



Erasmus+

STATE OF THE ART REPORT

ABOUT THE USE OF CLIL METHODOLOGY IN PRIMARY SCHOOLS

Report O1/A4 - Ver.01 – 2016





CLIL for Children, 2016

Strategic Partnerships (Key Action 2)

Project number: 2015-1-IT02-KA201-015017

This publication was supported by the Erasmus+ Programme of the European Commission.

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INTRODUCTION

The objective of O1/A4 is a state of the art meta-research report on the use of CLIL methodology in primary schools in partner organizations. The state of the art report combines 4 national reports developed by P4, P5, P6 and P7 in the partner countries (Italy, Portugal, Romania and Poland) of the C4C – CLIL for Children consortium. It aims at presenting and analysing data collected by desk research and questionnaires regarding the CLIL approach in partner countries structured as follows:

- 1) Desk research 1: Characterization of FL provision in primary schools and related review of theories developed on using CLIL in primary schools;
- 2) Description of the results obtained by the Survey carried out with questionnaires completed by a minimum of 40 respondents in each partner country and a minimum of 40 respondents from other (non-partner) countries - narrative from each partner country on organization of CLIL and teacher training programmes (if available) (common format)
- 3) Desk research 2: Descriptions of methods with related supporting theory including: optimum age range and group dimension of children; overall level of complexity in application; amount of training requested to teachers; requested equipment; expected results; web and paper based sources of information on the methodology; a terminology for CLIL/bilingual education/ EMI;
- 4) A critical executive summary - suggestion of one methodology to be used for the project with examples of good practice.

1 DESK RESEARCH 1 - REVIEW OF THEORIES DEVELOPED ON USING CLIL METHODOLOGY IN PRIMARY SCHOOLS IN 4 PARTNER COUNTRIES (ITALY, PORTUGAL, ROMANIA, POLAND)

1.1 FL PROVISION IN PRIMARY SCHOOLS IN PARTNER SCHOOLS

1.1.1 *WHAT IS PRIMARY EDUCATION IN PARTNER COUNTRIES (AGES OF CHILDREN, LENGTH OF PRIMARY EDUCATION, MANDATORY OR OPTIONAL, PRIVATE/PUBLIC, ETC.)?*

ITALY

The current Italian education system is composed of a first stage lasting 8 years which is divided into primary and lower secondary school. Italian children aged 6 to 11 attend primary school (in either legally accredited state or non-state schools) which lasts 5 years. Primary education is free in state schools. Textbooks are provided free of charge by the municipality to each student.

There are two main school time schedules:

- full-time, 40 learning hours a week, lunch break included, with lessons during both mornings and afternoons, and two or more teachers teaching different subjects in the same classroom;
- 27 to 30 learning hours a week, with lessons during mornings and some afternoons (once or twice a week, lunch break included with a main teacher in the classroom and others teaching subjects such as English, sport, music, history, and geography).

Compulsory subjects are: Italian, English, history, geography, maths, science, computer skills, music, art, sport, technology, catholic religion or alternative activities. In addition to the

compulsory ones, there are other subjects and activities that each school can schedule independently and in collaboration with external partners (local bodies and/or training agencies).

In legally accredited state schools, teachers are selected and employed by means of an exam organized by the Ministry of Education which gives them credentials to teach. Most recent exams included an English test. Candidates who pass the exam will have credentials to teach the tested subject. In the past, no exam included an English test, therefore teachers were awarded credentials through different training courses which will be detailed in the following sections.

The curriculum includes a compulsory part and a 20% optional part, which schools can decide for independently. Teachers can choose the method, the materials, and the textbooks. The compulsory part of the curriculum is based on the recommendations and the curricula issued by the Ministry of Education. The most recent national curricula date back to 2012 and are provided with recommendations to develop the pre-primary and first education stage (primary and lower secondary school) curriculum. The recommendations include a general introduction, where key concepts such as the student-centred education, the European citizenship, and the long-life learning key skills are presented, and a few detailed sections about teaching specific subjects. Each education stage defines final objectives to be met, aimed at developing educational skills and fulfilling relevant learning objectives.

Teachers can choose the methods to assess their students. Mid-term, periodic and final assessment tests must be in line with the objectives and targets reported in the Recommendations of the Ministry of Education and with the curricula objectives set by each school. Schools also have to take care of self-assessment, aimed at developing a critical thinking on the provided education.

Besides the assessment performed by each school, there is the INVALSI (National Institute for the Education System Assessment) assessment, administering maths and Italian tests to second and fifth grade students of primary school at a national level.

PORTUGAL

Preschool education in Portugal is not compulsory. Preschool education is developed in kindergartens and nurseries and the children's ages are from 3 years old till the age of entry into primary school, which is 5 to 6 years old. Primary education, which is holistic and organised by a cross-disciplinary ethos is called the *1st cycle of Basic Education (1º CEB)* and it lasts for 4 years (starts at the age of 5 or 6 till the age of 10). In Portugal primary education is both public and private and it is compulsory for all children. At 10, children start the 2nd cycle of Basic Education (2º CEB) for 2 years (up to the age of 12). The 2nd cycle is already organized in specialist subjects, taught separately from one another.

ROMANIA

Primary education in Romania is an integrated part of the compulsory education system and can be organized in public and private schools. As the newest law of national education states, primary education consists in the preparatory class and classes I to IV. The inclusion of the preparatory class in primary education started in the scholar year of 2012-13.

The public primary education system functions in independent schools or in secondary schools. In urban areas, primary education can also be organized in schools with classes from I to XII/XII grade (usually, in art, sports and pedagogic vocational schools). In rural areas there are independent primary education schools, especially in the villages where the number of the pupils is too small to be organized in secondary schools.

The individuals from national minorities have the right to study in their native language, at all levels, types and forms of pre-university education. For primary education, as in the case of preschool education, the scholar year in Romania comprises 2 semesters, 3 holidays during the school year and 1 summer holiday.

Primary education has morning program every week day. The length of a lesson is between 45-50 minutes and every lesson is followed by a short brake of 10-15 minutes. Almost all schools have a big brake of 20 minutes after the 3rd grade. The curriculum for primary education is established by the Ministry of Education. The number of study hours in all curricular objects represents a maximum of 20 hours per week.

The National Curriculum represents all the disciplines and syllabuses in the pre-university education system. They consist in the compulsory objects, the optional ones and the minimum and maximum number of the hours allocated for them. The core curriculum comprises the compulsory study objects and the school decision curriculum from the optional study objects. The syllabus establishes, for every study object, the aims and the basic theoretical, experiential and practical contents, offering general methodological guidelines for their implementation and evaluation.

The curriculum and syllabuses for the compulsory study objects in pre-university education system are elaborated by the national institutions of the Ministry of Education.

The School decision curriculum consists in the optional study objects offered at a national, regional or local basis and of the ones that the schools themselves are proposing. The syllabuses for the optional study objects are elaborated by the schools with the support of the didactic staff, of the representatives of pupils, parents and the local community representatives.

In the national curriculum, the optional study objects represent 80% and the optional ones 20%. For every study object, the syllabus covers 75% from the teaching and evaluation hours, letting the teachers to fill the rest of 25% percent from the amount of time of that object. The teacher decides if the percent of 25% will be used for remedial learning activities for students with special needs, to consolidate the knowledge or to stimulate the students capable of bigger performances as their individual learning plans.

POLAND

Primary education in Poland is compulsory – children between the ages of 6/7 and 13 attend primary schools for a period of six years. Public primary education is free of charge for all pupils. Children are admitted to primary schools at the age of 6 or 7 (they must reach the age of 6 or 7 during the calendar year in which they start compulsory education). Before 2014, admission of 6-year-olds to grade 1 of primary school was left to the parents' discretion. In 2014, education in primary schools is compulsory for 6-year-old children born in the first half of 2008, i.e. children born before the end of June 2008. Starting in 2015 all 6-year-olds will commence compulsory schooling. The decision on admission or its postponement is taken by the school head upon consultation with a counselling and guidance centre. Communes are divided into school catchment areas in order to provide even access to schools. Children are admitted easily to a school in their residential area. If there are places in a relevant class, children from another residential area may be admitted to a school on their parents' request.

Education in primary school is based on the core curriculum which defines the learning outcomes and some general requirements for the organisation of teaching at this level of education. Core curricula have to be respected by each school, but school curricula are determined at the school level. Teachers are free to follow curricula chosen or developed by them independently and approved by the school head. The curriculum proposed by the teacher should be based on the core curriculum and adjusted to the needs and abilities of the pupils concerned. Teachers may also use textbooks selected from the list approved by the Minister of National Education.

The new Core Curriculum of 2008, introduced gradually since 2009/2010, has been defined in terms of general and detailed learning outcomes regarding knowledge and skills that have to be acquired by each pupil by the end of a given educational stage. In this way, the Core Curriculum determines the scope of knowledge and skills to be tested at the end of grade 6. The process of its implementation in primary schools was completed in 2015.

General education in the primary school is divided into two stages:

- Stage I, including grades 1 to 3 of the primary school and covering early school education,
- Stage II, including grades 4 to 6 of the primary school.

General education in the primary school aims to enable pupils to:

- acquire a basic body of knowledge about facts, rules, theories and practice related in particular to topics and phenomena close to their experience;
- acquire the ability to use the knowledge gained to carry out tasks and solve problems;
- develop attitudes which are necessary for efficient and responsible functioning in the modern world.

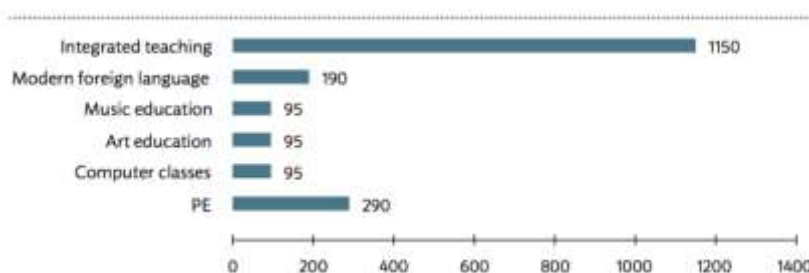
The most important skills to be acquired by pupils in primary schools include:

- reading: understood as both a simple activity and the ability to understand, use and process texts to an extent enabling acquisition of knowledge, emotional, intellectual and moral development, as well as participation in social life;
- mathematical thinking: the ability to use basic mathematical tools in everyday life and to apply elementary mathematical reasoning;
- scientific thinking: the ability to formulate conclusions based on empirical observation related to nature and society;
- communication skills in the mother tongue and in a foreign language, including both speaking and writing skills;
- the ability to use ICT effectively, including the ability to search for and make use of information;
- learning to learn as a means enabling pupils to satisfy their curiosity about the world, to identify their interests and to prepare for further education;
- teamwork skills.

Stage I (grades 1 to 3 – lower-primary education)

Teaching at stage I is meant to provide a smooth transition from pre-primary experience to school education. Educational activities are conducted according to a flexible timetable prepared by the teacher, in which the duration of lessons and breaks is influenced by the pupils’ activity. Education in grades 1–3 of the primary school is implemented in the form of integrated teaching provided by a generalist teacher. Music Education, Art Education, Physical Education (PE), Computer classes and Modern Foreign Language classes can be taught by a specialist teacher with relevant qualifications. Early school education aims to support children in their intellectual, emotional, social, ethical, physical and aesthetic development. The new curriculum defines the scope of knowledge and skills to be acquired by pupils completing education in grade 3. The scope of knowledge and skills which pupils should have gained by the end of education in grade 3 is defined in such a way as to enable teachers to work with children of average-level abilities. The minimum number of compulsory classes (where 1 teaching hour equals 45 minutes) has been defined in the legislation for grades 1–3 of the primary schools as follows:

Fig. 1 – Stage I (grades 1-3, primary school) – minimum number of teaching hours by subject in the 3-year period

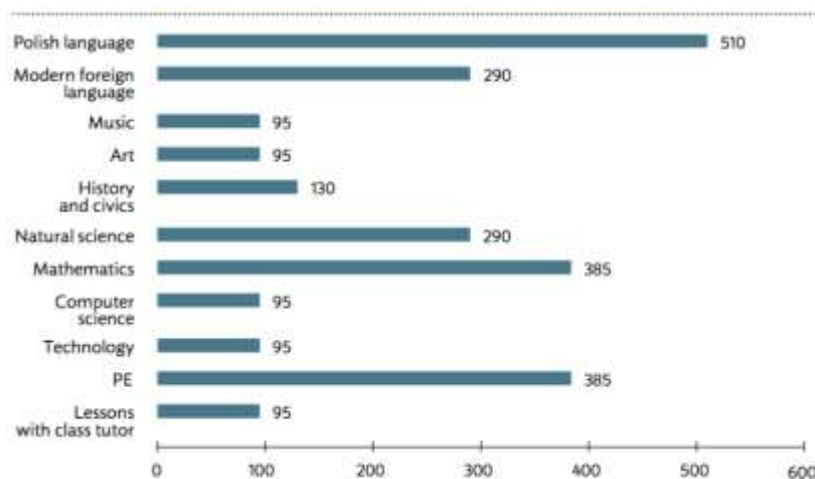


Compulsory Religion/Ethics classes are also envisaged. The weekly number of teaching hours of compulsory classes for pupils in particular grades at stage I has been defined as: grade 1 – 20, grade 2 – 21, grade 3 – 21.

Stage II (grades 4 to 6 – upper-primary education)

Stage II of the 6-year primary school covers grades 4, 5 and 6. Teaching at this stage is arranged by subjects. The minimum number of compulsory classes (where 1 teaching hour equals 45 minutes) has been defined in the legislation for grades 4–6 of the primary schools as follows:

Fig. 2 – Stage II (grades 4-6, primary school) – minimum number of teaching hours by subject in the 3-year period



Non-compulsory Religion/Ethics classes are also envisaged. The weekly number of teaching hours of compulsory classes for pupils in particular grades at stage II has been defined as: grade 4 – 25; grade 5 – 26; grade 6 – 28.

Internal assessment is carried out by school teachers, while external assessment is conducted by the Central Examination Board and Regional Examination Boards i.e. institutions external to the school.

1.1.2 WHAT IS THE PROVISION FOR FOREIGN LANGUAGE TEACHING AT PRIMARY LEVEL? (WHO TEACHES IT, HOW, TO WHAT PURPOSE, FOR HOW LONG, WHICH FOREIGN LANGUAGES ARE INTRODUCED, ETC.?)

ITALY

The very first experimentations on the provision of a foreign language in Italy date back to the '70s. In 1977, in some Italian cities the ILSSE (Foreign Language Teaching in Primary School) pilot project was launched. The foreign languages taught in the classrooms taking part in the project were English, French, Spanish and German. Furthermore, courses to enhance the linguistic knowledge, the educational and methodological skills were organized for all teachers participating in the experimentation.

In 1985, New Curricula contemplating the teaching of a foreign language in primary schools were issued by the Ministry of Education. Moreover, it was specified that the choice of a foreign language over another did not affect the fulfilment of the education targets, which included:

- linguistic and communication objectives (the use of the language to communicate with people from other countries)
- cultural objectives (the language as a tool to comprehend other cultures and people)
- cognitive objectives (the language as a tool of knowledge organization).

These last ones will be the starting point to subsequently develop the CLIL.

However, New Curricula were not in line with the school reform which will be implemented only at the beginning of the '90s. The foreign language in primary schools was introduced during the school year 1992-93, for a total amount of three weekly learning hours to be distributed on different days and starting from the third grade. Students could choose among English, French, German and Spanish. The foreign language teaching was considered part of the teacher task, therefore each primary school teacher should have been able to teach a

foreign language. A brand-new plan was launched to initially train tenured teachers, who already had some linguistic skills and voluntarily applied for the courses. Such courses covered a linguistic-centred and a language teaching-centred section. Upon completion, an overall assessment and a linguistic test were arranged. All teachers must pass the exam, and reach at least the 'threshold' level to access credentials to teach the foreign language.

To address the lack of trained foreign language teachers, and to use the available resources at best, it was created a distinction between two different profiles: *specialist teachers*, teaching only the foreign language in different classrooms, and *specialized teachers*, teaching the foreign language and other subjects in the same classrooms.

In 2003, a new primary school and curricula reform was adopted. The focus shifted from foreign languages to just English being taught since first grade, even if for just a single weekly hour in first grade, two hours in second grade, and three hours in the other grades. It was specified that once completed primary school, all students must have reached the A1 English level according to the Common European Framework of Reference for Languages. Teachers with credentials to teach must have had at least a B1 level.

With the new reform and the introduction of English since first grade a brand-new education plan was brought about. Just like the previous one, the plan included a linguistic and a methodological training. Among the news, the change in the course format with a *blended* (both on-line and in person) training through the platform *Puntoedu* by INDIRE (National Institute for the Education Research).

During the same years, a new programme broadcast by RAI was set up. *Divertinglese*, in its Italian name, aimed at helping children and teenagers get familiar with English, by showing simplified cartoons in English which progressively became more difficult. The programme was associated with the related web page (www.raiscuola.rai.it/inglese) where content could be downloaded and videos watched. A selection of videos, produced in collaboration with the BBC, was addressed to teachers to strengthen their linguistic skills.

English keeps being taught since first to fifth grade, with the same time schedule used in the past. There still are both specialist and specialized teachers, though the first ones have considerably decreased. *Blended* training courses through *Puntoedu* by INDIRE are still under way. The platform is constantly updated and new content is added in line with the European and national recommendations. The most recent national recommendations issued in 2012 as to foreign languages report that the key target of learning English and a second EU foreign language (introduced in secondary schools) is gaining multilingual and multicultural (skills competences). Studying foreign languages is not deemed as a simple acquisition of linguistic expertise, but as a key skill to interact and act as an active and European citizen. From a methodological standpoint, the Recommendations emphasize the need to teach/learn foreign languages to do, communicate, and learn. In particular, it is recommended to:

- aim at the natural and spontaneous acquisition of the language through songs, nursery rhymes, games, storytelling
- use the language to do (take part in games, research, projects, create handicrafts, etc.)
- use the language to communicate by supporting mailing activities with foreign peers, participating in projects with schools in other countries, and having contacts with them by using technologies
- arrange situations where the foreign language is used to promote and convey contents related to other subjects.

PORTUGAL

Until very recently, it was only in the 2nd cycle of Basic Education that children were introduced to a foreign language (FL) in the curriculum, which was English or French. For many years this was their first year of learning a foreign language. However, over the past 10 years (from 2005 on), English was introduced as an extracurricular or extension activity for pre-

primary and primary education according to diverse models. In 2014, with a view to assuring that every child learns English for 7 years, the Portuguese Ministry of Education introduced a new regulation, which made English (EFL) compulsory curricular learning from year 3 in the 1st cycle of Basic Education (primary).

