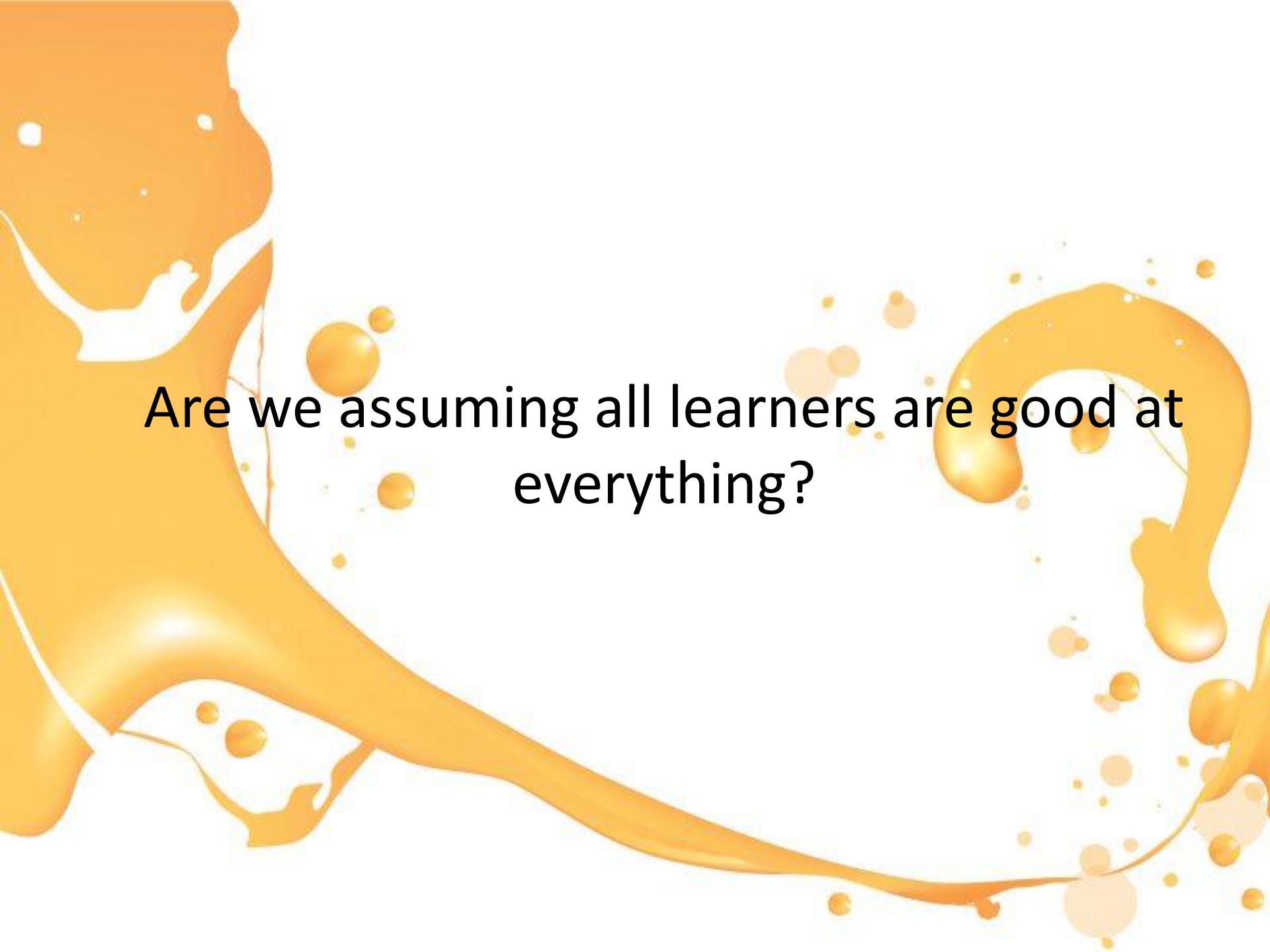
- Prepare students for future studies and/or working life
- Diversity of methods and forms of classroom teaching and learning
- Bilingualism is promoted
- It is motivating for the students

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?



