# 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>…"*

# 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 <u>language focus</u>, this should be part of the lesson and <u>not the main focus</u>."*

# 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
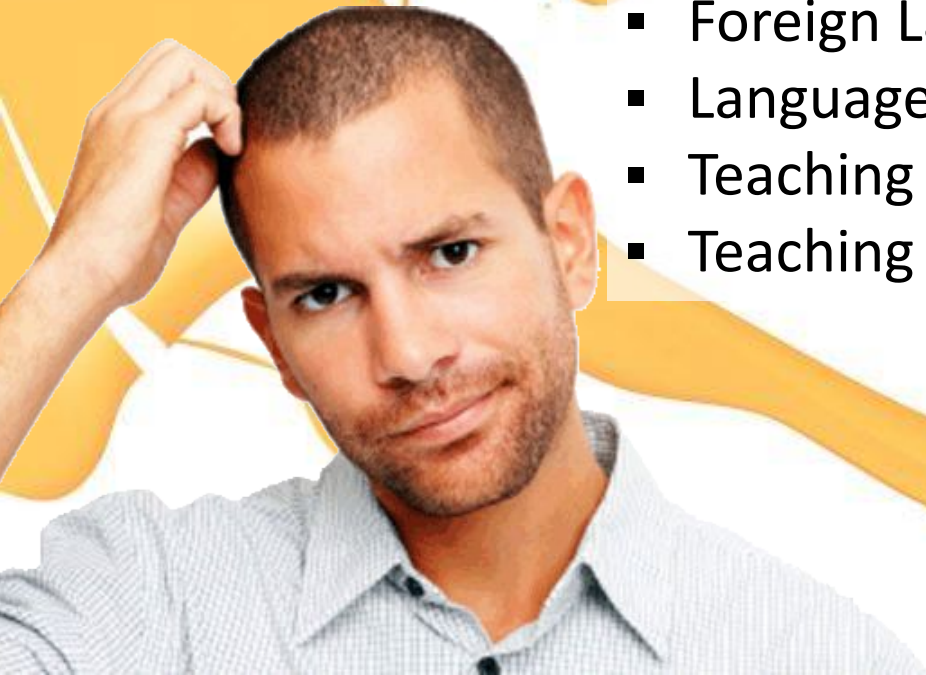
# CLIL: why?

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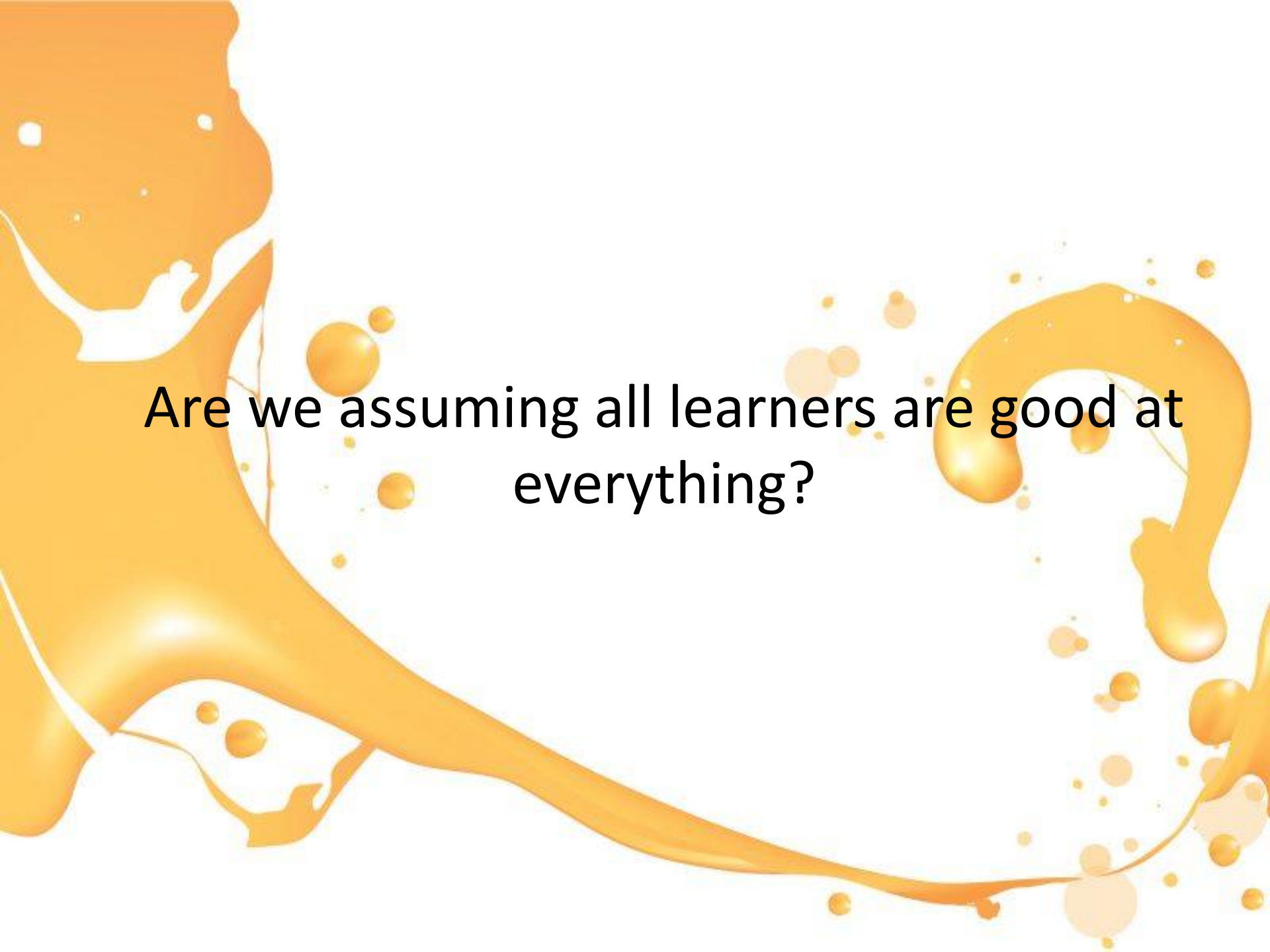- Learning is not merely a key to passing to an examination