Until 2014/15, English (EFL) was taught as a curriculum-enriching activity [Atividade de enriquecimento curricular], i.e. an activity that does not address basic competences [Despacho nº 14460/2008, May, 26th], that generally takes place after classes on a par with music or physical and sports education, expressive arts and learning support. The aim of all these activities is to strengthen the idea of a 'whole-day school', i.e. school as a place where children will have access to all learning activities that are important for their education. English was generally taught in these terms, from 2005/2006, to the third and fourth school years (primary education), and from 2008/2009 it started on the first and second school years and was taken forwards during year 3 and year 4, while it was also being extended to early years education.

In 2014/15, English became part of the Primary education curriculum, from year 3, during 2 years (year 3 and year 4). According to the Portuguese Ministry of Education guidelines, teaching/learning of a foreign language (English) starts at primary education in year 3 (8 year-olds). The compulsory foreign language is English and it is taught as a separate subject by a visiting English teacher and (most of the times) unconnected to the other learning activities in the primary curriculum. The approach is that of a traditional EFL communicative approach, although some textbooks for this level include some CLIL units.

In 2005/2006 the official guidelines issued by the Ministry of Education in what concerns ELL (English) in primary school highlighted that it should:

- sensitize children to linguistic and cultural diversity; reinforce children's own cultural identity through exposure to a foreign language and culture;
- lead children to understand language as a worldwide means of communication;
- lead children to respect the other, develop understanding and mutual help, solidarity and intercultural citizenship. In sum, ELL was seen to promote the intercultural communicative competence of the child.

While English was taught as a curriculum-enriching activity, its teaching was sponsored and organized by local authorities, parents associations, charities and school clusters (*agrupamentos de escolas*) and were not paid for by parents. Private paid English classes were considered extra-curricular activities.

These English courses were supposedly taught by English teachers or pre-primary and primary teachers specialized in foreign language teaching, although a number of international certificates were accepted, such as the Certificate of Proficiency in English and the Certificate in Advanced English.

When English became a curricular subject, teachers of English were required to have either a first degree in primary education or be specialised foreign language teachers for any school level (middle school or secondary) and to do a number of credits on in-service/ re-training courses on Teaching English to Young Learners (no provision was made for CLIL). These were 1 or 2 semesters long and taught either by Universities or Polytechnics or The British Council in Portugal. Candidates to the course had to prove a C1 or C2 level of English proficiency and attain the C2 level by the end of the in-service /re-training course.

From 2016 teachers of English in primary will be required to hold a Master degree in Teaching English to Young Learners. Master courses may include Teaching about CLIL and should include components on child development, second language acquisition, and primary education policy and curricula. They are addressed to candidates that have already attained a considerable number of ECTS credits at universities in English Studies and therefore have a C1/C2 competence level in English.

According to regulations, English Classes in primary education (year 3 and year 4) can have up to 25 students and they are taught for at least 2 hours a week. However, researchers (see Ellison 2014: 94) have made it clear that “quality exposure to the language is extremely important. This does not necessarily correspond to frequency /length of exposure but a good context for learning, appropriate content, a good model of the language provided by the teacher, and appropriate methodology”.

ROMANIA

The teaching of foreign languages plays an important part in the national system of education in Romania. Romanian is a language of Latin origin together with French, Spanish, Italian and Portuguese. The foreign languages usually introduced in Romania are English, Spanish, French, German, Russian and Italian.

Foreign language lessons are usually provided by specialized teachers who have a university diploma in the respective language - they followed a 3 years university program in one or two foreign languages (2 specializations, e.g. French-English) at the Faculty of Letters/Arts and Humanities, including the Pedagogical Module, during the last year of study, which contains courses of Methodology of teaching the foreign language, Psychology of children, Pedagogy and guided teaching practice hours in schools (ten hours observation of the mentor and four hours teaching). After a two-year probation stage all teachers must sit for a *Definitivat* examination which will entitle them to hold a permanent position in school. During a teacher's career there are two more optional examinations, the second-degree examination and the first-degree examination, which also imply upgrading. Besides these opportunities for teacher development there are refresher courses in pedagogy, methodology and literature that are held by university professors or by specialists based in specialized resource centres.

Starting with the 'preparatory class' (ages 6-7) until the 3rd grade, the study of a foreign language is optional and the Ministry of Education has developed, in February 2012, a National Curricula¹ for this discipline which is included in the curricular area Language and Communication. Children can start learning a foreign language as an optional subject in the 'preparatory class' if it is included among the school's optional subject offerings. Parents have

¹ (2012) Clasa pregatitoare – Programa scolara pentru disciplina Comunicare in Limba Romana available on the Ministry of Education site <http://administrare.site.edu.ro/index.php/articles/c898/>

the right to take their children to those schools that offer the subjects in which they are interested. As most of them want their children to study English, schools try hard to meet their expectations. The curriculum is structured for 1-2 hours a week study and represents a first step in familiarizing the children with a form of communication other than the native language. It includes: “General skills: reception of simple oral messages, oral expression in common communicative situations, reception of simple written messages, writing of simple messages in common communicative situations; Specific skills: offering adequate reactions to greetings, questions short instructions/demands; recognizing different objects, numbers, etc., reproducing small pieces of information, songs/ rhymes, poems, offering personal information (name, age, etc.), participating in communicative games by reproducing/creating small messages or rhymes, showing interest in decoding small written messages, participating in simple group projects; Examples of learning activities: miming an action, completing an instruction, indicating an object, drawing, repeating after the teacher, playing chain games, finding rhyming words, finding small written messages around the classroom/school, asking for the meaning of certain words/concepts, manufacturing of posters on different topics by sticking and cutting; Methodological Suggestions: using the nonverbal to deduce the meaning of certain concepts; a playful approach; learning through context; Examples of milestones to be followed by teachers in order to help children acquire the foreign language skills in oral reception (*What should children listen to?, How do teachers motivate them to listen?, etc.*), oral expression (*How to develop a good pronunciation?, What should children produce orally?, How to make children communicate in the target language?, etc.*), written register (*How to stimulate curiosity for books?, What kind of projects do we ask from children?, etc.*), evaluation (examples of evaluation grids, examples teachers’ feedback, children’ self-evaluation techniques, etc.); According to the National Curriculum, only primary school children start the

compulsory study of the first foreign language in the 3rd grade (ages 8-9) and the discipline is called Modern language I.”²

POLAND

Foreign Language is a compulsory subject from grade IV in primary schools i.e. in the second stage of education. In the first stage of education, in some schools, foreign language is taught as a non-compulsory subject.

It is mentioned, in the proposals concerning the National Strategy on Foreign Language Teaching, which will constitute a part of the LLL Strategy (Life Long Learning Strategy) that there are possibilities to lower the age of compulsory language education to 7 years, i.e. to grade I of primary school. The date of the introduction of this rule has not been confirmed yet. However, the first steps have been already taken in order to implement this goal. It means that the training of teachers who will be qualified to teach young learners has already been started. (See: networking programme - Young Learners, chapter 5.2).

The present situation in the field of foreign language teaching in primary schools is as follows:

Fig. 3 - Prevalence factors of foreign language teaching in grades I-III of primary school (calculated for pupils of primary schools run by gminas).

Grades	English	French	German	Russian
I	25,66%	0,18%	5,58%	0,03%
II	28,11%	0,21%	6,96%	0,03%
III	29,05%	0,24%	7,72%	0,04%

Source: Prevalence of foreign language teaching 2004/2005, Warsaw: CODN.

English is the most popular language in grades I-III. In grade III of primary school 30% of children learn this language. As an interesting side note one can add that in grades I-III only 125 children learn Spanish and 110 learn Italian.

² (2012) Clasa pregatitoare – Programa scolara pentru disciplina Comunicare in Limba Romana available on the Ministry of Education site <http://administrare.site.edu.ro/index.php/articles/c898/>

The results of the analysis of foreign language teaching in different grades of primary school show that 27,66 % of pupils in grades I – III learn English, 0,21% - French, 6,75% - German, 0,03% - Russian, and in grades IV–VI 72,17%, 0,96%, 25,74% and 5,07%, respectively. English is the dominant foreign language followed by German and Russian in primary schools situated both in towns and in rural areas. However, English and German are less popular in rural areas than in towns (the difference is 300.000 and 100.000 pupils). On the other hand, three times more pupils learn Russian in schools situated in rural areas than in towns (respectively 79.000 and 24.000 pupils).

1.1.3 NATIONAL POLICY ON BILINGUAL EDUCATION, EMI (ENGLISH MEDIUM INSTRUCTION), ETC., IN PARTNER COUNTRIES; TERMINOLOGY USED;

ITALY

In Italy, bilingualism and the use of a second language to teach contents are not complete news. Some Italian autonomous regions with special status (Val d'Aosta and Trentino Alto Adige) started experimentations on bilingualism long ago. The objective was gaining expertise in the language (French and German) and culture of the neighbouring countries or promoting minor languages (Ladin, Slovenian). More recently, experimentations on bilingualism related to minor languages have been carried out in other regions (i.e. Friuli Venezia Giulia with the introduction of Slovenian and Friulan. Such activities gradually paved the way to teaching contents in a language other than the students' mother tongue.

Research carried out on bilingualism contributed to its success. One of the major Italian researcher in the area was Renzo Titone, who studied the curricula based on bilingualism and biculturalism in Canada in the '60s, and the following experimentations produced in Spain, Wales, Ireland, and Italy.

Titone³ (1995, 1997) emphasized some shared positive results of the experimentations:

- the early participation in bilingual projects shows better results on the development of the general linguistic expertise
- the development of knowledge and subject-related abilities can lead to broaden mental skills
- the early and full-immersion participation in such projects seems to lead to better results
- the early and full-immersion participation shows an improved behaviour of children towards themselves, the provided education, and the culture of the second language.

As to the arrangement of bilingual curricula, Titone highlighted some key points which can be just as important for the current CLIL activities. Furthermore, he pointed out the significance of the association between the content-related teaching methodology and the language teaching methodology applied to the two languages. In addition, he emphasized the need to count on teachers with a training on bilingualism, language teaching methodology, and euro-scientific approaches to take part in action-research projects.

Titone also introduced the notion of *bilinguality* and *bilingual personality*. Unlike bilingualism, which is a social feature, a person with a bilingual personality cannot just speak more than one language, but the languages are an essential part of his/her process of conceptualization, and of how he/she sees the world. Some bilingual education projects of the '90s carried out in different pre-primary schools in Trentino Aldo Agide were based on the concept of bilingual personality. The LESI (*Lingue Europee nella Scuola dell'Infanzia - European Languages in Pre-primary Schools*) project for the introduction of either German or English in pre- primary

³ Titone R., (1997) Considerazioni sui Programmi di Immersione Bilingue nelle scuole di diverso grado. L'esperienza del Canada. Education et Sociétés Plurilingues n°2-juillet 1997. (1995) Early Bilingual Education. The Italian Experience. Toronto: Canadian Scholars' Press.

schools in Trento considered not only the linguistic and cognitive aspects, but also the social and emotional ones, such as the sense of personal identity and the sense of belonging to a community. In the same region, in 2014, the Piano Trentino Trilingue (Trentino Trilingual Plan) was approved. It entailed the strengthening of the linguistic (English and German) knowledge and of CLIL in different school stages. In primary schools, first and second grades had two English or German weekly classes, while third to fifth grades had three. In addition, 2 hrs CLIL were provided in English or German in first to third grades, and 5 hrs in fourth to fifth grades. An extraordinary training plan from 2014 to 2020 has been brought about.

In 2010, in Lombardy the BEI (Bilingual Education Italy, or IBI in its Italian acronym) project on early bilingualism was launched, and it involved six primary schools. The project lied upon the assumption that advantages of early bilingualism could only be unveiled if some organizational/educational requirements were met, i.e. teachers with proper training and a constant learning line along the years.

For this reason, schools which intended to take part in the project were requested:

- teachers with at least a B2 Level of the CEFR;
- teachers availability to participate in meetings on planning, and methodological and linguistic training courses (both on-line and in person);
- the engagement of at least 50% of first-grade classrooms;
- the guarantee to keep up the project for the five years of primary education;
- a minimum amount of learning hours devoted to English set at 25% of the weekly timetable;
- the engagement of English language assistants in the school.

The institutions in charge of the project (the Regional School Office of Lombardy and the British Council) arranged a linguistic and methodological training for teachers before and

during the whole project. In addition, they organized visits to Spanish schools which had implemented bilingual teaching systems years earlier.

Each stage of the project was carefully monitored by a team of experts. The monitoring data showed: positive effects on the students abilities, especially linguistic ones; positive effects on the teachers teaching methods, who chose new ones, and new teaching/learning techniques. Among the difficulties of the projects were reported: the difficulty in finding the material to plan activities in line with the children's needs; the constant need to develop linguistic and communication skills among teachers; the need to keep the learning process at its normal pace in the transition to lower secondary school.

PORTUGAL

In 2013, the Conselho Nacional de Educação (CNE) in a Report (*Relatório Técnico: Integração do ensino da língua inglesa no currículo do 1º ciclo do Ensino Básico*. Available from: www.cnedu.pt/content/edicoes/estudos_e_relatorios/RelatorioTecnico_final.pdf) advised for better quality of English language teaching in primary schools in Portugal, given the below average competence in English of Portuguese students in the Eurydice Survey of 2012 and the documented poor performance of programs for English in primary schools. It advised involving English language teachers and generalist teachers in primary schools, who would collaborate in order to facilitate the teaching of content in English by English language teachers. This would require a retraining of English language teachers from other cycles of compulsory education. For the past 4 years (till 2015/16) there was a so-called bilingual English Portuguese (EBP) pilot project underway, sponsored by the Ministry of Education and the British Council in Portugal (<http://www.dgicd.min-edu.pt/outrosprojetos/index.php?s=directorio&pid=202#i>. Accessed 18/03/2013) in six (initially seven) school clusters across the country. EBP was started in 2010/2011. English was taught five hours weekly and used a content-based curriculum approach. In these pilot project children learnt English through 'estudo do meio' (social and natural environment studies /Science). Classes were taught by primary teachers, who worked in tandem with an English teacher for forty-five minutes weekly for lesson planning. According

to the British Council, this approach is considered to develop mother tongue skills and thinking skills, while it provides learners with a very high level of English for life.

ROMANIA

Romania has been a multilingual country for many centuries. Populations with different mother tongues have been living in the country in parallel since at least the tenth century. Nowadays, the only official language in Romania is Romanian, a language that has descended from Latin and is still very close to its Romance sisters French, Spanish and especially Italian.

Schools providing tuition both in the state language and a modern language are usually referred to as bilingual schools. Bilingual education is included within the national education network and mainly focuses on the promotion of English, French, German, Italian, Spanish and Portuguese. Generally, bilingual schools exist at upper secondary level. Most of these schools are supported by the cultural centres and diplomatic missions of countries associated with the linguistic area concerned. Admission of pupils to bilingual schools is based on language tests.

Teachers involved in this type of provision are either native speakers of the target language used for purposes of communication and capable of demonstrating their proficiency in it, or alternatively they are qualified to teach foreign languages in mainstream education and have satisfactorily completed in-service training modules related to the geography, history, civilisation and culture of the linguistic area concerned. This in-service training is usually provided by specialised training centres. Teachers who have specialisation in other subjects may also participate in language training courses. These courses are usually organised in countries in which the language concerned is an official language. For example, this applies to teachers working in 10 bilingual high schools that use French as the medium of communication.

Students who complete bilingual upper secondary schools may take a “special baccalaureate”, offering them the opportunity to sit an examination on a subject they have learnt in a modern

language, in that language. Those who pass receive a special certificate, which recognises their linguistic competence and, in accordance with bilateral agreements, makes it easier for them to continue their education in a country in which the language concerned is spoken. In regions with one or more ethnic minorities, an educational institution normally has to be established for each minority. Schooling in an ethnic minority language is mainly intended for pupils from the minority concerned, but is also open to all those wishing to receive this type of education.

Primary schools provide education in the language of an ethnic minority and teach its language and literature for 7-8 hours a week in 1st and 2nd year, and 5-7 hours a week in 3rd and 4th year, while schools for lower secondary education offer similar provision for 5 hours a week in year V and 4 hours a week in years 6th -8th year. In institutions and sections in which the minority language is studied as a separate subject, between 3 and 4 hours a week are allocated for this purpose in primary, lower secondary and upper secondary education (1st to 12th year).

In the national education system in Romania there are systematic preoccupations to organize bilingual education at all the levels in the pre-university or higher education system. There are at least 160 schools that offer bilingual education in English, Spanish, German, Portuguese or even Japanese. There are three streams in education for children from an ethnic minority:

- educational institutions offering mother tongue provision for Czech, Croatian, German, Hungarian, Serbian, Slovakian and Ukrainian minorities;
- educational institutions offering partial mother tongue provision for Croatian, Turkish and Tartar minorities, in which subjects are taught both in Romanian and the second language concerned;
- educational institutions in which most teaching is in Romanian, but with provision for study of the mother tongue as a separate subject in the case of Armenian, Bulgarian, Greek, Italian, Polish, Roma, Russian, Czech, Croatian, German, Hungarian, Serbian, Slovakian, Turkish-Tartar and Ukrainian minorities.

POLAND

Teaching aims and content of language education are included in the *Core Curriculum for General Education in Specific Types of Schools*. (Annex to the Regulation of the Minister of National Education and Sport of 6 November 2003). This Core Curriculum is written for the Polish language, foreign languages as well as languages of ethnic or national minorities. Language education does not only mean teaching proper and fluent communication, writing and reading comprehension, which is necessary to acquire knowledge and develop skills, it also means teaching attitudes enabling mutual understanding and cooperation between nations with diversified language and cultural background. The Core Curriculum is not a teaching curriculum. It includes general guidelines, which constitute the basis for the development of original curricula for specific educational context. Teaching curricula are developed either by individuals in accordance with the needs of a given school or one class in a school, or by institutions (e.g. Publishing Houses), which, for this purpose, establish teams of experts. Having obtained a positive recommendation from the Ministry of National Education such curricula are included on the list of recommended school curricula.

Schools are free to choose textbooks from the list approved by the Ministry. The list of recommended textbooks is also available on the Internet site of the Ministry of National Education. It is a very long list and sometimes in one Voivodship different schools may use different textbooks. Exceptions to this are the textbooks for languages of national and ethnic minorities and the regional language. They are developed for particular classes, financed by the Ministry of National Education and distributed free of charge.