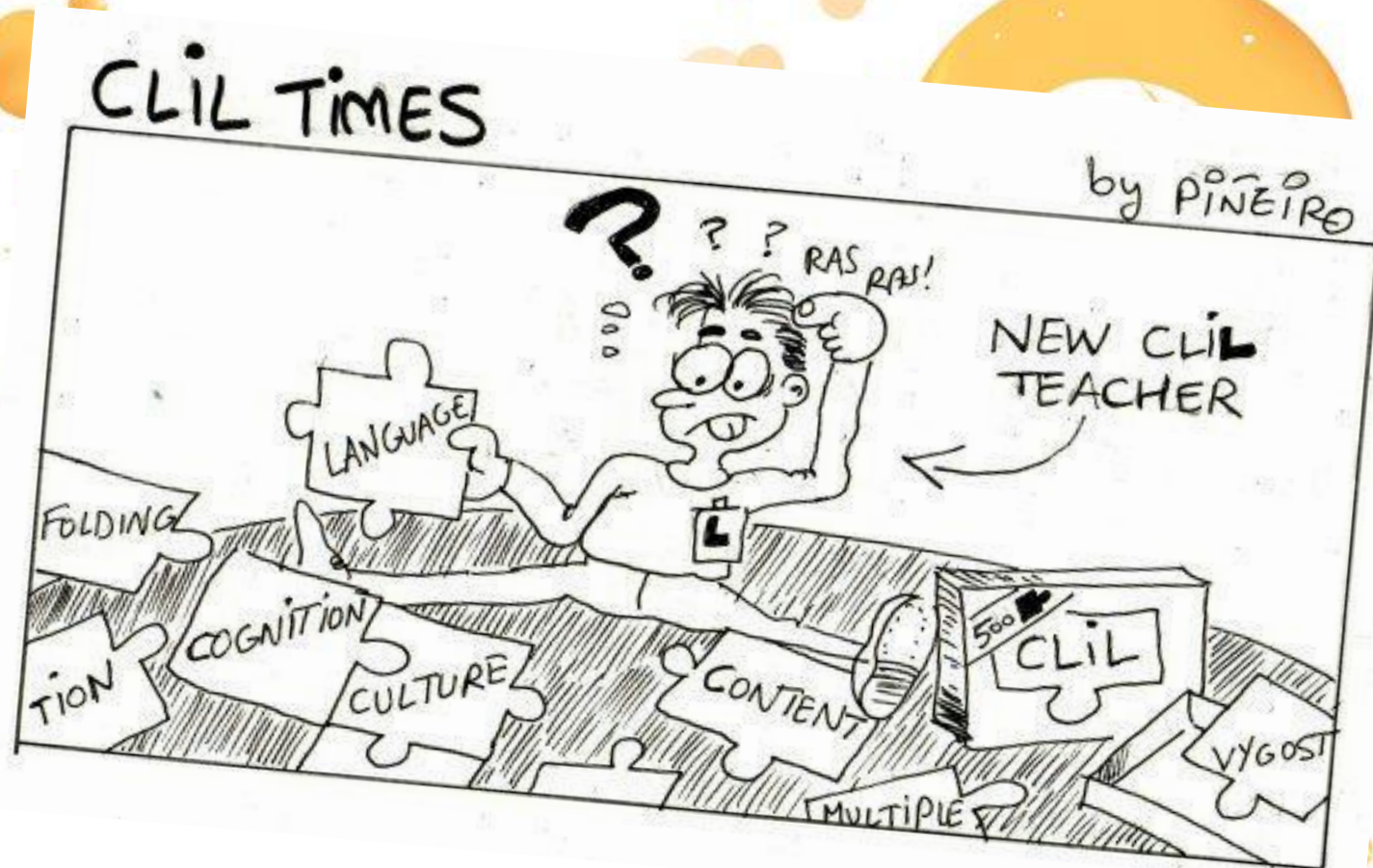
Are we assuming all learners are good at everything?

The background is a vibrant, abstract composition of orange and yellow tones. On the left side, there is a large, stylized profile of a human head in orange, facing right. The interior of the head is white, suggesting a brain or a space for thought. To the right of the head, a large, thick, orange question mark is prominently displayed. The entire scene is filled with various sizes of orange and yellow circles, some with soft shadows, giving the impression of splashes or bubbles. The overall aesthetic is clean, modern, and visually engaging.