# 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
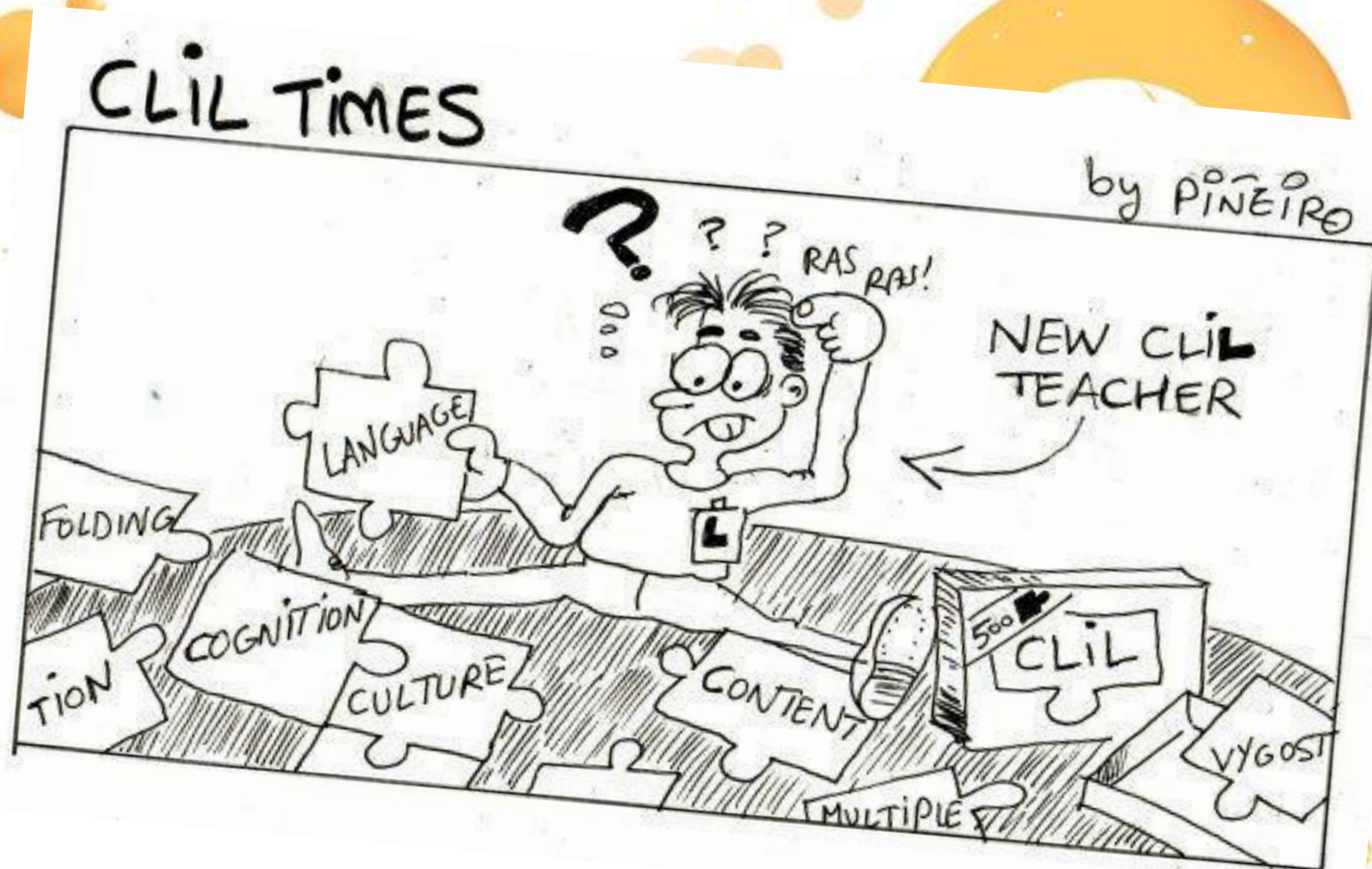- Testing
- What will happen to the native language?