The Core Curriculum also includes skills that each pupil should acquire in each education stage. In 2003 CODN (*the National In-Service Teacher Training Centre*) published the Polish version of *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. The process of gradual implementation of language teaching standards included in this document has already started.

The Core Curriculum also includes so called educational paths (covering educational and didactic issues). These paths are introduced in the second education stage. It is the responsibility of a Headmaster to ensure that these educational paths are included in the school set of teaching curricula. Teachers of all subjects, including Foreign Language teachers, are responsible for their implementation.

1.2 RELATED REVIEW OF THEORIES DEVELOPED ON USING CLIL IN PRIMARY SCHOOLS

1.2.1 NATIONAL POLICY ON CLIL IN PARTNER COUNTRIES

ITALY

In Italy, the Ca' Foscari University of Venice, which plays an active role in CLIL teachers training and supports many educational experimentations, carried out an interesting study and research on CLIL. Coonan (2004)⁴, professor at Ca' Foscari University, emphasized that CLIL represents a new teaching and learning environment, and a huge challenge for teachers. The challenge is set by a double-learning or integrated learning: learning the language through the content, and the content through the language. As a consequence, teachers need to be able to use a proper method to facilitate an integrated learning. Coonan pointed out two key factors of the language learning in CLIL projects: the comprehensible input, and the comprehensible output. The concept of comprehensible input, the expert reported, draws on the theory by Krashen, according to whom there is a direct link between the comprehensible input and the acquisition of the second language. This is key especially for the CLIL activities, because if the input is not comprehended the acquisition of knowledge and skills cannot take place. As to the comprehensible output, it is observed that some research on full-immersion bilingual curricula

4 Coonan C. (a cura di) (2006), CLIL: un nuovo ambiente di apprendimento Sviluppi e riflessioni sull'uso di una lingua seconda/straniera Venezia, Università Ca' Foscari

(Swain 1985)⁵ requires the output to be comprehensible to the interlocutor. Coonan insisted on the need for the CLIL teacher to arrange tasks and activities enabling students to speak the foreign language, to interact in the foreign language, thus creating an experience-based dimension. Coonan⁶ reported that some research carried out in 2005 by the Regional School office of Veneto and the Ca' Foscari University on the methods used in CLIL classes (12 secondary schools participated) showed that the most used organizational strategy in teaching was based on interaction and participation, the teacher poses questions students will have to answer. The second most used one was based on individual work, while the last and less frequently adopted one was based on working in pairs. Some other research produced in 2007 revealed that reading was the most commonly used ability to work on the input, followed by writing, speaking and listening.

Considering the resulting data, Coonan emphasized the importance of providing spaces to practice the speaking ability, where students can work out concepts through the use of the language and gain expertise. In addition, it is pointed out that the task is the best format to create suitable conditions for an integrated learning of language and culture, as students will have to use their linguistic, cognitive, and problem-solving skills. Teachers, the expert continued, must consider the complexity variables related to the task. Balancing such complexity variables is of utmost importance in order to allow students to pay attention to the language and the content, and to let them progress in both directions.

The Italian linguistic policy is compliant with the EU directives which aim for the improvement of the education quality for all European citizens, and for the acquisition of new expertise such

5 Swain M., "Communicative competence. Some roles of Comprehensible Input and Comprehensible Output in its Development", in GASS S., MADDEN C., (a cura di) (1985), *Input in second Language Acquisition*, Newbury, Newbury House.

6 Coonan C. (2009), "Opportunità di usare la LS nella lezione CLIL: importanza, problemi, soluzioni" in *Studi di Glottodidattica* 2009, 2, 20-34

as foreign languages. In particular, in the *White Paper* of the European Commission *Teaching and Learning - Towards the Learning Society* (Cresson 1995)⁷, having knowledge of three EU languages is considered essential to build the society of knowledge. Furthermore, it is reported that the expertise in foreign languages plays a pivotal role in becoming European active citizens, as communication and mobility are facilitated, mutual understanding and cooperation are spurred thus contributing to overcome prejudice and discrimination. At a European level, CLIL represents one of the most used strategies to promote foreign languages. The Italian education policy supports the strengthening of CLIL and its introduction starting from primary schools.

In 2010, CLIL was included in the Italian curriculum of the last grade of upper secondary school. In both lower secondary school and primary school, the introduction of CLIL in the curriculum is not compulsory, although the recommendations issued by the Ministry of Education in 2012 advocated the CLIL methodology and other teaching methods. In the published documents, there were no specific recommendations on the grade the CLIL method should have been introduced from, on the subjects to teach in the foreign language, or on how long the CLIL project should have lasted. In some schools and regional experimentations, the CLIL project was introduced with good results from pre-primary school (i.e. Trentino Alto Adige), and from primary school (first and second grade) by choosing subjects such as music, art, sport or science. The most frequent CLIL experimentations involved third to fifth grades and all school subjects, while its duration varied greatly, from a few weeks to a few months.

Interest in CLIL in primary schools has been increasing in recent years. The Law n. 107 (13 July 2015) pays great attention to foreign languages. Two possible strategies are suggested to strengthen the provided education, on the one hand, the possibility to introduce foreign language activities since pre-primary school, and on the other, the possibility to extend them to primary and upper secondary school.

7 Cresson E. (a cura di) (1995) *Libro Bianco- Insegnare e Apprendere. Verso la Società Conoscitiva*, Bruxelles, Commissione Europea

Recently, (DM 435/2015) funds have been allocated to all Italian regions to start CLIL projects in primary and lower secondary schools, and in school networks. The document issued by the Ministry of Education included some criteria to be followed to plan the project, such as:

- experimentations on teaching methods, learning environments and innovative approaches through the use of multi-medial and multi-modal technologies;
- development of student-centred activities;
- content learning in a foreign language, and digital support for both teachers and students;
- collaboration between foreign language teachers and other teachers.
- Funds allocated to the best projects cover the organization and planning cost, and the teachers training cost.

PORTUGAL

Portugal is one of the few European countries where CLIL has not been implemented in the public school system. The only pilot experiment in public schools is that of Early Bilingual Education Project (EBP) which was implemented in the 1st cycle of Basic Education in 6 school clusters across Portugal under the supervision of the Portuguese Ministry of Education and Science (MEC), through the Directorate General for Education (DGE) and The British Council (BC) as a partner entity, which did the teacher training and the monitoring of the process.

Besides this pilot project (EBP), there are random experiments in public schools and during the teaching practice of student teachers while studying at university at FLUP, besides a couple of 'international private schools' that use bilingual education most of the times in upper secondary education.

In the Ministry's own words, the EBP in the public sector emulates a similar project developed in Spain since 1996 in 122 public schools, and a similar project developed in Italy in 6 schools of the Lombardia region.

The EBP was undertaken for a period of 4 years of implementation, after analysis of teachers' needs and their training. The curriculum areas selected were Social Studies and Expressions, of which part of the contents were taught in English.

These subjects represent "20% (5 hours) to 40% (10 hours) of weekly timetable of the 1st cycle (which comprises 22,5 to 25 hours)" (DGE, s.d.: 2). Although a certain weekly distribution of hours was recommended per subject, the schools were free to adjust this time according to the specificity of their context, and the available resources. Schools could even chose to use Curriculum Enrichment Activities (AEC) (extra-curricular time) to complete the number of planned hours.

Classes in English were taught by primary class teachers in tandem with or advised by English Foreign language teachers (from the 2nd or 3rd cycles) during 45 minutes weekly and they could be supported by a Comenius assistant.

Didactic materials and resources were annually provided by the British Council and shared through a Moodle platform.

This project was developed under very strict guidelines/recommendations, strategies, priorities and needs defined by the Directorate-General for Education in what concerns weekly hours taught in English, content, pedagogical team, and training needed. According to the *Final Report on Evaluation Study on the Effectiveness of the Implementation of the Early Bilingual Education Project's* (2014) recommendations, despite the "positive attitude towards EBP, the Project's enlargement possibility to all AE, to other school cycles or at national level, even though by large perceived as desirable, is seen as premature'. The report also signals the need for adequate human resources in terms of qualifications /training and hour credits, to extend the pilot to more classes in the same schools and to adjust curricula of the 1st cycle so that there may be a cross-curricular disciplinary approach to content and a progressive learning of language structures.

In the private sector, however, so-called bilingual schools have been growing.

ROMANIA

Romania has introduced legislation to establish CLIL, broadened provision of this kind since the beginning of the 1990s and there is constant development since then. The target languages used are foreign languages (English, French, German and Italian) and minority languages (German, Romany, Czech, Croatian, Hungarian, Slovak, Serbian, Ukrainian, Turkish and Greek). There is an official document adopted in 1998 regarding the Status of classes with intensive programmes of teaching a foreign language and classes with bilingual programmes at pre-university level⁸ which encourages the extension of foreign language studies in kindergartens, schools and high schools. According to the Eurydice document on CLIL in Romania: National description 2004/05⁹ (EURYDICE, 2004) the term CLIL has no precise counterpart in Romanian. Two expressions close in meaning correspond to 'integrated learning of curriculum content and a language' or 'learning of subject matter through a foreign language'. Generally, the acronym of the English term is used as it is. There is little literature in Romanian on the subject of CLIL, and the most common term referring to this type of provision is **bilingual education** (*Învățământ bilingv*). It relates to use of the official national language and another language as languages of instruction in an educational institution.

Another term used to refer to teaching/learning in a minority language is 'education for ethnic minorities' (*Învățământ pentru minorități etnice*). This covers education for minorities, which is offered by specific educational institutions, or in special sections within institutions. Schools providing tuition both in the state language and a modern language are usually referred as bilingual schools. Bilingual education is included within the national education network and mainly focuses on the promotion of English, French, German, Italian, Spanish and Portuguese.

⁸ (1998) Statutul claselor cu program intensiv de predare a unei limbi moderne de circulație internațională și a claselor cu program bilingv din unitățile învățământului preuniversitar, nr. 5166/8.12.1998

⁹ (2004) Eurydice document on CLIL in Romania: National description 2004/05. Retrieved from <http://bookshop.europa.eu/en/content-and-language-integrated-learning-clil-at-school-in-europe-pbEC3212405/?CatalogCategoryID=AGwKABstsBgAAAEjpJJEY4e5L>

Bilingual schools exist at upper secondary level. Admission of pupils to bilingual schools is based on language tests.

CLIL in minority language is provided in both primary and secondary education whereas CLIL in a foreign language is available at secondary level only, in state schools. In Romania CLIL provision in minority languages is highly diversified. Depending on the school (private or state), it varies from provision focusing on several subjects to a single subject a week in the target language.

- Primary, lower secondary, upper secondary (foreign languages): 4 lessons/week using the target language (irrespective of the year) + 1 lesson/week in a chosen language;
- Primary (in private schools), lower secondary, upper secondary (minority languages): varies because school types differ.

According to the official document cited above ¹⁰ primary schools can organise classes with *intensive teaching of foreign languages* where the first foreign language is delivered in 3-4 hours and classes are divided in 2 groups. The intensive programme can be introduced with the approval of local School inspectorates and taking into account the written request of pupils and parents. The time for teaching using a minority language may be equivalent to that recommended in mainstream education in some schools; from 4 to 8 lessons/week, depending on the year in others; from 1 to 4 lessons a week in yet others. There is the possibility of giving up the use of CLIL/intensive foreign language programmes in schools as headmasters have to hire more qualified teachers, fact which they cannot afford due to economic crisis. If CLIL is implemented in schools it requires dividing the class of students in smaller groups and therefore we need more classrooms and teachers.

¹⁰ Statutul claselor cu program intensiv de predare a unei limbi moderne de circulație internațională și a claselor cu program bilingv din unitățile învățământului preuniversitar, nr. 5166/8.12.1998

There is no such thing as a central educational policy for CLIL in a foreign language in primary schools in Romania so far. CLIL in a foreign language is not implemented at a national level in state schools at primary level, and at the moment there is no plan for such policy. It is, however, applied in various private schools in big cities (Bucharest, Cluj, Arad). Or, schools provide CLIL lessons in foreign languages for a definite period of time, for example during the cycle of a European project implemented in different schools, even at primary level. Some state schools, however, organize intensive programmes of teaching a foreign language upon parents/pupils request. In particular, the subjects covered are geography, history, culture and civilisation of the country where the foreign language is spoken (Great Britain for English, Germany for German, France for French, etc.).

POLAND

Polish educational regulations provide a clear definition of a CLIL stream: (1) education needs to be conducted in two languages the mother tongue and one foreign language; (2) a minimum of two content subjects, with the exception of Polish, the history of Poland, the geography of Poland and an additional foreign language, need to be taught through these two languages. The most common subjects that are taught through the medium of a second language are Mathematics, Physics with Astronomy, Chemistry, Biology, History, Geography and Computer Science. The integration of content and a language different than Polish can also be observed in schools offering education in regional or minority languages, such as Kashubian, Russian, Lithuanian, or Belarusian. Still, minority education is subject to different regulations and curricular requirements than CLIL. Moreover, this type of education was not investigated as part of Bilingual Education Research Project, which produced the Profile Reports. Consequently, education involving the integration of content and minority languages will not be included in the discussion of the curricular models.

Both lower and upper secondary schools offering any type of CLIL are of a selective type, that is, there is a recruitment procedure for the candidates specified by each particular school. As the number of available places is limited, applicants for entry need to possess a very good

command of the second language and pass a diagnostic test, consisting in a language competence and/or a language aptitude test. Due to such tight enrolment regulations, the attributed prestige and tangible gains the pupils may obtain, such as a high level of L2 competence and knowledge of specialised vocabulary, CLIL streams tend to attract the most ambitious students who are likely to succeed in mastering the curricular requirements both in Polish and the language of instruction. Located in big cities, schools offering CLIL class units are perceived as elitist.

The main aims and at the same time benefits of CLIL in Poland enumerated in Eurydice Report on content and language integrated education are as follows: socio-cultural, language-related and educational (learning ability). Still, in practice it appears that, unlike in other countries where the emphasis is placed on the content subjects or on both content and language, in Poland CLIL is primarily seen as a means of enhancing the level of competence in L2. In the case of language-related and educational aims, CLIL learners benefit from the greater number of contact hours with the foreign language, which is of a better quality on account of the deeper processing. Learners are motivated to involve themselves in an educational approach necessitating a heavy time commitment and workload as they realise it will help them enhance their competence in foreign languages. Due to the fact that Poland has joined the European Union, more and more students are deciding to take part in student exchange programmes or continue their education at universities in other countries. Additionally, a very good knowledge of foreign languages constitutes an important requirement in the job recruitment process both in Poland and abroad. Participation in CLIL education constitutes a preparatory stage for entering the labour market as 'teaching and learning in a CLIL classroom is comparable to real-life work'.

The teaching of any subject in Poland needs to be congruent with the core curriculum imposed by the Ministry of Education for each subject. There is a separate core curriculum for foreign language teaching in CLIL streams in upper secondary school: the learning content together with the general and specific learning objectives are adjusted to this type of instruction. Still,

there are no core curricula designed specifically for content subjects taught through the medium of a foreign language or L2 education for CLIL class units in lower secondary school. Due to the curricular requirements and the necessity of taking the school leaving examinations also in Polish, learners attending CLIL classes need to learn the same content material both in their mother tongue and the second language of instruction. Consequently, in comparison with other learners, those attending CLIL streams often have a larger number of classes per week and need to make a double effort to cover the same teaching material in both languages.

Bilingual teaching has been present in Poland since early 1960s. However, it was only in the years 1991/1992 that it gained popularity. At present, schools with bilingual classes operate in general upper secondary schools and lower secondary schools. In these schools, the second language of instruction is English, German, French, Spanish or Italian. There are 39 bilingual schools with English, 35 with German, 7 with French, 5 with Spanish and 1 with Italian as the second language.

Pursuant to legal regulations in force, bilingual teaching means teaching other subjects in Polish and the second language of instruction. Usually, the second language is used for the teaching of two-three subjects, which most often include Mathematics, Physics and Astronomy, Chemistry, Biology and Hygiene, General History, World Geography and Computer Science. The school leavers can take *matura* exam in all these subjects pursuant to relevant legal regulations.

The idea of CLIL is also implemented in cross-curricular educational paths CLIL is also applied in higher education institutions. Foreign language teaching in HEI is conducted in the form of foreign language courses. Every student admitted to a full time or part-time course is entitled to a voucher for a given number of foreign language classes funded by the school budget. The number of foreign language classes varies from 120 to 480. Students are admitted to groups with different advancement levels based on diagnostic tests. Students can choose from English, German, French, Italian, Spanish and Russian language courses, however, the largest number of them decides on English. At the courses, general language is taught, however, at

the majority of them specialised texts are being introduced, and in many cases the courses are completed with a specialised language exam.

As the shape of CLIL education depends on a number of factors, it seems important to present the roots and further attempts to adopt CLIL within the Polish educational tradition in order to account for the emergence of the curricular models. Poland is a linguistically uniform country in which Polish is the official language used to communicate in all spheres of public and social life. After years of political and economic isolation, starting from the 1980s, an urgent need to improve foreign language education emerged. The dominant position of Russian as the foreign language taught at all school levels was gradually challenged, and English has become the most widely taught foreign language in Poland. Other languages frequently offered by public schools include German, Spanish, French and Italian.

The Core Curriculum implemented in Poland in 2009 brought about a number of fundamental changes in language education, which should lead to an increased competence in foreign language among learners. Nowadays, foreign language education needs to be introduced from the beginning of primary education, and the second foreign language starts to be taught in the first class of lower secondary school, that is, when learners are at the age of 12 years. CLIL education, therefore, constitutes an interesting alternative to traditional approaches to foreign language teaching. CLIL-related pedagogies were introduced in Poland in the 70s when one of the secondary schools in Gdynia offered selected classes with English as the medium of instruction. In the early stages, only English was used as the language of instruction to teach the whole or part of a content subject lesson. At present, public schools offer CLIL streams using English, German, French, Spanish and Italian as the languages of instruction. Recently there has also been an attempt to introduce Russian-medium class units.

It should be pointed out that the implementation of CLIL practice in education has been adopted in Poland under the name of bilingual education. CLIL pedagogy is not applied in the entire school, but is restricted to selected class units only. Initially, CLIL classes existed only in upper secondary schools (age 16-19). In some schools, CLIL education was preceded by an

additional 'zero class' in which the learners underwent an intensive course aiming at developing their second language skills, especially writing and reading. Apart from the schools with Spanish as the language of instruction, where the 'zero class' is still in use, the preparatory year was discontinued as a result of the new Educational Reform in 1999. At that point, lower secondary schools (age 13-16) were created. Within a few years, CLIL streams started to emerge in some of these schools, and three years of this schooling were treated as a good preparation time for helping pupils participate in CLIL classes on a higher level in upper secondary school. Some forms of CLIL can be observed only in primary schools in private institutions where parents pay for their children's tuition.