Has language teaching not changed?

What type of CLIL should I use?

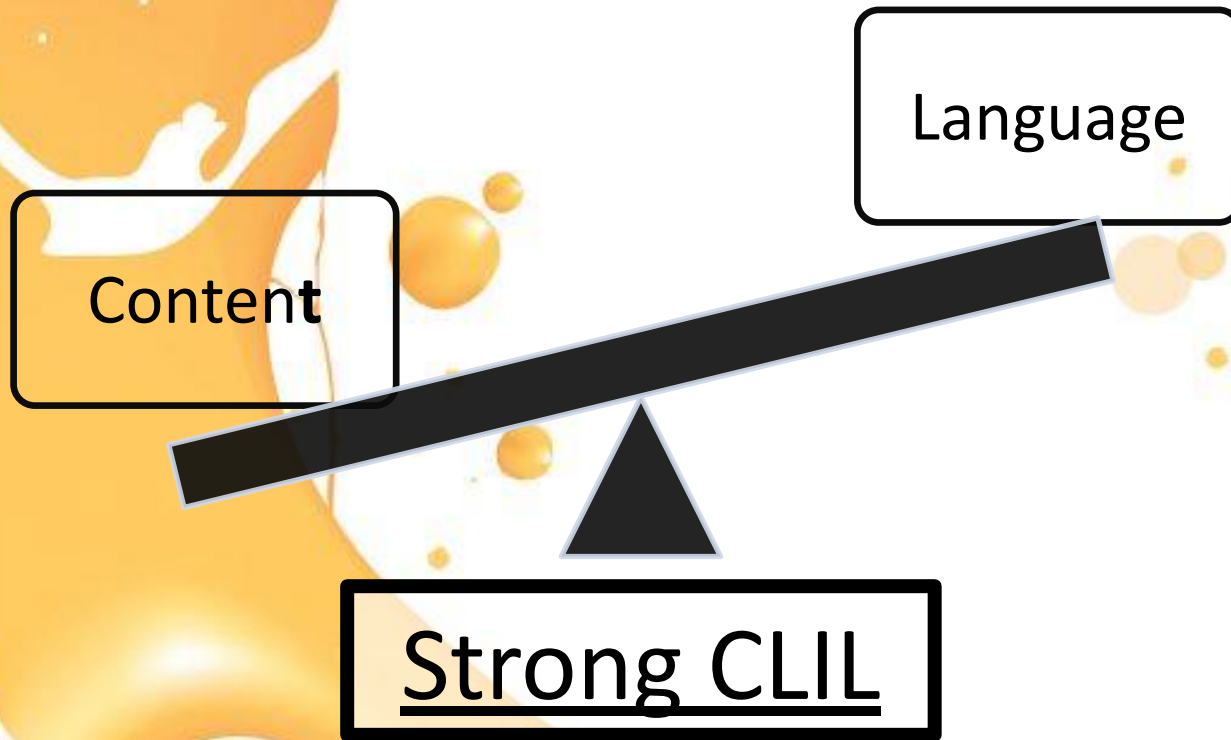
- Curriculum
- Available time
- Subject



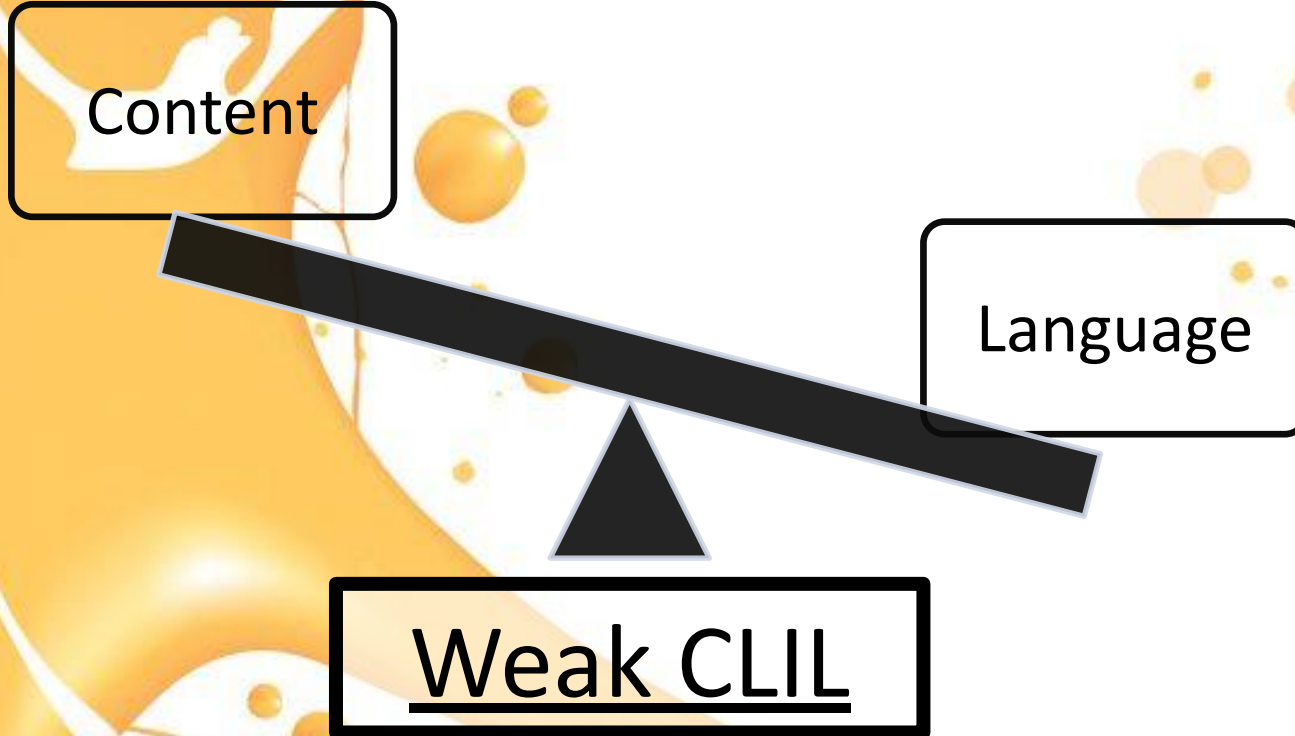