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
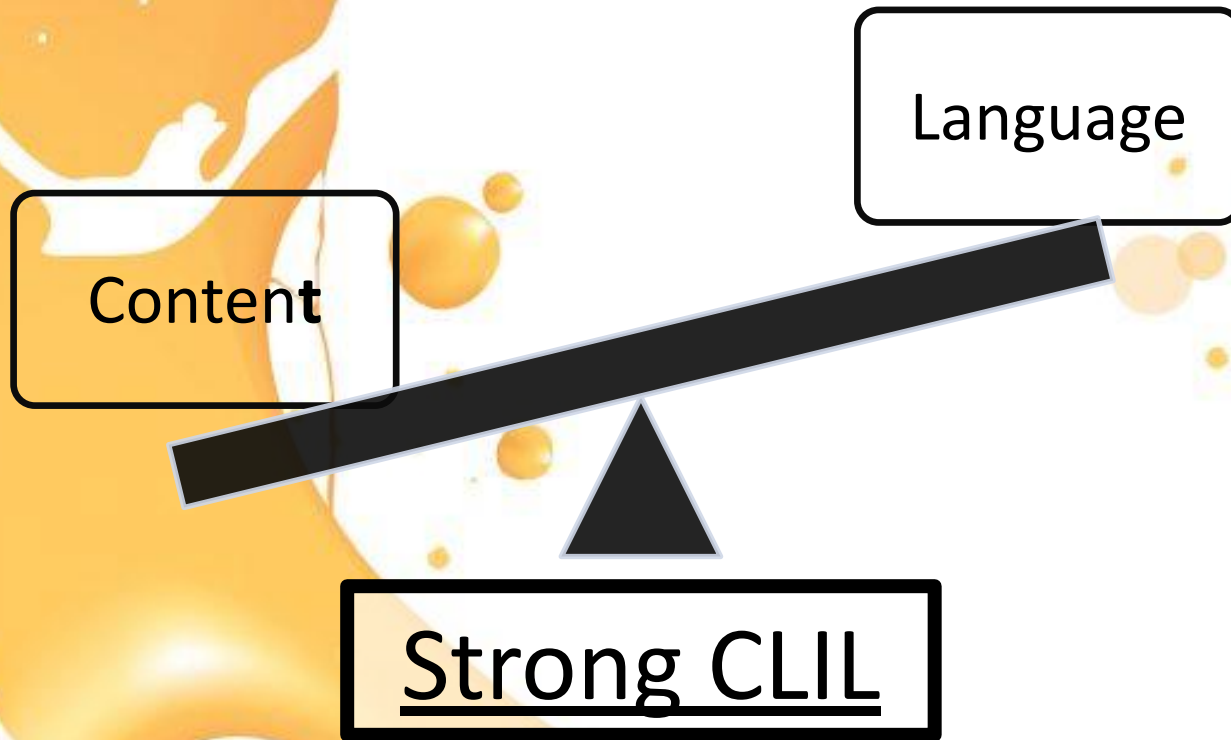
# What type of CLIL should I use?
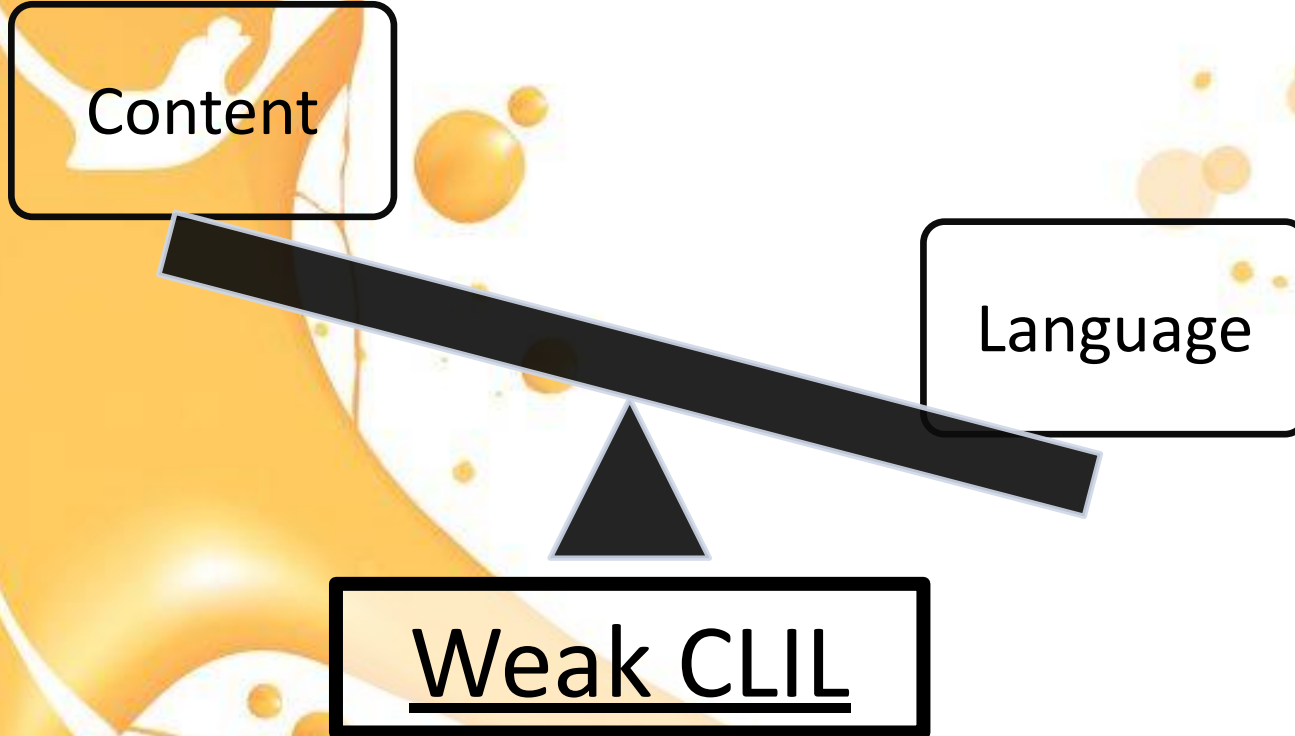
Content