1.2.2 CLIL TEACHERS' PROFILE IN PARTNER COUNTRIES

ITALY

The introduction of CLIL is not compulsory in primary schools, hence no specific CLIL teacher profile was outlined by the Ministry of Education. However, there is a primary school English teacher profile (2007)¹¹ outlined by the Agenzia Scuola and the Ministry of Education contemplating (skills) competences which could be just as useful for CLIL teachers, who should have a B1 level of the CEFR (*Common European Framework of Reference*).

As to the linguistic profile, two main areas emerge. On the one hand, the language of the classroom, and on the other, the language of the professional (self)training and the linguistic awareness.

- As to the language of the classroom, teachers are requested to be familiar with and use: the language of the daily routine (provide instructions, encourage and value the students work, make corrections, manage activities and communication interactions)

11 Biferale N., Gugliotta S., Vettori F. (a cura di) (2007), *Quale Profilo e quali Competenze per l'Inglese del Docente di Scuola Primaria*, Firenze, Agenzia Scuola

- language to be taught (vocabulary and language structures related to a variety of topics such as school, home, cities, food, units of measurement, etc.; language related to art, science, maths and other subjects so as to deal with topics relevant to different areas)
- language of made-up texts (stories, songs, rhymes).

This profile can be considered as the first step towards the creation of a CLIL teacher profile taking into account the international studies, and the data emerged from the research on the Italian experimentations.

Several studies and research confirm that CLIL represents a new teaching and learning environment. As Wolff (2014)¹² claimed, it is necessary to develop an innovative educational approach allowing students to learn how to do things rather than knowing things. Dodman¹³ stated that it is essential for the teachers to be experts on the learning process, however it is not necessary for them to be bilingual or balanced multilingual.

According to Dodman, who contributed to several CLIL experimentation projects in primary schools in Trentino and other Italian regions, the teacher should be able to encourage multilingual and transversal competences. He suggested four transversal macro-competences that all subjects in a curriculum should promote:

- *communicative and linguistic competences* (being able to use a variety of languages, terminology, and types of communication)
- *knowledge-building competence* (being able to build knowledge through activities and experience)

12 Wolff D. (2014), "Il CLIL e le sue potenzialità innovative", in *Lend Lingua e Nuova Didattica*, n 4/2014, col contributo di Macmillan Zanichelli De Agostini.

13 Dodman M., "La sperimentazione della L2 veicolare nella scuola primaria: verso il curricolo plurilingue" in Lucietto S., (a cura di) (2009), *Plurilinguismo e Innovazione di Sistema*, Trento, Provincia Autonoma di Trento

- *methodological and operational competence* (being able to use data, formulate hypotheses and forecast, experiment with choices, solutions, and procedures)
- *relationship-related competence* (being able to interact with their own selves and others, act autonomously and being aware of such actions, team-working).

The role of the teacher is of utmost importance to trigger a linguistic and a (cross-cutting transversal learning).

But which were and which are the training opportunities provided to teachers in Italy? As to primary school English teachers, they were offered some insights on the planning and management of cross-curricula in English during their teaching certification course.

In the mentioned *Puntoedu* platform of the national institute INDIRE, documents and language teaching contents on CLIL were uploaded.

Several Uffici Scolastici Regionali (Regional School Offices), Istituti Regionali di Ricerca Educativa (IRRE - Regional Institutes for Research in Education) and autonomous regions with special status offered teachers in different school stages, primary school included, training courses on CLIL (both on-line and in person). The duration of such courses depended on the available financial resources. Teachers taking part in pilot projects benefited from a longer training.

Cultural Agencies (British Council, Goethe, Centre Française, etc.) offered training courses especially for secondary school teachers. Some universities, such as the Ca' Foscari University of Venice, organized training courses for primary school teachers as well. Finally, and especially in recent years, training initiatives have been observed in schools or school networks.

PORTUGAL

There is no official CLIL teachers' profile in Portugal, although there is a profile for the Teachers of English to Young Learners, defined through strict guidelines by the Ministry of Education for the Masters course for Teaching English to Young Learners. No CLIL profile is mentioned

anywhere. This profile matches ideal requirements for CLIL teaching: “highly qualified language specialists with pedagogic backgrounds in the teaching of foreign languages to young learners, or primary generalists with a language specialism and good awareness of how second languages are acquired.” (Ellison, 2014: 93). They may be content teachers, foreign language teachers, and foreign language assistants (ibid: 107); having “good knowledge of and high degree of proficiency in the foreign language” is a prerequisite, as is a foreign language teacher who has an in-depth knowledge of the subject content for primary.

Research and practice in CLIL (Maria Elizabeth Ellison de Matos’ PhD dissertation on *CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education*, presented to the University of Porto in 2014) allows to gather some valuable insights into CLIL practice and teachers’ profiles in the Portuguese school context, namely:

- The need to learn and address pedagogies for CLIL learning: “language teachers will not usually plan with specific content knowledge principles and corresponding thinking/cognition in mind, and content teachers will not usually consider the language demands of their subject content. CLIL requires a different approach to planning which fuses both ‘pedagogies’.” (Ellison, 2014: 71).
- The need to plan for CLIL lesson goals: “Precision in formulating lesson goals which incorporate content and language is crucial in planning for CLIL.” (ibid)
- Teachers are expected to either have or develop an interdisciplinary mindset and to accept that the responsibility for learning across the curriculum is shared by teachers from content and language, who collaborate. “They must adhere to the same goals and cooperate effectively for the fulfillment of them.” (Ellison, 2014: 85)
- Teacher commitment to CLIL as an experience of continuity: “teacher availability and commitment to continuity” (ibid).
- The need to understand the cognitive skills of children in primary: “Teachers will need to have a very good awareness of children’s cognitive needs - for example, concrete and visual support in order to facilitate understanding of abstract concepts”. (ibid: p. 99)

- Teachers need to have a high degree of reflexivity, as they will be required to re-examine their practices, and willingness to invest in time and effort.

According to Ellison (ibid: 374) CLIL teacher education needs to consider the retraining/adaptation of English language teachers. These need to be able to compare an EFL to a CLIL approach and realise what they need to change and adapt, using their 'expertise' strategically, developing new kinds of language awareness for subject specific contexts. Materials and tasks need to be designed balancing language and cognition.

CLIL programmes may also need to educate (content) primary teachers in managing the language of and for learning in English, student-centred methodologies and theories of second language learning.

ROMANIA

There are no official documents stating the CLIL teachers' profile in Romania but there are some research papers focusing on the competences. T. Popescu's¹⁴ article, for example, presents the Romanian CLIL teacher competences regarding classroom management, learning strategies, language use and use of teaching materials and a possible action plan for CLIL teachers. The initial teacher training programme in Romania is generally run alongside the specialist bachelor programmes, managed by a special department in each university, in accordance with the principles and guidelines laid down by the Ministry of Education and Research. Besides other courses, initial language teacher education includes one course of Teaching Methodology and one course of Teaching Practice but they do not focus on CLIL specifically. According to the few research papers and studies on Romanian CLIL teachers' needs there are some common ideas that advocate the introduction of teaching CLIL courses during in-service education courses:

¹⁴ **Popescu, T.** (2008). A CLIL Language Teacher Profile: A Romanian Perspective. In: *English Language and Literature Studies: Structures across Cultures – ELLSSAC Proceedings*, Vol I (eds. K. Rasulic and I. Trbojevic-Milosevic), Belgrade: Faculty of Philology, (pp. 663-674). ISBN: 978-86-86419-45-3.

- teachers should have the chance to teach in local bilingual or language specialist schools using CLIL methods.
- teachers need to practise CLIL teaching in methodology seminars and workshops.
- teachers become increasingly aware of the body of research into CLIL approaches to language teaching, and its widening use in European foreign language teaching.
- In case there are limited locally available educational contexts, such as local bilingual schools, cooperation between teacher education institutions and local schools may help develop new contexts in which CLIL teaching can take place.

Currently, there are not many teacher training opportunities regarding CLIL for English in Romania. They are all delivered by private institutions, courses delivered through European projects (usually on-line) or ERASMUS+ funded Mobilities (under K1) which take place abroad. Initial teacher training programs do not include CLIL based approaches. The content of these courses is mostly related to general pedagogy and teaching approaches such as project based learning and TBL. In most cases, teachers are encouraged to apply for in-service training in European courses where CLIL is rather common. The main objective of these introductory training cases was to inform educators and raise their awareness towards the CLIL methodology. More specifically they aimed at clarifying CLIL's goals in education. According to the answers of the people who responded to the questionnaire it seems that those who participated in such training meetings identified the objectives of CLIL explicitly. For example, they mention the increase of motivation to use the foreign language in a meaningful context, the promotion of language learning through the teaching of a subject and the promotion of multilingualism. They also mention the promotion of subject learning.

POLAND

Until 1990, foreign language teachers, similarly to teachers of other subjects, were trained only in Higher Education Institutions (HEIs). In 1990 Initial Foreign Language Teacher Training Colleges were established and persons without full teacher qualifications were permitted to

work as teachers in schools. At present, the issues of initial teacher training and qualifications required to work as a teacher in schools in different stages of education are regulated. The Initial Foreign Language Teacher Training Colleges have been gradually closing till their final liquidation in 2015. At present, initial foreign language teacher training is conducted in schools of Higher Education.

Teachers are trained in public and non-public Higher Education Institutions within the framework of:

- Master's degree studies in modern languages, specialization in a given foreign language or applied linguistics within the scope of a given foreign language with a pedagogical course in TEFL at specific stages of formal education,
- Bachelor's degree studies in modern languages, specialization in a given foreign language or applied linguistics within the scope of a given foreign language with a pedagogical course in TEFL at specific stages of formal education,
- Post graduate degree in teaching English as a foreign language and certified C1 level of EFL competence (or B2 but only in the case of lower-primary general subject teachers who plan to work only at the lower-primary stage of education)

There were 16, 394 EFL teachers in the public primary sector in the school year 2010/2011.

Teacher training standards were specified for all levels of education in HEIs, i.e. higher vocational studies, complementary Master's degree studies, one-cycle five years Master's degree studies and post-graduate studies. These standards specify the minimum number of hours of initial teacher training subjects such as: Psychology, Pedagogy, Teaching Specific Subjects (330 hours), as well as the obligation of pedagogical apprenticeship (minimum 150 hours). Moreover, they also introduce an obligation to provide foreign language courses within a specified scope, which enables students to acquire advanced language competences (level of language proficiency - B2 Common European Framework) - in case of higher vocational studies, and B2+ - including training to use specialist terminology within the scope of a given discipline

of studies – in case of Master’s degree studies), as well as a requirement concerning the provision of ICT courses preparing students to use ICT in the teaching a given subject or conducting other activities.

In case of studies of training dual language teachers, the level of proficiency in the second language represented by a graduate of higher vocational or Master’s degree studies should correspond to the level of language proficiency - C2 (*Common European Framework*).

These standards are particularly important for teachers of other subjects in bilingual schools.

Initial teacher training – including initial foreign language teacher training – covers specialist training within the scope of a given language, teacher training and pedagogical apprenticeships.

In accordance with the provisions in-service initial teacher training includes, the provision of minimum 270 hours of courses in scope of Psychology, Pedagogy and issues connected with Foreign Language Teaching as well as a minimum of 150 hours of pedagogical apprenticeships.

Initial teacher training is provided on the compulsory basis in Foreign Language Colleges and each graduate of such College holds not only foreign language competence but is also prepared to teach this language. Graduates of studies in modern languages are only trained to teach a foreign language if they undertook a teaching specialization during their studies, completed courses in initial teacher training as well as carried out the appropriate number of hours of pedagogical apprenticeship.

Graduates of studies who did not follow the initial teacher-training module may complete such training during post-graduate studies or qualification course.

1.2.3 DESCRIPTION OF PUBLIC AND PRIVATE CLIL PROGRAMMES AND CLIL PILOTS IN PARTNER COUNTRIES

ITALY

Projects in Lombardy

In 1998-99, the School Office of Lombardy participated in the TIE-CLIL (*Translanguage in Europe- Content Language Integrated Learning*) project, financed by the Socrates project. The main objective was promoting multilingualism through CLIL and producing materials (guides and CD-Roms) to encourage the professional development of both foreign languages and other subjects teachers. In 2001-2002, this project contributed to develop and disseminate a large training course, named ALI-CLIL (*Apprendimento Linguistico Integrato - Content and Language Integrated Learning*), aimed at producing on-line courses suitable for all school levels and based on the cooperative and collaborative approach. The courses covered a first 90hr – long stage (on-line online and self-learning activities included) contemplating four in-person meetings (an introductory meeting, a second one aimed at familiarizing with the platform, a mid-term and a final one). The purpose was encouraging teachers to gain abilities on how to produce CLIL lesson plans in team by using internet resources and technologies.

The second-stage course, available only for teachers who participated in the first one, contemplated 80 hrs and two in-person meetings (a preliminary and a final one). The purpose was experimenting with the already existing CLIL lesson plans and applying cooperative and collaborative learning techniques during the class. The third stage was not planned as a real course, but as a Centro Risorse online (online Resource Centre) to provide the school community with CLIL good practices. The Centro Risorse collected and stored the CLIL documents and materials, it organized regular meetings with international experts who provided theoretical and educational material, and it contributed to create international small work teams aimed at producing CLIL projects on different subjects.

In 2007, a monitoring activity was started and it involved all CLIL projects carried out in Lombardy in all school levels from 2001 to 2006. The tools used were questionnaires to collect general information, and analysis sheets to gather detailed information on the experience. The collected data involved 105 schools, 28 of which were primary schools. In addition, some of

the CLIL representatives of school groups were interviewed. As to primary school, five teachers, 4 English and a French one, were interviewed.

The questionnaire data showed that:

- English was the most used language in the CLIL projects
- activities involved most of all subjects such as art and science, while others were less involved
- paper-based material was the most used and it was usually provided by foreign language teachers, and very often it was re-arranged
- assessment was jointly carried out by foreign language and other subjects teachers, also through students self-assessment.

As to the project assessment, many positive features were brought to light: students motivation in learning; the development of their autonomous learning, the educational and methodological innovation, teachers motivation arising from team work and from the collaboration with other teachers. Among the main difficulties emerged: the workload related to the planning and development of the activities, difficulties in finding the materials, and in testing and assessing students. Generally speaking, the CLIL experience was considered as positive.

The project in Piedmont

In 2001 to 2003, Piedmont started an interesting CLIL pilot project aimed at teaching science, in collaboration with Irre Piemonte- Piedmont, Ca' Foscari University of Venice, and other international experts. The project, named SLIL (*Science and Language Integrated Learning*), involved 45 classrooms of different school stages, and English, French and German teachers. As to primary school, two English and a French teacher participated.

The theoretical and methodological framework was drawn upon the documents of the Council of Europe (White Paper, Common European Framework of Reference, the Italian

experimentations on bilingualism, the research of the Ca' Foscari University of Venice, the TIE-CLIL European project, which was led by the Regional School Office of Lombardy.

In particular, the chosen project methodology was the communicative approach that is typically used in teaching foreign languages. Science teachers were encouraged to use techniques to facilitate concepts understanding, images and diagrams, repetitions, and linkers to emphasize different parts of the speech, while foreign language teachers were encouraged to use common scientific teaching tools, such as mind maps. Both kinds of teacher were requested to use a task-based approach and make sure that activities were real tasks rather than simulated ones: reading comprehension of texts to solve a specific problem, writing a text to fill in a laboratory report.

The monitoring of the project was carried out using:

- questionnaires completed by students and teachers
- teachers diaries
- videos recorded in the classroom during the activities
- assessment of the material produced and used in the classroom
- test assessment.

The monitoring results showed:

a) The choice of the topic and the curriculum section

Teachers independently chose the topics and how long each CLIL lesson plan should last. Generally speaking, the duration varied from eight to thirty-five hours.

b) Contents and skills

This experimentation showed that the starting point for the CLIL project was the choice of the subject, which oriented the linguistic objectives to be met. In addition, the project allowed to

detect the necessary cognitive abilities to perform a task to gain both scientific and linguistic knowledge (i.e. formulating hypotheses, observing, comparing, etc.)

c) Skills, activities and level of difficulty

The linguistic and communication activities were based mainly on the reading-comprehension of scientific texts (cloze texts, multiple choice and matching tests, questionnaires), while the most common activities related to the subject were problem-solving tasks, and completion of sheets, diagrams, laboratory sheets, experience reports.

The monitoring data and the final results showed that studying a subject in a foreign language can strengthen the language and the subject learning, and improve the learning strategies. The scientific subjects resulted particularly adequate to the CLIL activities, as they can be illustrated through real-life experience, making contents easily accessible.

PORTUGAL

The EBP

During the pilot EBP, training was extended to both Teachers of English and Primary Class Teachers, who attended training in bilingual and CLIL education.

The in-service course was organized in:

- 3 bilingual workshops (50 hours each, 25 for training plus 25 hours autonomous work)
- and 5 sessions of a Bilingual Training Course (each with 25 hours over 4 days (two days x 6 hours and two days x 6.5 hours).

According to the *Final Report on Evaluation Study on the Effectiveness of the Implementation of the Early Bilingual Education Project*: “The purpose of this training was to prepare teachers for bilingual teaching practices, develop their communication skills in English, enable the exchange and the sharing of experiences and practices, and to assist teachers in the production of teaching materials and resources to be used in class.” (pp. 17-18).

The objectives of the Bilingual workshops were on Bilingual Teaching in the 1st cycle of primary and aimed at: Introducing theoretical concepts and bilingual teaching practices; and deepen "the fundamental approaches and teaching techniques inherent to a bilingual learning context"

The themes and objectives of the Bilingual Training Course included the following:

- "To prepare a new portfolio with lesson plans and other teaching resources";
- To learn about "the importance of the adequate content sequence, the need to diversify the learning activities and interaction patterns, the balance of powers and particularly the importance of reading and writing at this level";
- To learn about "fundamental approaches and teaching techniques specific to a bilingual learning context";
- To deepen "the fundamental approaches and teaching techniques inherent to a bilingual learning context".

The training in bilingual methodology offered, according to the teachers trained:

- a variety of teaching/ learning strategies/activities and an increase in play (songs, plays, games) and group work;
- an improvement of classroom management strategies and of the planning and didactic approaches;
- diversification and innovation of materials and activities;
- and recourse to active methodologies (p. 46).