From: Clegg, J (2003) *Teaching subjects through a foreign language in the primary school.*

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

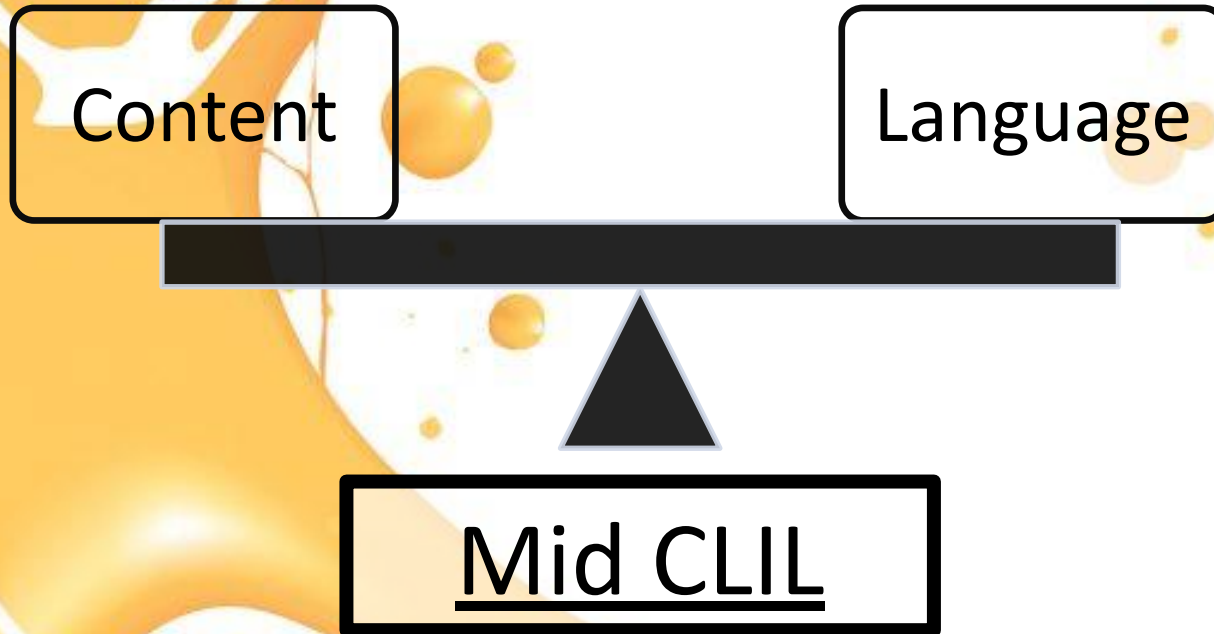
What type of CLIL should I use?