Language

## Weak CLIL

# What type of CLIL should I use?

Content

Language

Mid CLIL
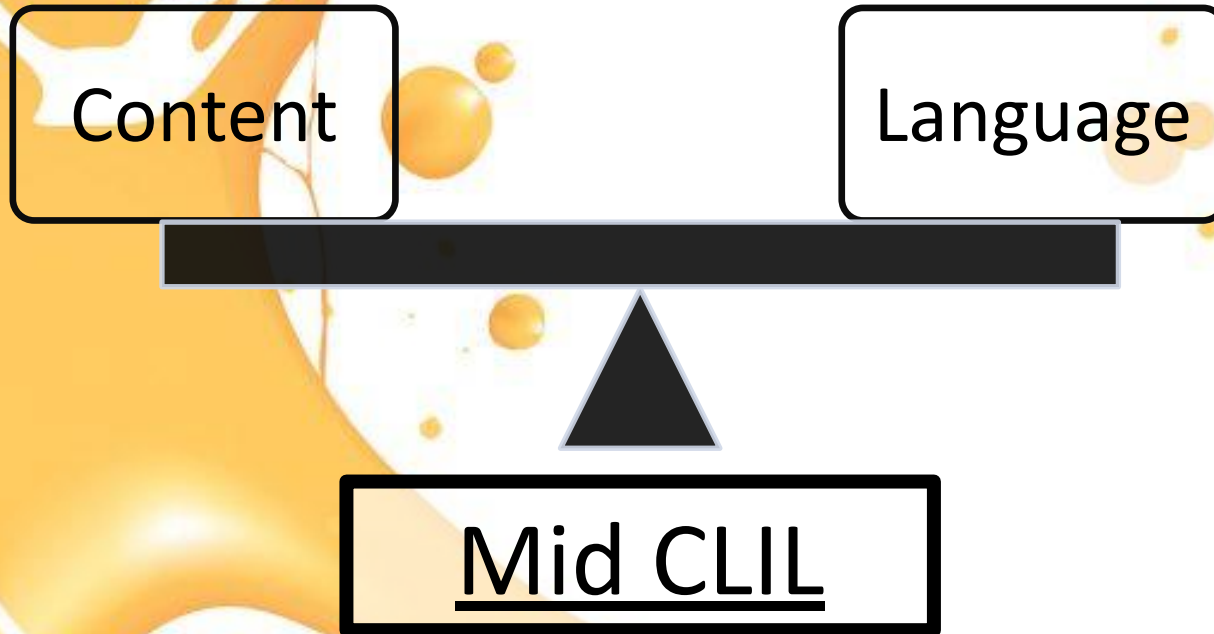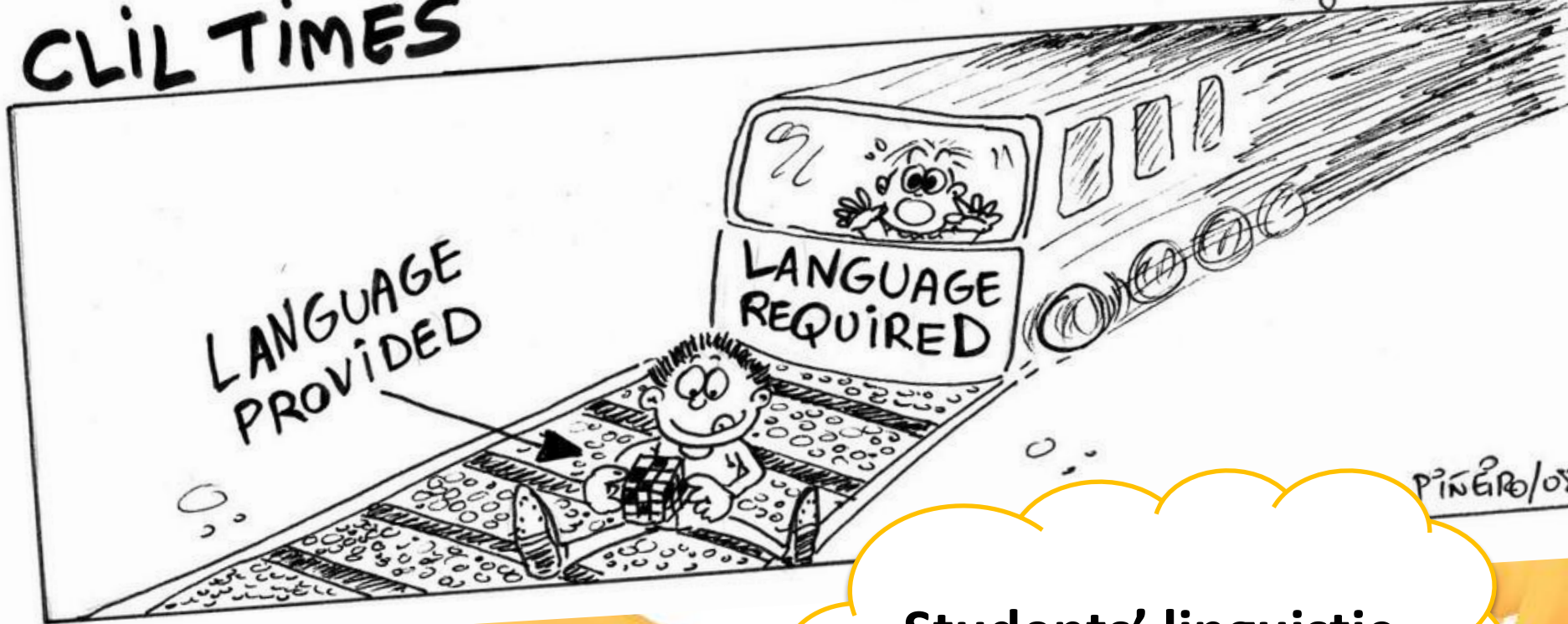
**Students' linguistic level**