The report highlights some drawbacks to the project, namely that no English language proficiency levels of the Common European Framework of Reference for Languages, Council of Europe, 2001) were defined for the teachers taking part in this project. The other point made was that there was no 'initial characterisation of the students' language repertoire or a description of students' 'language learning trajectory' before entering the project, since some of these may have attended private English classes in non-formal settings.

The teachers involved in the project valued the existence of collaborative work. The degree of cooperation between teachers was dependent on the empathy that existed among them, the coordination, the attitude of management and the profile of teachers and assistant teachers.

English teachers that cooperated with primary teachers highlighted how they acquired new conceptions about teaching in the 1st cycle, namely the need to support students and families, the closeness to students and the specificities of the teaching/learning process (p. 43).

For the teachers involved the main concern was to manage the syllabus in depth in English and the concern that the amount of time dedicated to English/ Social Studies was depriving children of so-called precious time they should devote to core subjects, such as Portuguese Mother Tongue and Maths.

The report highlights the need for training:

- To reinforce the training in CLIL methodology and integrated didactics;
- To jointly work with teachers in the planning, development and evaluation of the Project (content selection, joint analysis of the rationale underlying the options taken by teachers in the observed classes, etc.);
- and to implement mechanisms to monitor learning in the several curricular areas (Portuguese, Mathematics, Social Studies) and English.

In terms of the working model proposed and observed, the report recommends:

- To foster cooperation (joint work between the class teacher and the assistant teacher);
- To ensure that the teachers of 1st Cycle have favourable conditions to bilingual learning;
- To select assistant teachers motivated to bilingual teaching and the 1st Cycle methodologies, guaranteeing training whenever necessary to the cooperating teachers in the scope of early year's pedagogy;
- and to include the English language in initial teacher education for the 1st Cycle, as well as foreign language didactics and integrated didactics.

Project English Plus

This project was implemented in 2010/2012 with a class of 7th grade students (12 and 13-year-olds), and combined the nonlinguistic subject of History with English as a Foreign Language and Project Work. It was supported and monitored by the University of Aveiro. This project was based on the collaborative work between an English and a History teacher, who was a native English speaker. Students were taught content of History in English 45 minutes weekly out of the 90 minutes available for the subject (the remaining 45 minutes were taught in Portuguese). The English teacher followed the syllabus for English and used the Project Work class time to reinforce and support vocabulary building in English for the History lesson. Lessons were planned for the 3 subjects English, History, Project Work) collaboratively.

In an article that describes the project (Simões et al (2013). The Project English Plus: a CLIL approach in a Portuguese school. *Desenvolvimento Curricular e Didática*, vol.5(4)) the authors identify the need for teacher education opportunities and awareness activities for collaborative and interdisciplinary work; the lack of training and information about CLIL in terms of theoretical and practical framework; the difficulty to access specific resources (authentic materials, History textbooks in English adapted to the Portuguese syllabus).

Short CLIL sequences during teaching practice in primary schools (3rd year)

In 2009, student-teachers following the Master's degree in Teaching English and another Foreign Language in Basic Education (MEIB) at the Faculdade de Letras da Universidade do Porto (FLUP) were encouraged to develop and implement a CLIL-type lesson during part of their practicum in primary schools. The experience of these student-teachers, though very brief, their filmed lessons and the taxonomy of scaffolding strategies, provide important materials for analysis and use.

3 Master students (who were already experienced FL teachers in their thirties) taught a CLIL sequence in year 3 of primary during a minimum of three lessons of 45 – 90 minutes in the

area of 'Estudo do Meio' (Science/Environmental studies). The topics they taught about were the following: nationalities; feelings and emotions; animal habitats; food chains, and magnetism; plant reproduction; animal body features; family relationships; plants.

CLIL lesson plans followed a common layout/framework: a unit mind map: there would be a central topic with branches for the 4Cs: Content, Communication, Cognition, Culture (Coyle et al, 2010). The Unit plan had to contain: Aims, Assessment criteria, Teaching objectives for 4Cs, Learning outcomes for a sequence of lessons. The Lesson plan procedure should report on: Time, Interaction, Procedure (Teaching instructions), Learning Aim, and Scaffolding strategies (Ellison 2014: 238).

These experiments were developed within a wider research framework that wished “to develop an understanding of CLIL as taught by English language teachers in primary school contexts; to develop an understanding of reflection and the reflective practices of teachers when experimenting with a new educational approach; and to apply the above to improving the reflective model of the English language teacher education programme at FLUP” (Ellison 2014: 191). This was research that listened to the teachers’ voices and encouraged them to reflect on their CLIL practices in contrast to their EFL practices, from the point of view of EFL teachers who want to implement a CLIL project in primary school classes. They found big differences between CLIL and EFL.

- They prioritized scaffolding strategies, balancing cognitive and linguistic demands in tasks and materials, and developing cognition in learners.
- “They also understood the need to support language development after initially focusing more on content” (Ellison 2014: 363)
- They learnt that some content areas lend themselves better to the CLIL approach than others.
- They favoured CLIL for young learners because it was more contextualised language learning.
- They were aware that they need to provide clearer instructions and give students time to think and not focus too much on drilling for correction.
- They highlighted the use of group work and learner participation, scaffolding techniques, and the use of technology.
- They understood the role of language in learning.

As a final comment, Ellison (ibid: 375) compiles advice for student teachers of CLIL:

- be aware of and teach what is in the national programmes;
- prepare challenging 'thinking tasks';
- use technology and realia;
- prepare the language the teacher will use in class so that they are sure students will understand;
- have a good relationship with the school community;
- be well-prepared;
- be aware of the options CLIL can offer.

The S.T.E.P.S - UP project

http://nellip.pixel-online.org/files/workshop/national/14/22_STEPS.pdf

This project, *Support for Teaching English in Primary Schools*, led by the University of Porto, (an European Label award winner in 2008), on educating Primary English language teachers with the appropriate pedagogy and attitudes, aimed:

- To ensure coherence and quality in the teaching of English in schools across the city of Porto;
- To develop positive attitudes to the learning of foreign languages and in doing so promote plurilingualism and pluriculturalism;
- To establish horizontal and vertical cohesion within and between the first and second cycles of basic education;
- To encourage and support teacher development through collaboration;
- To promote and develop Content and Language Integrated Learning (CLIL);
- and To develop a shared understanding within the school community that the English language can enrich other curricular areas.

The project included CLIL experiments of the primary English language teachers in the STEPS project undertaken in the academic year 2008 - 2009.

It developed essential information for teachers:

- Guidelines for collaborating with school teachers within and between the cycles of compulsory education;
- Coherent four-year content and language syllabus;
- and Assessment criteria;
- as well as in-service teacher development sessions (on general aspects of pedagogy and according to teacher needs)

- and a virtual platform for teachers to share ideas and materials; submit monthly planning; weekly summaries; termly evaluation of children by teachers; termly teacher reflections.
- This was further supported by monthly face-to-face meetings and school support visits.

Teachers received specific training actions about the following subjects: literature for children, how to use the Nellip handbook and dyslexia.

The S.T.E.P.S teachers were encouraged to engage in Content and Language Integrated Learning (CLIL) projects. “STEPS teachers (had) a responsibility to educate the whole child in an educational context which is essentially integrationist. Teachers were encouraged to reflect on how they could provide more added value to their lessons if they considered incorporating content and techniques from other areas of the curriculum.

The primary English language teachers were encouraged to take the initiative when it came to constructing CLIL in their contexts. They had to actively find ways of meeting the generalists and deciding what content of the primary curriculum could be introduced, reinforced or consolidated in the English language lessons. This liaison was a very important means of making the school community aware of the contribution English can make to enrich the curriculum. It was important that this was seen as a two-way exchange of ideas so both teachers could benefit.”

(http://nellip.pixel-online.org/CS_scheda.php?art_id=191&tla=&sec=&cou=&yea=. Accessed 28/12/2015)

In what concerns CLIL training opportunities for teachers in Portugal (pre-service and in-service training), the British Council seems to be the main course provider of online in-service courses for teachers. Polytechnics and Universities who do teacher training will be the main providers for pre-service training through the Master courses in Teaching English to Young Learners (see description of these courses in chapter 3).

ROMANIA

The **British Council in Bucharest** organises a paid on-line modular course: ***Content and Language Integrated Learning (CLIL) Essentials*** which gives comprehensive training in CLIL methodology and practical ideas for teachers to develop learners' English and subject knowledge at the same time. It contains 55 hour CLIL course and it is delivered over a 12 week period. It covers the stages 3, 4 and 5 of the [Continuous Professional Development \(CPD\) framework](#). The course consists of 2 modules which are split into a total of 20 units, each taking approximately 2 hours and a half: Module 1 – Knowledge and principles of CLIL (6 units) and Module 2 – Lesson preparation, lesson delivery and assessment (14 units). The teaching experience to apply for this course is not essential and there is no previous qualification/training required for teachers to participate. There is a demand of English level: minimum Council of Europe B1+. The CLIL course can be taken at any stage in a teacher's career. It is suitable for pre- or in-service teachers of English or teachers of other subjects who use the medium of English in a variety of teaching contexts e.g. primary, secondary or adult sectors. It is intended for international candidates who may be non-first language or first language teachers. It is also suitable for teachers who are moving to English teaching after teaching another subject or those who are moving from teaching their subject in the first language to teaching it in English. Teachers can register on-line for this course. Final assessment on the course consists of a 500-word essay and one lesson plan with rationale. Participants receive a final grade of excellent/successful/unsuccessful. Participants successfully completing the course also receive a certificate.

Most of the teachers in Romania apply for ERASMUS+, K1 funded Mobilities through our local agency. **LanguageUK** (<http://www.englishschoolengland.com/>), for instance, offers Teacher Development courses for professionals who teach English or their subject in that language. These CLIL programmes can be taken in a 'closed' or international group (12 teachers), depending on requirements. The course addresses teachers of primary, secondary or university education, with an English level of B1/Intermediate or above. The approach is a very

practical one with the emphasis on doing rather than theorizing. Teachers are able to see the real benefits of classroom activities as well as the challenges they may provide, they are equipped with plenty of ideas and suggestions that can be adapted for use in any country and context. Courses are either of one- or two-week duration and can be tailored to meet the requirements of participants. Objectives: become familiar with modern English usage; gain practical ideas which can be adapted to different teaching environments; brush up on existing teaching techniques and skills; learn about modern British culture and current affairs; socialize and exchange ideas with other teachers; visits in primary schools in Cambridge.

The **AECLIL project** (2010-2012 - Assessment and Evaluation in Content and Language Integrated Learning), funded by the European Commission (EACEA), aimed at spreading CLIL methodology by sharing best practices among different European research centers and institutions. AECLIL research focused on how to assess and evaluate the effectiveness of learning a non-linguistic subject in a foreign language, a methodology which improves the language itself and, at the same time, enhances cross-curricular and thinking skills. The originality of the project is based on the production of a set of shared teaching tools devised to assess and evaluate both the process and the results of CLIL. The project has been carried out in nine different countries (including Romania), each of them having different cultural background and school system. Moreover CLIL has been experimented and checked at various levels of education systems, from primary school to university, adult education and teacher training courses, with an additional glimpse to lifelong informal education. (www.aeclil.net.) The Romanian partner, Asociația Lectura și Scrierea pentru Dezvoltarea Gândirii Critice România (Cluj Napoca, RO - The Romanian Reading and Writing for Critical Thinking (RWCT) Association, conducted a survey to find out how CLIL is being taught and learning in CLIL assessed. They have also developed a 16-hour teacher training programme - CLIL through CLIL to prepare teachers and teacher trainers for developing, delivering and assessing learning in CLIL. In addition, they have adjusted the assessment tools for which the template was developed within the project partnership to the specific needs of the CLIL units. The training

programme was delivered to two groups of teachers. Here is the description of the course: **CLIL through CLIL** is an in-service training course for teachers who wish to learn about CLIL and engage their students in such learning by developing and delivering CLIL modules in their schools. The course provides first-hand experience of CLIL by being taught partly in a foreign language.

Topic: CLIL; CLIL methodology; CLIL module

Language: English; level: B2 or above

Target group: teachers, teacher trainers;

Time: 16 hours;

Aims: argue cogently for adopting CLIL; cooperate with peers to draft CLIL learning units / modules; use English in communication about CLIL;

Products: CLIL concept maps; draft CLIL modules;

Classroom activities: The overall approach is based on the KWL strategy (Ogle 1986). It is built on an assessment-driven approach, whereby the learners' initial level of performance is established through small and whole group discussions and analysis of the CLIL assessment grid. The content is then shared and new skills built through a variety of reading, writing and discussion activities carried out individually, in small groups, and/or with the whole class. Finally, the assessment grid is revised for a progress check and consolidation of what has been learnt.

2 DESCRIPTION OF THE RESULTS OBTAINED BY THE SURVEY CARRIED OUT WITH QUESTIONNAIRES

The purpose of this questionnaire was to gather information in partner countries of the consortium, via the Internet, about the experiences of teaching/implementing content in a language that is not the learner's native one – the CLIL methodology. It also aimed to collect information on the training needs of the teachers using or interested in using CLIL in primary schools. The questionnaire is divided into three parts. The first part contains basic

demographic and general questions. The second part contains questions about teacher training courses, CLIL seminars and workshops. The third part contains questions about the use of CLIL in primary schools, techniques, resources, etc.

The survey conducted for the purposes of the C4C – CLIL for Children project addressed primary school teachers, both pre-service and in-service, as well as teacher trainers and educators. Its aim was to collect data concerning teachers' experience with CLIL methodology in general and in primary schools specifically, their needs, opinions and expectations with regard to distinct types of training in using CLIL materials in the EFL and content classrooms.

It consisted of 34 questions in total and was structured into six distinct sections concerned with personal information, teaching experience, teacher-training courses attended and organised, including CLIL-oriented training, as well as methodological questions. The questionnaire was completed by respondents from four partner countries: Poland, Romania, Italy and Portugal in their respective native languages, as well as from other EU member countries in either of the four languages or, alternatively, in English.

2.1 ITALY

For the survey, some teachers and schools have been contacted following specific criteria:

- teachers and schools of Umbria involved in the C4C project;
- teachers who, in the recent years, attended courses and seminars (on teaching/learning foreign languages) organized by USR Liguria (School Office for Liguria) and Irre Liguria (Regional Institute of Research, Liguria);
- primary schools of Liguria with specific interests in CLIL;
- teachers who attended a very recent conference, *A scuola si Legge – Reading at School* (organized by Giunti.) and in particular the teachers who attended a workshop for primary school teachers of English.

The teachers who filled in the questionnaire have been 74. As expected, the majority of teachers come from Liguria (54) and from Umbria (12). Just a few teachers (8) come from other Italian regions: Veneto, Piedmont, Lombardy, Trentino-AltoAdige, Emilia, Puglia. Even though the numbers are very small for certain regions, teachers from different areas of Italy have been involved: the North, the Centre and the South of Italy.

The teachers are all primary school teachers, apart from two teachers who teach in pre-primary school. It has to be noted that some pre-primary schools work with primary schools on some common projects and, in a few occasions, pre-primary and primary school children may work together.

For the part of the survey concerning teachers of other European countries, the questionnaires have been sent to teachers involved in some European projects and eTwinning, Italy being one of participating country. A communication regarding the C4C survey has been sent also to IATEFL (International Association of Teachers of English as a Foreign Language), in particular to Sandie Mourão who is in charge of a young learners SIG (Special Interest Group). The communication has been posted on the SIG website. Even though the survey was directed to European teachers, some teachers from non European countries have shown an interest as well.

In the following pages we have commented on the Italian survey, focusing on five areas: the general teacher profile, teacher education, organization of CLIL, CLIL activities in the classroom and C4C training activities. For each area, the most significant aspects have been pointed out.

2.1.1 TEACHER PROFILE

From the data emerges that the teachers who filled in the questionnaires come mainly from state schools and just a few come from private schools. The majority are in-service teachers and a few are also bilingual coordinator/CLIL coordinator. The majority of the teachers teach both English and other subjects; some of them teach only English and a few are subject teachers. Especially these last data reflect the Italian situation, where school teachers who

teach only English (*insegnanti specialisti*) are not a lot, while many teachers teach English and other subjects (*insegnanti specializzati*).

The fact that the majority of teachers are well experienced, with more than 10 years of teaching, is due mainly to the fact that in Italy in the past years just a few young people could enter the teaching profession. This is due to the fact that the age of retirement for teachers has been raised and, on the other hand, the number of teachers has been reduced because of economic reasons.

The majority of teachers have B1 level, but there are some teachers with B2 level and in a few cases even a higher level. The big number of teachers who have B1 is due to the fact that nowadays in Italy primary school teachers, in order to teach English, need to have the B1 level (minimum).

The fact that there are teachers with a lower level of competence is probably due to the fact that in the survey there are some teachers who do not teach English. In addition, the level of English declared could have been based on language certificates or on self-evaluation and some teachers could have overestimated or underestimated themselves.

2.1.2 TEACHER EDUCATION

The teachers' replies reflect the development of teacher education in Italy, with regard to FL and CLIL. In the last years the interest in CLIL has increased. CLIL sessions have been included in initial teacher training courses for teachers of English. Some seminars and workshops on CLIL have been organized by various institutions and professional associations. Longer training opportunities have been less frequent, especially for primary school teachers and especially in certain regions. That is why many teachers say that CLIL was included in their teacher training programmes and they attended workshops and seminars on CLIL. On the other hand, the number of teachers who declare to have attended specific courses on CLIL is very small. That's why a lot of teachers recognize the need for CLIL training.

2.1.3 ORGANIZATION OF CLIL OR BILINGUAL PROGRAMMES IN PRIMARY SCHOOLS

Since the majority of teachers lack a consistent and significant CLIL training, not surprisingly almost all of them have never organized nor taught CLIL courses. The situation is different when it comes to teaching children. Some of them have been teaching CLIL, especially in recent years. Just a very small percentage of them have been teaching English for more than 10 years.

Regarding the subjects taught, Science seems to be very popular, followed by Mathematics and Geography. Even though the other subjects are less frequent, the range of subjects taught is quite large and includes Art, Music, Sport, Citizenship.

In the notes that the teachers added, under the category *Other*, it is interesting what a teacher said about using CLIL units of the course book. In very recent years CLIL pages have been included in many course books and it could be hypothesized that other teachers could have used course books pages to expand CLIL lessons. Regarding storytelling, workshops on storytelling and CLIL (using stories as a starting point for CLIL projects) have been recently organized and included in a Giunti Conference on reading. In addition, the past in Liguria a work/study group on *Educating to tolerance and diversity through storybooks* was organized. That might explain why a considerable number of teachers indicated Citizenship as a CLIL subject.