What type of CLIL should I use?



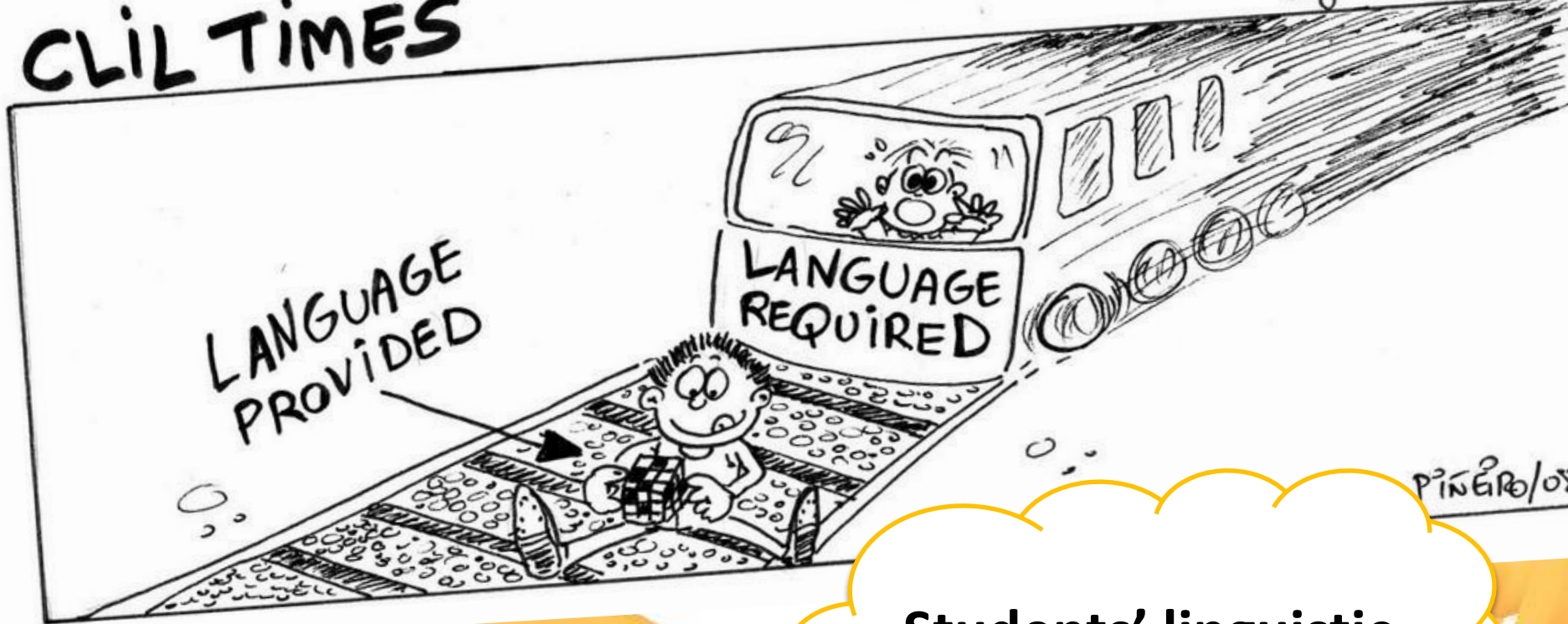
What type of CLIL should I use?



CLIL challenges

CLIL TIMES

by PINEIRO



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



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



1 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.



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

I like apples. I don't like pears.