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!

58

**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.*
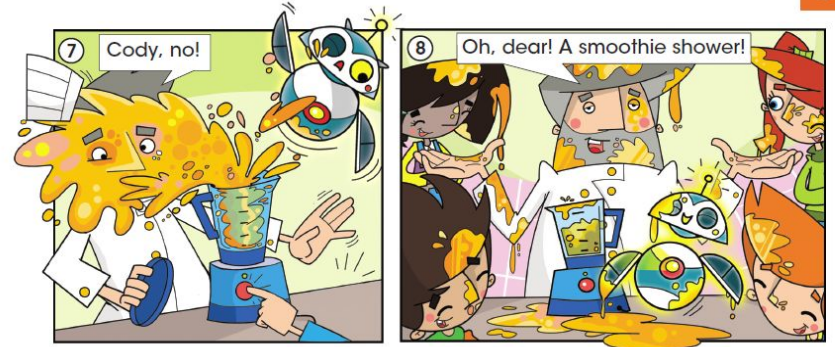
Sing the *I like* song!

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

59

5

## 4 Let's listen!

### A smoothie shower!

**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!

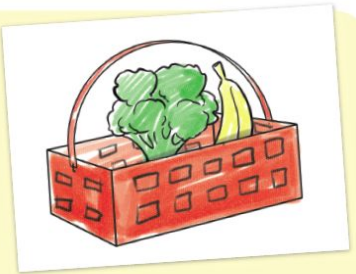## 5 Think — Choose yes or no.

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

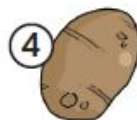**6 Game** Make a shopping basket. Play the *Shopping* game.

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

① (pineapple)  ② (apple)  ③ (orange)  ④ (potato)  ⑤ (tomato)  ⑥ (carrot)

**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

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