Regarding the students' age and the class attended, the tendency is to start teaching CLIL from the level of 8 years upwards. Just in a few cases, they start with 7 or 6 year old children. It has to be noted that in Italy teaching English is compulsory from the 1° grade (6 year old children) but just for 1h a week; 2hrs. in the 2° grade; 3 hrs. in the 3°, 4° and 5° grade. Since the hours devoted to English are not many in the 1° and 2° grade and children need to learn the very basic structures of the language, it seems natural that the majority of teachers prefer to start when children are a little older.

Two teachers declare to use CLIL in pre-primary school. In Italy in pre-primary school English activities are suggested, even though are not yet compulsory. Qualified pre-primary teachers are very few and in certain cases the teachers who teach English are the primary school teachers.

When it comes to the CLIL hours spent on a weekly basis, the picture that comes out is not too good. Just 8 teachers replied to this questions: 2 teachers indicated 3 hrs. weekly; 2 teachers indicated 1 hour weekly. Regarding the teachers' comments (*Other*), a teacher wrote that the teaching was occasional and another one commented that it depended on the class and on the activity. These reasons are indicated just by a few teachers. Others could have not answered but could have shared the same idea. In addition, it needs to be noted that primary teaching is very often characterized, especially with young children, by flexibility. Apart from other possible reasons, the general picture that comes out from the data is that CLIL doesn't seem to take an important role and space in teaching.

It's not a surprise that, in the context above described, the most popular way of teaching CLIL is individually. In addition, due to economic cuts that affected school personnel as well, teachers have less and less opportunities to work in tandem.

2.1.4 CLIL ACTIVITIES IN YOUR CLASSROOM

A high percentage of teachers have declared to have used authentic materials and to have had the need to adapt the contents. A small number of teachers never used authentic materials, nor adapted them. Probably this could be related to the subject taught. Another reason could be that other teachers used CLIL sessions of the course books or CLIL books for children and CLIL resource books for teachers.

Communicative activities seem to be quite popular, along with T.P.R. activities. Both approaches have been included in teacher training courses for a long time. Less popular seems to be the task based learning, even though it is very often cited by CLIL scholars and it has been used in pilot projects and experimentations.

Cooperative learning is definitely the most used approach, followed by action oriented learning. Scaffolding is used but not too often, while independent learning seems to be used at a minimum level.

The major benefits of CLIL experiences seem to go in a double direction: children's positive attitudes and children's improvement of language competence. Many studies and scholars have pointed out the important role of motivation in the learning process. When children are motivated, they have a positive attitude towards learning and this has a positive effect on the learning process itself.

From the data, also teachers seem to have some benefits in terms of language improvement. Last but not least, CLIL is also linked to an enrichment of classroom materials and resource. The benefits seem to remain within the classroom walls: parents and administration do not matter too much. It has to be noted that, since we have seen that CLIL teaching is quite occasional and limited, it is more difficult to have an impact on parents and administration.

One significant critical aspect is the lack of teacher's language competence. This information, combined with the one of the previous section on the positive aspects of CLIL (Teacher's improvement of language competence) could suggest that one way of improving the teacher's language competence is keep going on using CLIL, especially when this is associated with the use of authentic materials and resources.

Another critical aspect mentioned is the inflexible school schedule. This is certainly an important element to be examined in detail, to find out what specific aspects of the school schedule are really inflexible, what aspects could be modified, what the solutions could be. In order to do that the involvement of all the school actors (teachers, headteacher, parents, administration) is essential, especially for longer and bigger CLIL projects. This is a point underlined by many organizers of pilot project in Italy.

2.1.5 C4C TRAINING ACTIVITIES

Regarding the teachers' preferences in terms of training activities, lectures are not the priority even though they are not excluded. Workshops are at the top of the list, followed by online courses and materials. Watching classroom videos is also something that teachers would like to have.

Interpreting the data, it seems that what the teachers like, and may be need more, is to learn how to teach CLIL in a practical way: planning lessons; trying out activities and strategies; reflecting upon them, in other words, all the things that could be done during a workshop.

Watching videos, another frequently cited preference, is something else that goes into that direction. It gives teachers the possibility to watch what happens in a class, to discuss positive and critical aspects, to use the video as a case study.

Last but not least, using online courses and materials is something pointed out by a large number of teachers. With teachers having tight schedules, online activities are easier and less time consuming. In Italian primary schools children have lessons in the morning as well in the afternoon and lessons may end between 16.00 and 16,30. In addition, especially in certain regions, schools of the same department (Istituto Comprensivo - Comprehensive Institute) are spread out in the territory and it could take time to reach the school chosen as a venue for the training course.

Considering the data and the teachers' preferences, it seems that the best solution could be a blended training: some hours devoted to classroom learning and workshops combined with an online course. This is also the solution chosen by the CLIL pilot projects carried out in Italy.

2.2 PORTUGAL

The online survey was answered by **70 teachers** both in **Portugal and in Spain**, in English and in Portuguese. All teachers previously involved in CLIL pilots in Portugal were asked to answer the online survey, and so were teachers that had been students at the IPCB in in-service training for Teaching English to Young Learners (*Complementos de Formação de Ensino de Inglês no 1º*

CEB). The English teachers association in Portugal (API) was also contacted to forward invitation to teachers of English to answer the online survey.

Teachers in Spain were contacted through existing networking and they are involved in teaching English through CLIL. They come from frontier areas with Portugal and are potential stakeholders of C4C training courses.

2.2.1 CONTENT (SUBJECTS TAUGHT THROUGH CLIL)

The subjects taught through CLIL are mainly Science (24) Geography (14) and History (14). Arts is also referred by 12 participants and the other subject areas, such as: mathematics, sports, music, citizenship (and other) are not relevant (under 10 responses). The number of hours spent in CLIL activities on a weekly basis was mostly one and a half hour (3), followed by one, two, three and six hours (2). This is in accordance to the programs described in chapter 1, which describe the CLIL landscape in Portugal as reduced to a couple of pilots.

2.2.2 LEVEL OF INTEGRATION

As to the type of schools, 57 State schools were mentioned and 13 private ones, in the answers about the level of integration. The data collected regarding the grade where CLIL is taught, answered by all participants, shows a majority of answers falling on the 3rd grade: 40 out of 70, followed by the 4th grade (39 respondents), the 1st and the 2nd (30 answers), the 6^h (28) and the 5th (25). A preparatory year was also referred in 18 questionnaires.

Regarding the typologies of teaching CLIL, teachers think the *in tandem* model the most appropriate, since (16) respondents answer with a content teacher and (8) with foreign language teacher. (12) teachers refer to 'individually. However, only 16 people answered this questionnaire item.

2.2.3 TYPE OF MATERIALS USED

As to whether they used authentic materials, 26 participants answered yes and 3 answered no. Most of them (41), however, did not answer. In what concerns materials adaptation, both in

language and content, again a low number of replies was registered: (29); 27 participants answered yes and 2 answered no.

2.2.4 FOREIGN LANGUAGE TEACHING PRINCIPLES /TECHNIQUES USED

Task based learning seems to be the technique most adhered to (25 responses), followed by communicative activities which are referred to by 20 participants and total physical response by 14. One questionnaire mentioned project methodology.

2.2.5 CONTENT SUBJECT TEACHING PRINCIPLES/TECHNIQUES USED

As to the type of content subject teaching techniques, scaffolding and action oriented learning were mentioned by 24 questionnaires, discovery learning by 22 and cooperative learning by 20.

2.2.6 TEACHER EDUCATION

In what concerns positive aspects of the CLIL experience, teachers refer to children`s positive attitude in first place (27), followed by children`s improvement of language competence (26), enrichment of classroom materials and resources (23), children`s improvement of subject competence (22), parents` positive attitude (11), teachers` improvement of language competence (10) and finally administration`s positive attitude (6).

For critical aspects of CLIL experience, the data collected shows that teachers elect the lack of CLIL designed materials as the main critical aspect (23). Other aspects such as: lack of teacher`s autonomy regarding syllabus design was mentioned by eleven (11) teachers, inflexible school schedules by nine (9), the lack of teachers` language competence by seven (7), the not positive attitude of administration by five (5) and the lack of teacher`s knowledge of subject matter by four (4).

All participants answered the question about teachers` specialization. Being a foreign language teacher was mentioned by 59, a teacher of non-linguistic area by 8; only one (1) answered that both were relevant and two (2) referred to AEC (enriching extra-curricular activities).

Considering the experience of teachers, most of them have more than 10 years of experience (52), ten (10) have between 6 and 10 years, five (5) between 3 and 5 and there are only three (3) with no prior experience.

When asked about their level of English fluency according to the European Common Framework, the data collected highlights that only 26 claim to have a C2 level and 12 teachers a C1 level, which is the level expected of teachers of English for young learners in Portugal.

15 teachers claimed to have a A1 level; and 8 an A2 level, which is a very low level to teach English for primary.

There were 3 further teachers who claimed to have a B1 level.

When inquired on the type of training they had had (if any): In-service or initial full or partial programme and its features; face-to-face, content, language issues, methods), 45 respondents claimed they had had some training, against 22 who answered they had not (3 did not answer).

Among the training received it was mainly state pre-service training courses (10), followed by state in-service training courses and European project training courses (4), private training course and on-line training course two (2) and master /British Council courses , three (3).

Respondents refer to the following types of training courses: general foreign language courses (44), CLIL (13) and both (7). 43 respondents claimed to have attended CLIL seminars or workshops. These were organized by national organizations, such as APPI (The Portuguese English Teachers Association), the British Council, The Ministry of Education through its Directorate General for Education (DGE/ME) and the Faculty of Letters of the University of Porto. Some international organizations are also referred to as providers of CLIL courses, both face to face, online and blended, such as the Norwich Institute of Language Education and Cambridge schools. The hours for these courses vary between 25 hours and 15 days. There is the model 3 times 25 hour – course + 50 hour workshops; 60 hours, 50 hours, 20 hours, 25 hours.

The need for CLIL training courses is evident through the 54 positive responses, while the 14 respondents that did not answer may also be interpreted as not understanding the advantages

of CLIL training. Only 2 respondents claimed they did not need or were not interested in CLIL training. When inquired on their preferences, respondents claim to prefer workshops and using online course and resource materials (36 answers each), followed by watching classroom videos (13). Lectures are the least preferred, with only 5 answers.

2.3 ROMANIA

The survey was carried out on a group of 45 teachers: primary school teachers (teachers of non-linguistic area: 44.4%), and language teachers (55,6%), from which 88.9 % were in-service teachers, in most counties in Romania where CLIL has been implemented or where teachers have some knowledge of CLIL methodology. Most of the teachers have more than 10 years experience in teaching. Regarding the level of the foreign language they teach, most of the teachers interviewed have a B1 (35.6%) or B2 level (28.9%).

2.3.1 ORGANIZATION OF CLIL OR BILINGUAL PROGRAMMES IN PRIMARY SCHOOLS

Only 2 teachers interviewed have organised CLIL programmes for teachers (1 teachers of non-linguistic area and 1 language teacher) and 34 teachers have taught CLIL training courses, most of them being teachers from a non-linguistic area (21) and having no previous experience in teaching CLIL (27). Regarding the organisation of CLIL lessons taught in primary schools, only 15 teachers answered affirmatively, mentioning that the teaching sessions were organised, at primary school level: individually (5 teachers), in tandem with a foreign language teacher (7), or with the content teacher (3).

2.3.2 CONTENT (SUBJECTS TAUGHT THROUGH CLIL)

Five language teachers have taught through CLIL the following subjects: Mathematics, History, Geography, Music and Science; eleven non-linguistic teachers have taught through CLIL the following subjects: Sciences, Mathematics, Art, Music and History.

Intensity. CLIL was usually taught for 2 hours a week, mostly during the life cycle of the European projects implemented in schools (1 year of implementation).

Choice of FL : English, French

2.3.3 TYPE OF MATERIALS USED

Teachers who implemented CLIL in primary schools have used authentic materials that needed to be adapted specifically for CLIL lessons, due to the lack of CLIL designed materials/lesson plans that can be found in Romania.

2.3.4 FOREIGN LANGUAGE TEACHING PRINCIPLES /TECHNIQUES USED

Regarding the type of foreign language teaching principles/techniques applied to CLIL, teachers have found communicative activities as being the most useful, Total Physical Response activities and Task Based Learning activities.

2.3.5 CONTENT SUBJECT TEACHING PRINCIPLES/TECHNIQUES USED

Most of the teachers used cooperative learning, action-oriented learning and discovery techniques.

2.3.6 TEACHER TRAINING IN CLIL

CLIL or general foreign language training courses that included some CLIL sessions for teachers at primary level hasn't been a priority in the professional teacher training process. Only for 35% (7 individuals) of the language teachers and 44% of non-linguistic teachers – primary school teachers (11 individuals) interviewed CLIL was introduced in their life-long teacher training programmes. Most of them participated in European funded programmes on CLIL (13 individuals), others took part in courses organised by state School Inspectorates (3 individuals) – certified training courses for in-service teachers; and 1 teacher followed a private course on CLIL. Usually courses were delivered face-to-face; only one teacher took part in an on-line course on CLIL methodology.

Regarding teachers' participation in workshops and seminars on CLIL, the analysis of the questionnaires revealed that 21 teachers attended this type of programme delivery.

The analysis of the responses regarding teachers' intention/plans to implement CLIL activities in primary school next year, we can observe that mostly teachers of a non-linguistic area (primary school teachers) will perform this type of activity, compared to language teachers. However, most of the teachers interviewed gave negative or vague answers to this question which reveals the lack of interest or support from the administration of schools for CLIL activities.

2.4 POLAND

This part of the report pertains to the results obtained from 53 Polish respondents.

2.4.1 RESPONDENTS' PROFILES, TEACHER EDUCATION AND TRAINING

The first section in the questionnaire focused on collecting information about demographic characteristics of the respondents, namely about the types of schools where respondents teach, their experience in teaching, their students' age, and regions in which they work or are doing their teacher training courses.

In the Survey, participants were required to provide information concerning their job and career. The majority of respondents (74%) indicated public primary schools as their employers, while others (26%) private primary schools. There were no representatives of other institutions involved in the study.

The vast majority (92%) stated that they are in-service teachers, and only 4% of participants were pre-service teachers. Teacher trainers amounted to 4% of all respondents (see Figure 6 below).

The in-service teachers were further asked to provide information about their job. The majority stated that they are monolingual teachers (71%), while 29% opted for "Bilingual/CLIL Coordinator" choice.

When asked to specify the field of education where they are employed, the majority of them identified themselves as EFL teachers (60%), 21% said that they are teachers of non-linguistic area and 19% replied that they are employed as both.

As for the content subjects they teach, 15% stated that they teach Mathematics. Science and Art teachers amounted to 9% in each category, Geography, Music, Sport and Citizenship amounted to 5% each, while 3% of respondents teach History.

As for the 44% of participants who indicated “other” as their answer, 57% replied they teach EFL exclusively, 27% are Integrated Content teachers, while the remaining respondents specialise in Polish, IT, Religious Education, and Pre-School Teaching (4% each).

Teachers and teacher trainers who participated in the Survey are representatives of a number of regions across Poland: the majority of them come from łódzkie (55%), followed by lubelskie (9%), śląskie (8%), mazowieckie (6%) and świętokrzyskie (6%).

The remaining regions were represented by participants from małopolskie and opolskie (4% each), as well as dolnośląskie, lubuskie, kujawsko-pomorskie, wielkopolskie and warmińsko-mazurskie (2% each).

In Section 2 concerning respondents’ work experience and other professional details, participants indicated their experience, including experience in teaching CLIL, grades they teach, future CLIL teaching schedules and their level of English. As for their general teaching experience, respondents with teaching experience longer than 10 years comprise the majority of survey participants (53%), followed by those with 6-10 year experience (25%), 3-5 year experience (18%) and a group of those respondents with experience shorter than 2 years, including pre-service teachers.

It is interesting to note, though, that even though the vast majority of respondents are well-experienced teachers, the majority of them are teachers who either have no (44%) or relatively little (i.e. less than 2 year’s) experience (30%) in teaching CLIL (see Figure 13). These data confirm a great need for CLIL training for primary school teachers.

As for teachers more experienced in CLIL methodologies, 21% of participants stated that they have been teaching CLIL for 3-5 years, while 5% for 6-10 years. There were no teachers with experience longer than 10 years, since CLIL methodology is a relatively new educational approach in Polish primary schools.

Further in the survey, participants were asked to specify the manner in which they teach CLIL. Of the 64% of respondents who actively teach CLIL in primary schools, the majority (32%) are EFL teachers who co-operate with content teachers. Only 16% teach CLIL in tandem with an FL teacher and another 16% teach CLIL classes individually.

Respondents taking part in the survey are representatives of all levels of primary education in Poland, including the preparatory year (8%): 1st Year (14%), 2nd Year (12%), 3rd Year (16%), 4th Year (16%), 5th Year (18%), and 6th Year (16%).

According to the survey results obtained, the number of CLIL teaching hours per week is not fixed and depends on the policy of a given institution.

The majority of respondents (27%) said that the number is variable, ranging from 1 to 21 hours, while 23% chose '1 hr per week' as their answer. Other participants' choices included: 4 hrs per week (18%), 18 hrs per week (9%), 10, 5 and 3 hrs per week (5% each), as well as 2 and 0,5 hrs per week (4% each).

As for the level of teachers' knowledge of English, the L2 they use for CLIL classes, the vast majority of respondents stated their level of English is the B2 level (30%), as defined by the Common European Framework of Reference (CEFR) and above: the C1 level (24%) and the C2 level (23%).

Other participants indicated the A1 and A2 levels (6% each), and the B1 level (4%). 6% of respondents did not specify their level. Respondents were also asked to provide information on whether they will be conducting CLIL classes in the following school year.

Almost half of the respondents (49%) stated that they have already scheduled CLIL classes, while 47% did not have any knowledge of planned CLIL classes when answering questionnaire

questions. Only 4% of participants said they will not be teaching CLIL next year (see Figure 17 above).

2.4.2 ORGANISATION OF CLIL/BILINGUAL PROGRAMMES

This part of the report provides information on organization of bilingual/CLIL programmes in primary schools in Poland and is entirely based on the results of the Survey. As for respondents' training in FL teaching and CLIL methodology, the vast majority of them stated that they have participated in general foreign language courses (75%), only 17% underwent CLIL training, and 8% have taken part in both types of courses.