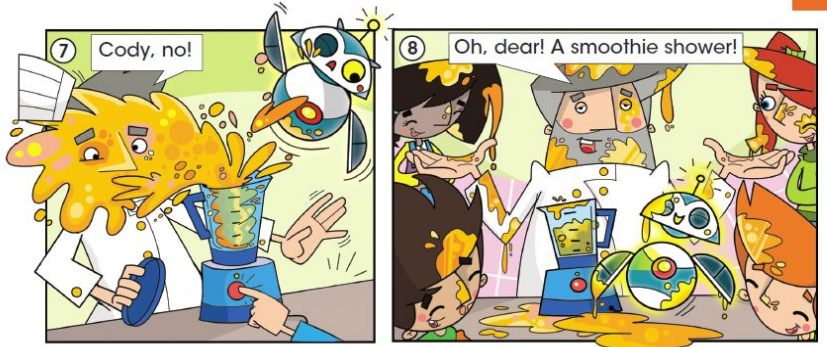
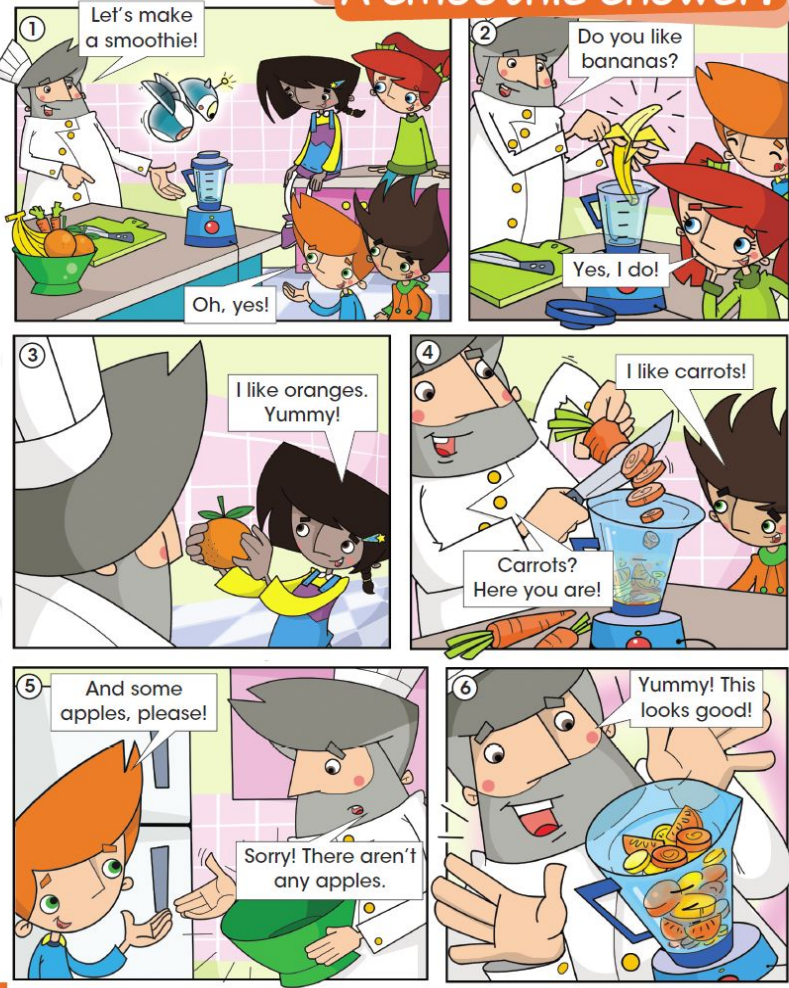


4 Sing the *I like* song!

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

4 Let's listen!

A smoothie shower!

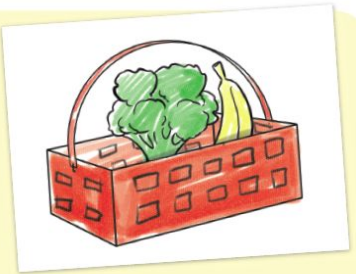


5 Think Choose **yes** or **no**.

	1 Elsa likes bananas.	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
	2 Tara likes pears.	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
	3 Carlos likes carrots.	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	
	4 Cody likes oranges.	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	

GAMEWORK

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

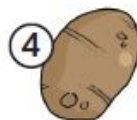


12



Think

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



A



on a tree

B



in the ground

C



on a plant

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



64

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!