Respondents were also asked to provide information on the inclusion of CLIL methodology in the teacher training they underwent. The significant majority of participants (67%) stated that CLIL was not included in their training, while 33% confirmed that CLIL was a part of their pre-service and in-service training. When asked to specify the type of CLIL course attended, the majority of respondents indicated workshops and seminars on the topic (63%), while 37% stated they participated in specific training courses on CLIL methodology.

Respondents who have participated in the types of courses mentioned above were further asked to provide details concerning these events. They have indicated the following institutions as organisers of CLIL training:

1. Erasmus+ *Classroom Skills for Teaching Young Learners* (International House, London, UK), length: two weeks, type: stationary course
2. Erasmus+ *CLIL Methodology in Practice* (Richard Language School, Bournemouth, UK), length: not specified, type: not specified
3. EU project (name not given), length: not specified, type: not specified
4. The Świętokrzyskie In-Service Teacher Training Centre (Świętokrzyskie Centrum Doskonalenia Nauczycieli (Kielce, Poland), length: 18 hours, type: mixed course
5. A publishing house (name not given), length: not specified, type: not specified
6. ETI – Executive Training Institute (Malta), length: 5 days, type: stationary course
7. European Educational Project *Learning Without Borders* (Warsaw, Poland), length: 3 days, type: stationary

8. Smart School – Bilingual Primary School (Poland), length: not specified, type: stationary
9. Bilingual Primary School (Zamość, Poland), length: not specified, type: not specified
10. Center for Education Development (Ośrodek Rozwoju Edukacji (ORE)) Conferences on Bilingualism (Warsaw, Poland), length: not specified, type: not specified

In sum, the majority of these training events were organised within the framework of EU projects (40%), others were held in European countries other than Poland (10%). National and local training courses amounted to 20% each and were held by institutions interested in and promoting CLIL methodology. One respondent indicated an anonymous publishing house as the organiser of CLIL training.

As for the types of CLIL training in which respondents have participated, the majority indicated European Project training (36%), thus confirming results obtained in the aforementioned query. 21% of participants involved in the survey stated that they have taken part in private training courses, 14% in online courses, while 11% attended state pre-service and another 11% state in-service courses. Further 7% indicated 'other' as their choice.

When asked about organising/teaching CLIL methodological courses, the vast majority of respondents (80%) stated that they have no such experience. 9% have both taught and organised training events in question, 7% said they have experience teaching CLIL methodology, while 4% have organised CLIL courses.

Section 5 comprised questions on CLIL classroom experience, including its positive and negative aspects. As for the positive experiences indicated by respondents, three dominating aspects included children's improvement of language competence (19%) and content competence (12%), as well as enrichment of classroom materials and resources (18%). Positive attitude of children themselves (17%), parents' (12%) and administration (11%) were also considered important. Teacher's improvement of language competence was chosen by 10% of survey participants.

Enumerating their negative experiences in teaching CLIL, the majority of respondents (42%) indicated a lack of teaching resources as a serious problem, while 17% said that schedules are not sufficiently flexible to accommodate CLIL methodology.

Other negative aspects included lack of teacher's autonomy regarding syllabus design (12%), lack of teacher's language competence (11%) or content knowledge (8%). A small group of respondents expressed concerns regarding negative attitudes towards CLIL on the part of parents (4%), children (4%), and administration (2%).

In sum, participants' responses indicated that the vast majority of CLIL teaching experiences they have had are of positive nature (68%), while the most common negative experiences concern a lack of CLIL materials, which constitutes an important implication for the project.

2.5 NON-PARTNER COUNTRIES

The Survey was also carried out in several non-partner countries, such as: Cyprus, Greece, Canada, Hungary, Albania, Slovakia, Estonia, Austria, Argentina, on a group of 53 teachers, in total: school teachers (teachers of non-linguistic area: 9.4%), language teachers (49%) and teachers with both specialization (41,6%), from which 18.9 % were Bilingual coordinator/CLIL coordinator, 60,4% were in-service teacher, 18,9% teacher trainer and only 1,9% were pre-service teacher. Most of the teachers have more than 10 years experience in teaching. Regarding the level of the foreign language they teach, most of the teachers interviewed have a C2 (32%), C1 (15%), B1 (11.4%) or B2 level (18.9%).

2.5.1 ORGANIZATION OF CLIL OR BILINGUAL PROGRAMMES IN SCHOOLS

CONTENT (SUBJECTS TAUGHT THROUGH CLIL)

Regarding the organization of CLIL lessons taught in their schools, only 28% from teachers answered affirmatively, mentioning that the teaching sessions were organized and taught at school level. Most of the teachers (62,26%) didn't organize or taught such courses.

The area of school subjects taught through CLIL by the teachers interviewed is very broad. Most teachers have taught through CLIL geography, science and art. Many foreign language teachers couldn't answer because they had never organized / taught CLIL courses.

Respondents mentioned that the positive aspects of using CLIL are children's improvement of language competence and enrichment of classroom materials and resources. The CLIL approach also helps children to have a positive attitude towards learning and improve subject competence. The most important critical aspect from the CLIL experience of the teachers interviewed is the lack of CLIL designed material. There were some more critical aspects indicated by the teachers: inflexible school schedules, the lack of teacher's knowledge of the subject, the lack of teacher's language competence and lack of teacher's autonomy regarding syllabus design.

The analysis of the responses regarding teachers' intention/plans to implement CLIL activities in their schools next year, we can observe that most teachers (over 56%) will perform this type of activity. However, a part of the teachers interviewed gave vague answers to this question which reveals some lack of interest or support from the administration of schools for CLIL activities.

TYPE OF MATERIALS USE

Teachers who implemented CLIL in schools have used authentic materials that needed to be adapted specifically for CLIL lessons, due to the lack of CLIL designed materials/lesson plans that can be found. Most of the teachers who implemented CLIL in schools considered it is necessary to adapt the contents/materials from a linguistic point of view (56,3%).

FOREIGN LANGUAGE TEACHING PRINCIPLES /TECHNIQUES USED

The type of foreign language teaching principles/techniques applied to CLIL found useful by most teachers were the communicative activities (35,7%), task based learning activities (50,0%) and total physical response activities (48,1%).

CONTENT SUBJECT TEACHING PRINCIPLES/TECHNIQUES USED

Most of the teachers used scaffolding, discovery techniques, cooperative learning, and action-oriented learning.

TEACHER TRAINING IN CLIL

CLIL or general foreign language training courses that included some CLIL sessions for over 55 % from both foreign language teachers and teachers of non linguistic area has been a priority in the professional teacher training process. For 50% (13 individuals) of the foreign language teachers, 60% (3 individuals) of non-linguistic teachers and 31% (7 individuals) of those who have both specializations interviewed, CLIL wasn't introduced in their life-long teacher training programmes.

34% of the foreign language teachers and 45% of the teachers who have both specializations attended both CLIL courses and general language courses. Unfortunately, 41% from the respondents have never attended neither of these types of courses. Regarding teachers' participation in workshops and seminars on CLIL, the analysis of the questionnaires revealed that 29 (54,7%) teachers attended this type of programme delivery. 20 teachers interviewed (75,47%) showed interest in participating to CLIL training activities. When asked about their preference in the type of CLIL training the C4C – CLIL for Children project should deliver, most of the teachers specified that workshops and using online courses and resource materials would be the most suitable. Attending lectures and watching classroom videos are not preferred by the teachers, probably because they are less interactive.

3 DESK RESEARCH 2 - DESCRIPTIONS OF CLIL METHODS WITH RELATED SUPPORTING THEORY

3.1 OVERVIEW OF THE CLIL METHODOLOGY –THE 4 CS

When either language teachers or content teachers are planning a CLIL lesson, there are four main components they should bear in mind: Content, Communication, Community/Culture and Cognition. Based on the 4Cs framework introduced by Coyle et al. (2010) and Mehisto et al. (2008) - who refer to 4 basic principles, all these components occur in a specific context which includes and determines them all.

3.1.1 CONTENT

In traditional teaching, teachers prepare a lesson, according to the curriculum, around a logical development of the area the students have been working on. The same happens with CLIL. Teachers develop lessons around what the students already have acquired. Thus, students build on their content knowledge, one course of knowledge on top of the next.

3.1.2 COMMUNICATION

Communication is defined as the capacity to use the oral and written language correctly in the content classes, which fosters students to participate actively in the negotiation of meaning (Coyle, 2007: 551), where the language is a means and not an end in itself. The content/language teachers should become facilitators so that the students can use the language successfully in the different linguistic contexts.

In the past, students learned a lot of lesson content while they were listening to the teacher talk. With CLIL, teachers talk much less, because the students don't have enough of the new language to learn in this way. Instead, students study together and work in groups, talking to each other as well as to the teacher, cooperating and using as much of the new language as they can.

3.1.3 COMMUNITY/CULTURE

CLIL teachers help students to relate what they learn to the world around them. Students see that what they learn is not just a school subject, but something that relates to 'the real world'. The CLIL teacher therefore needs to think about the relevance of the CLIL lesson to the student's daily life and surroundings; the way the skills acquired during the CLIL lesson link to the community or culture surrounding the students or to other cultures.

3.1.4 COGNITION

Teachers were helping students learn to think long before the CLIL approach was introduced. They have always asked their students 'when?', 'where?', 'which?', 'how many?' and 'who?'. These questions focus on real, specific and concrete answers. Students who learn to answer them correctly develop the thinking skills of recalling, repeating and listing, and of understanding.

Thinking skills such as these were categorised in Bloom's Taxonomy as Lower Order Thinking Skills (LOTS) as early as 1956 (the Taxonomy was revised in more recent years by Anderson and Krathwohl). According to the Taxonomy, students practising LOTS, as in the questions above, learn to remember and understand information, and to explain it. They also learn to apply new information in different situations.

The CLIL approach has attempted to add to these concrete thinking skills by adopting more abstract, complex and analytical questioning. This is not just for older or more able students, but in all lessons. A student following a CLIL course will soon have learned to think about such penetrating questions as 'why?', 'how?' and 'what evidence is there?', and so will have practised some of the thinking skills categorised by Bloom as Higher Order Thinking Skills (HOTS). Using HOTS encourages students to investigate and evaluate new information and to use it to develop something new. Thus students need to remember a concept before they can understand it; they have to understand a concept before they can apply it; they have to be able to apply a concept before they can analyze it; they have to analyze a concept before they

can evaluate it; they have to remember, understand, apply, analyze, and evaluate a concept before they can create.

3.2 CLIL METHODOLOGICAL APPROACHES

3.2.1 ITALY

CLIL entails a new educational approach based on the integrated learning of foreign language and content. The foreign language is acquired through subject-related contents provided in such a way to encourage learning. Special attention is paid to the learning skills, as they are pivotal for an efficient linguistic and communicative learning. For this reason, as Mehisto et al. (2008)¹⁵ stated, the CLIL approach is strictly linked to good practice in education:

CLIL cannot be separated from standard good practice in education. CLIL is a valued-added, as opposed to subtractive, approach that seeks to enrich the learning environment. (pag 27)

As to the CLIL methodology, two main elements can be considered: the good practice in education, and the good techniques of language teaching. The CLIL teaching method requires a positive and encouraging learning environment based on a linguistic and socio-cognitive students engagement, activities in line with the different learning styles, activities to encourage thinking on the learning process and the diverse ways of learning.

As a consequence, the language teaching techniques and methods that are effective for the early learning of a foreign language (communicative approach, total physical response, multisensory approach, multiple

15 Mehisto P., Marsh D., Frigols M.J., (2008), *Uncovering CLIL*, Oxford, Macmillan.

intelligence theory, task based learning) can also be used in CLIL activities. Likewise, the good practice in education and the techniques that have been successfully used in teaching school subjects can be applied to CLIL (scaffolding strategies, methodologies based on constructivism and cooperative learning.)

In the CLIL pilot projects carried out in Lombardy and Piedmont, described in the previous pages, and in the bilingual projects of Lombardy and Trentino a variety of foreign language methodologies have been used by the teachers. In addition cooperative learning, aimed at valuing the socio-emotional and cognitive potential of students, has been often used in CLIL experimentations.

CLIL MODELS IN ITALY

In Italy, interest in CLIL has been increasing in recent years involving also primary schools. The existing CLIL models, despite having some shared points, are not all the same as they were produced considering the different social and educational contexts. The common trend was producing suitable models for specific conditions and requirements, rather than re-using pre-packaged ones. Coonan (2003)¹⁶ emphasized the importance of taking into account the many variables that come into play when producing a CLIL curriculum, because it is the combination of the choices made that shapes a particular CLIL model. She suggested an open list of variables divided into five categories: the basic motivation; the context; the organizational and structural decisions; the organizational and methodological aspects. In each category, she included questions to help schools and education policy decision-makers make the best decisions. This model was provided to upper secondary schools, but it can also be used in other school levels.

16 Coonan M. "Planning for CLIL" in Boella T., Barbero T. (a cura di) (2003), *L'uso veicolare della lingua straniera in apprendimenti non linguistici*, Ufficio Scolastico Regionale per il Piemonte

Coonan pointed out that the development and the result of the CLIL activities depend not only on the pedagogical values and the methodological choices, but also on the motivation and the context. The reasons which led to the development of the CLIL activities will be affected, especially in their practical planning, by the structural means, the organization-related possibilities, the possible constraints, the available human resources and materials. All these contribute to the final result of the activity.

MODELS FOR PRIMARY SCHOOLS

Considering the importance of planning a CLIL project based on the many existing variables, in order to avoid implementing an inadequate model, what follows is an analysis of the characteristics of the possible CLIL models to implement in primary schools. Research, studies and experimentations in the field will be taken into account, emphasizing the elements that can be considered to plan a CLIL model.

3.2.2 OPTIMUM AGE RANGE AND GROUP DIMENSION OF CHILDREN

Studies carried out by Titone¹⁷ (1997), addressed in chapter 1, showed that the early full-immersion in bilingual activities leads to greater effects on the development of the general linguistic skills, knowledge and subject-related skills. The recent Italian project BEI (Bilingual Education in Italy) introduced bilingualism in the first grade of primary school. Other CLIL pilot projects did not impose any obligation on when to start the activities with the students. Many other CLIL experiences seldom involved first-grade pupils, which is probably due to the fact that in Italy primary pupils have just one foreign language learning-hour per week in their first grade.

17 Titone R.(1997) *Considerazioni sui Programmi di Immersione Bilingue nelle scuole di diverso grado. L'esperienza del Canada.* Education et Sociétés Plurilingues n°2-juillet, Aosta, CIEBP

In the pilot projects there were no guidelines as to the group dimension, since there is no obligation on the part of the school. Each school tries to create the best possible organization based on the context.

3.2.3 OVERALL COMPLEXITY IN APPLICATION - EXPECTED RESULTS

In order to help schools plan CLIL activities that are adequate to their needs and context, some pilot projects adopted models such as the one provided by Coonan (see annex 1.), while to help them manage the complexity of the variables evaluation tools were produced. The situation was monitored during its introductory, mid-term, and final stage. The most commonly used tools were questionnaires (for teacher and students), and teachers diaries to encourage critical thinking and begin action-research activities fostered by experts.

3.2.4 AMOUNT OF TRAINING REQUESTED TO TEACHERS

The level of training requested to teachers differs from project to project, as outlined in chapter 1.

The shared point was the initial training on the CLIL methodology, which had which had dissimilar duration (from a 90-hrs online course to a day-long seminar), and an ongoing training (on-line and in person) with the experimentation of teaching units and materials in collaboration with a tutor.

As to training, the recent BEI project on bilingualism required teachers to have at least a B2 level (in Italy, foreign language teachers are required a B1 level) and offered them linguistic support thanks to the collaboration with the British Council. Such a model, that is quite difficult to extend to the whole Italian territory, emphasized the importance of satisfying the linguistic needs of the CLIL teachers.

3.2.5 REQUESTED EQUIPMENT

There is usually no mention of the requested equipment in pilot projects and experimentations. The data of the monitoring activity and of the interviews to teachers involved in the BEI project showed how essential it is to have a CLIL "dedicated classroom", where materials can be gathered (paper-based, manipulative material, etc.), and used with children. Planning practical experiences to encourage comprehension and learning processes was a common need to the majority of the teachers. Another emerged need was finding the resources and materials to use with the students. Many available resources are addressed to native children, therefore they need to be (re-arranged adapted by the teachers.

3.2.6 WEB AND PAPER-BASED SOURCES OF INFORMATION ON THE CLIL METHODOLOGY

In Italian pilot projects (ALI/CLIL, SLIL), the available resources were: national and international experts materials on the CLIL methodology, lesson plans to be experimented in the class, virtual communities to share good practices.

www.progettolingue.net/aliclil/

http://www.istruzionepiemonte.it/istruzione_piemonte/www.piemonte.istruzione.it/allegati/QUAD_USR/quad6.pdf

The monitoring activities pointed out that the daily used materials were paper-based, provided by the foreign language teachers, and often re-arranged. Anyhow, the results of the monitoring activities refer to projects carried out in the past, while today the use of the technology has been reinforced together with the use of the IWB. In this new context, it is key to provide the teachers with adequate online resources for their training, and the planning and development of the activities in the classroom.

3.2.7 PORTUGAL

CLIL (*content and language integrated learning*) also known as AICL (*aprendizagem integrada de conteúdo e de língua*), in the Iberian context, refers to a teaching methodology of curricular topics/contents through a TL, with the dual aim of building content knowledge in a specific subject area and in the foreign language, in the same class and often with only one teacher. Besides developing children's knowledge of a specific content, this methodology of teaching/learning also develops the communicative competences in the TL, as well as the ability to speak about that specific content topic in the TL; the ability to think in the TL, due to the big variety of activities and tasks, and the intercultural competence because it promotes knowledge about other people and their culture.

CLIL methodology, greatly influenced by immersion programmes of language learning, was initially used in the 1990s in the European Union and is becoming more and more familiar in the EU countries from primary to higher education.

The main advantages for using the CLIL methodology with young children are the following:

- changing attitudes to languages and cultures;
- increasing learner motivation;
- learning the TL in a natural environment;
- earlier awareness raising on own identity and that of the other;
- earlier and faster learning of TL, and native-like pronunciation and intonation;
- developing the ability to learn content and language collaboratively and autonomously by researching and using the Internet.

More specifically in what concerns learning the TL, CLIL methodology presupposes working on the following aspects:

- a) subject-specific content and the language and grammatical structures and functional expressions connected to it – **content-obligatory language** (eg. In Maths: *subtraction, addition, multiplication, etc.; (...) if you take one number ways from another, we are left with...;*)

- b) time expressions (in History: *in Pre-historic times, in the Middle Ages, in the Renaissance, etc.*) and geographical markers (in Geography: *in the valley, in the peninsula, in the Iberian plateau, at the base of the mountain, etc.*)
- c) and language structures to communicate about the tasks in class – **content-compatible language** ((...) *first you need to do., next, select the most important, and lastly sum up the main ideas; (...) let's assign tasks so that everyone knows what s/he has to do....*).

CLIL learning can occur earlier or later, depending on the age of students; it may also be used partially or totally, depending on whether only some subjects or the whole curriculum is taught through the TL. In Portugal CLIL in primary (1º CEB) was recently implemented in some public schools. The CLIL Methodological Approaches to be described in the next sub-chapter are based on the analysis of the CLIL courses effectively taught in primary in Portugal and the teacher training models for this school level concerning this methodology.

MODEL 1: EARLY BILINGUAL EDUCATION PROJECT (EBEP)

Gregório, C.; Perdigão, R. e Casas-Novas, T. (Assessoria Técnica e Científica do CNE). (2014). *Relatório Técnico - Integração do Ensino da Língua Inglesa no Currículo do 1º Ciclo do Ensino Básico*. Lisboa: Conselho Nacional de Educação.

http://www.cnedu.pt/content/edicoes/estudos_e_relatorios/RelatorioTecnico_final.pdf

Almeida, M. (Coord.). (2014). *Estudo de Avaliação sobre a Eficácia da Implementação do Projeto Ensino Bilingue Precoce – Relatório Final*. Lisboa: DGE/MEC.

http://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Linguas/Ensino_Bilingue/documentos/estudos_caso_dezembro_2014.pdf

A. Optimum age range and group dimension of children

Pupils started EBEP in the 1st grade; they were six years old. The EBEP project lasted 4 years (primary level in Portugal). The project was developed in 15 classes. The number of students per class varied between 19 and 26, with an average of 21.7 pupils per class. On the whole the EBEP reached 900 pupils.

According to EBEP teachers, the training they received was targeted at classes with fewer numbers of pupils and thus fell short of the conditions they had to work in.

Suggestions for future models: Portuguese scholars seem to agree that there are advantages in starting foreign language learning early, preferably in the 1st grade, at six years old. However, given the scarcity of human and financial resources, they argue that English should be compulsory from grade 3, at nine years old, and then be gradually extended downwards to grades 1 and 2.

B. Overall level of complexity in application

The EBEP was a large-scale pilot over a period of 4 years, involving 15 classes in seven school clusters (AE), 15 teachers of EBP classes, seven assistant teachers, six Project local coordinators and the six AE principals. CLIL has been the biggest pilot for primary (1^o CEB) in Portugal and the project that involved more students and covered five regional areas.

The *Bilingual Schools Project* (EBEP) was a partnership between the Portuguese Ministry of Education and Science (MEC), through the Directorate-general of Education (DGE), and the British Council in Portugal (BC) and it was developed from 2010/11 to 2014/2015, according to information displayed by the web page of DGE (<http://www.dge.mec.pt/implementacao-do-projeto-ensino-bilingue-precoce-no-1o-ciclo-do-ensino-basico>). This implementation was preceded by a viability study conducted by the British Council in Portugal, which issued a series of recommendations on which particular school clusters to integrate in the project, as there should be no random choice.

While the project was implemented all teachers received specialised training in English and in Didactics of Bilingual Education (in-service training course accredited by the Conselho Científico-Pedagógico da Formação Contínua). The training was organized by DGE and the trainers came from the British Council.

CLIL methodology was introduced in 9 schools from 7 school clusters (*Ibid*: 29. Accessed on 29/12/2015 and retrievable from:

http://www.cnedu.pt/content/edicoes/estudos_e_relatorios/RelatorioTecnico_final.pdf)

evenly throughout the country and reached almost 900 students. In general the subject areas

taught through CLIL and in English were Environment Studies (Estudo do Meio - EM) and Expression through arts (Expressões Artísticas -E) up to a time amount of between 20% (5 hours) and 40% (20 hours) of the total weekly time (between 22.5 and 25 hours). Classes (45 minutes) in English were taught weekly by the Primary class teacher, supported by an English teacher from the 2nd or 3rd cycles. The latter could help the Primary class teacher to plan and/or implement the lesson. The distribution of classes in English could vary in relation to the number of weekly hours with regard to each school context. Generally there is a progression in the number of hours taught in English from year 1 to year 4, as seen in the table below. Besides class hours there is one hour extra-curricular time.

Table 1. Amount of time spent on teaching Early Bilingual Educational Project.

Year	Amount of time spent on teaching in English
1	5h weekly: Environment Studies/Expressions through the Arts and Extra-curricular activities + 1h English Language (curricular offer)
2	7h weekly: Environment Studies/Expressions through the Arts and Extra-curricular activities + 1h English Language (curricular offer)
3	8h weekly: Environment Studies/Expressions through the Arts and Extra-curricular activities + 1h English Language (curricular offer)
4	10h weekly: Environment Studies/Expressions through the Arts and Extra-curricular activities + 1h English Language (curricular offer)

In return for participating in the pilot project, schools received didactic resources and materials prepared by the British Council; they could share own didactic resources through the DGE Moodle platform; and they were monitored personally and given recommendations and guidelines each year on how to improve performance.

C Amount of training requested to teachers

Teachers received training by the British Council during the four years of the project on English and on EBEP and CLIL methodology.

Page 19 of the *Final Report on Evaluation Study on the Effectiveness of the Implementation of the Early Bilingual Education Project's* (2014) offers a summary of the training received by the teachers in EBEP.

The number of teachers in the EBEP project were the following: 15 primary class teachers (1 per class); 1 assistant English teacher per school cluster (except for the Centro region, where there were 2 assistant English teachers because there were six classes involved); and 1 coordinator (teacher) per school cluster. In some school clusters there were also Comenius assistant teachers.

During the implementation of EBEP there were, according to the final report above mentioned (p.17):

- 3 bilingual workshops (50 hours each, 25 for training plus 25 hours autonomous work).
 - **Workshop 1** (over a period of 3 months) on the following content: Introduction to theoretical and practical foundations of bilingual education.
 - **Workshop 2** (during the second year, over a period of 2 months, on the following content: Preparing a new lesson plan portfolio and other didactic resources for year 2.
 - no information is available on Workshop 3.
- and 5 sessions of a Bilingual Training Course (each with 25 hours over 4 days (two days x 6 hours and two days x 6.5 hours).
 - **Training Course 1 and 2:** (over 1 month) on the following content: fundamental approaches and didactic techniques for bilingual learning contexts.
 - **Training Course 3** (3rd year, over 1 month) on the following content: the importance of content-appropriate sequences; the need to diversify learning activities and interaction patterns as well as the balance of competences, in reading and writing, in particular.
 - **Training Course 4** (1st and 2nd years, over 1 month) on the following content: fundamental approaches and didactic techniques for bilingual learning contexts.

- **Training Course 5** (4th year, over 1 month) on the following content: deepening fundamental approaches and didactic techniques for bilingual learning contexts.

Teachers who took part in the training consider it to be **positive** in the following aspects: *Necessary; Relevant; Sharing experience; Exchange of experience; Classroom-oriented ; Practical; Available resources; Tools and resources made available; Content didactic approach.*

The **negative** points of the training highlighted concern the following: training location (mostly in Lisbon); insufficient English proficiency of trainees; training on Saturdays; too intensive.

Suggestions offered: Make more resources and materials available; Training should be 50 hours.

Besides workshops and training courses, all EBEP teachers had monitoring visits every 3 months by DGE, Direção Geral dos Estabelecimentos Escolares (DGEstE) and BC staff, who observed classes and gave feedback to teachers, besides meeting with the Directors of the School Clusters.

Suggestions for future models: this model centres on one (primary class) teacher who is supported by an English specialist teacher because it considers that the primary class teacher neither holds the language competences to teach English nor understand foreign language didactics. The model implies training both teachers: the primary class teacher needs training in English and didactics; the English specialist teachers needs to develop an understanding of primary education principles.

In Portugal these training needs are being catered for in 2015 and 2016 by face to face and distance in-service training for specialist teachers of English for the 2nd cycle who simultaneously are primary class teachers; and for specialist teachers of English for the 3rd cycle. From 2016, teachers of English for primary will have to hold a Master degree in Teaching English to Young Learners.

At the present, there are only a few teachers with the adequate profile.

D. Requested equipment

For the teacher training: *Moodle and Internet.*

There are no specific references for introducing CLIL methodology in primary schools, although the media and the Internet are offered as tools to access the TL outside school.

E. Expected results

The EBEP project aimed at introducing the teaching of English in primary in grade 1; the expectations were that, during the first two years, students would begin learning the language and develop linguistic and cultural awareness through communicative tasks, while during grades 3 and 4 they would learn content from other subject areas and do reading, writing and speaking activities in English.

According to the Common European Framework for Language Competence, children would finish primary (grades 1, 2, 3, and 4) with A1 (eventually A2) level in understanding and oral expression, as well as reading and writing.

1. Globally:

- to improve educational opportunities for public school students by providing them with the necessary mechanisms to achieve a high level of proficiency in English, which is required in an increasingly global context;
- to encourage the development of a prestigious network of bilingual schools;
- to improve English teaching in public schools and foster better practices in the classroom context through a curriculum-based and student-centred approach.

2. Spoken interaction and speaking: level A1, eventually A2

- Interact in a simple way, keeping a conversation on familiar topics based on answers to simple and direct questions.
- Use simple phrases or sentences and drilled/memorised expressions.
- Understand, most of the times, the questions posed by the interlocutor, although, with some
- Understand, most of the times, the questions asked, although having to resort to the Portuguese language to ensure comprehension

3. Reading aloud: level A1, eventually A2

- Students can read sentences both with familiar and unknown words, with (very) good expressive reading and pronunciation;

F. Web and paper based sources of information on the methodology

EBEP project data were collected from the two reports shown below:

http://www.cnedu.pt/content/edicoes/estudos_e_relatorios/RelatorioTecnico_final.pdf

http://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Linguas/Ensino_Bilingue/documentos/estudos_caso_dezembro_2014.pdf

These reports do not contain the bibliographic references given to teachers in training. Resources and materials as well as training were the responsibility of the British Council. mention is also made to the fact that teachers created their own didactic materials, which they shared through the Moodle platform made available for that purpose by DGE. The reports underline the fact that the support and resources made available through DGE and the British Council were scarce, which implied that primary class teachers had to build didactic materials from scratch.

G. Early foreign language teaching principles/techniques applied to CLIL

- The principle for first and second graders is language awareness to English and to linguistic and cultural diversity through a communicative approach. For third and fourth-graders there is already content taught in English in Social Studies and Expression through the Arts, focusing on writing, reading and speaking.
- The basic principles of early language learning are observed, namely:
- Create a learning environment that is playful and related to the child's everyday living;
- Promote a progression of linguistic competences from one cycle to the next so as to guarantee continuity of competence development;
- Enhance shorter and more frequent classes;
- Use diverse resources and avoid an exclusive centeredness on school textbooks;
- Create intense cultural experiences by using guests the children can communicate with;
- Enhance the use of portfolios to create the habit and competence in children to reflect on own learning;
- Use stories because content can be easily anticipated by children;
- Relate English teaching and learning with that of the SLF.

The main CLIL methodology principles were also respected, namely:

- Careful planning of the lessons.
- Careful planning of time management, daily routines and behaviours..
- Student-centred active methodologies.
- Practice-oriented.
- Diverse activities.
- Diverse and innovative materials and resources.
- Preference given to authentic materials.
- Increase of playfulness through games, songs and role-playing
- Shared experiences with other teachers in other school clusters of EBEP.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc...) that can be applied to CLIL

- a) Primary class teacher and English teacher cooperate to plan and teach the lesson. A close reciprocal relationship between content and language teachers working in tandem.
- b) Content taught in English in EBEP is part of primary content areas: Environment Studies and Expressions through the Arts. Themes and content were selected by the British Council and some were not related to the curricula.
- c) The themes/topics were not explored sufficiently in-depth because students did not have the adequate linguistic skills to follow.
- d) Not all content of these areas was taught in English; only parts of it..
- e) Teachers had clearly defined routines, they interacted with students mostly in English and students were given enough time to think about the answer and answer in the same language (though at times they would do so in sentences that were not complete).
- f) Teachers had to build their lesson materials from scratch.
- g) Primary class teachers' English proficiency in relation to specific terminology was insufficient.

MODEL 2: SHORT CLIL SEQUENCES DURING TEACHING PRACTICE IN PRIMARY SCHOOLS (3RD YEAR).

Information gathered from Maria Elizabeth Ellison de Matos' PhD dissertation on *CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education*, presented to the University of Porto in 2014 (assessed in <https://repositorio-aberto.up.pt/handle/10216/78036>)

A. Optimum age range and group dimension of children

Children attending a 3rd year of primary education (8/9 years old). One entire class.

B. Overall level of complexity in application

In 2009, student-teachers following the Master's degree in Teaching English and another Foreign Language in Basic Education[1] (MEIB) at the Faculdade de Letras da Universidade do Porto (FLUP) were encouraged to develop and execute a CLIL-type lesson during part of their practicum in primary schools. 3 Master students (who were already experienced EFL teachers in their thirties) taught a CLIL sequence in year 3 of primary during a minimum of three lessons of 45 – 90 minutes in the area of 'Estudo do Meio' (Science/Environmental studies). The topics they taught about were the following: nationalities; feelings and emotions; animal habitats; food chains, and magnetism; plant reproduction; animal body features; family relationships; plants.

C. Amount of training requested to teachers

The common student-teachers of the MEIB learned the methodological principles attending the subject English Language Teaching (ELT), during the first year of the master.

The ELT contents were: *History of ELT and Second Language Acquisition; The Common European Framework of Reference; Learning styles and multiple intelligences; Lesson planning Theories of teaching grammar; Theories of teaching vocabulary; Theories of teaching the four main language skills: listening, speaking, reading and writing; Practical implications of the theory and principles for the teaching of younger learners including cross-curricular language teaching and CLIL.*

The methodology focused on student participation and group work. In practical lessons students were involved in micro-teaching lessons planned for younger learners in primary schools. During the second year of MEIB, student-teachers undertook part of their practicum in primary schools.

Structure of the second year: Observation tasks during lessons given by their mentor; Pre- and post- observation discussions with the student-teacher, mentor, university supervisor and other student-teachers of the same practicum group.

Attendance of seminars. The student-teachers were encouraged to keep a portfolio during their own practicum. In particular, three student-teachers were involved in short CLIL sequences during teaching practice in primary schools, as they were already experienced EFL teachers. They attended 3-hour seminars every week for English language teaching. Total of 32 seminars: 96 hours.

The seminars' contents consisted mostly of theories of action research in the educational context, theories for teaching young learners and CLIL lessons, filmed previously and analysed and discussed by the students. These seminars also provided the conditions to share materials and to reflect about diversified activities.

The table below specifies the contents of these seminars (Allison, 2014: 214).

Table 2. Contents of the seminars of English Language Teaching Programme.

SEMINAR CONTENT	AIMS
<p>PRE-PHASE (September – November)</p> <ul style="list-style-type: none"> • Preparing for CLIL; • Viewing/analysing CLIL lessons; • Features of CLIL lesson plans; • CLIL lessons vs. ELT lessons; • Supporting learning in CLIL lessons; • Task and materials design – balancing cognitive and linguistic demands; • Observing generalist teachers; instruction in the L1. 	<p>To introduce CLIL in theory; To consider core features of CLIL methodology; To consider teacher input and roles; learner involvement; To consider the methodological differences between CLIL and ELT; To identify scaffolding strategies for supporting learning; To consider how to introduce and set up CLIL projects in schools; To prepare teachers for teaching CLIL in their contexts; To design observation grids for observing generalists; To find out teachers' perspectives on their upcoming CLIL experience.</p>
<p>ACTION-PHASE (November – June)</p> <ul style="list-style-type: none"> • Guest speaker from Catalonia; Workshops on EducTech tools and CLIL; • Planning next CLIL lessons; 	<p>To find out about teaching CLIL in other contexts; To support teachers during CLIL projects; To develop awareness of teachers' activity</p>

<ul style="list-style-type: none"> • The role of teachers' questions to promote thinking in lessons; • Scaffolding over a sequence of CLIL lessons; changing levels of scaffolding: linguistic and cognitive demands of tasks; • Analysis and interpretation of teachers' filmed lessons for degree of scaffolding; compatibility with lesson plans; teachers' questions; notable moments of learning; • Primary science experiments – analysis of concepts, materials, language and cognition; methodology and procedure in experiments; • Preparation for final lessons: assessing children at school. 	<p>within and across lesson sequences; To provide further input on scaffolding strategies; To develop awareness of how to scaffold language and cognition; To consider other types of CLIL lesson; To consider features of tests for CLIL; To find out perspectives on CLIL during their experience.</p>
<p>POST-PHASE (May – June)</p> <ul style="list-style-type: none"> • Concluding CLIL at school – deciding on presentations, questionnaires for parents; • Final reflection and feedback on CLIL projects; • Orientation for final written 	<p>To prepare for disseminating information about CLIL projects; To consider means of collecting stakeholder views; To find out teachers' perspectives on the whole CLIL experience;</p>

D. Requested equipment

The use of technology.

E. Expected results

These experiments were developed within a wider research framework that wished “to develop an understanding of CLIL as taught by English language teachers in primary school contexts; to develop an understanding of reflection and the reflective practices of teachers when experimenting with a new educational approach; and to apply the above to improving the reflective model of the English language teacher education programme at FLUP” (Ellison 2014: 191). This was research that listened to the teachers’ voices and encouraged them to reflect on their CLIL practices in contrast to their EFL practices, from the point of view of EFL

teachers who want to implement a CLIL project in primary school classes. They found big differences between CLIL and EFL.

To introduce CLIL to the school community;

To teach three CLIL lesson sequences with a 3rd year of primary education;

To produce lesson plans and materials according to the 4Cs framework.

F. Web and paper based sources of information on the methodology

<https://repositorio-aberto.up.pt/handle/10216/78036>

G. Early foreign language teaching principles/techniques applied to CLIL

Support language development rather than focusing more on content.

For young learners CLIL is more contextualised language learning.

Teach CLIL lessons by a EFL teacher with the generalist teacher present in the classroom.

Use the content or the primary curriculum (Estudo do Meio).

Use of task based learning.

Use of teacher questions in order to develop thinking skills.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Model of CLIL: modular.

CLIL lesson plans followed a common layout/framework: a unit mind map where there would be a central topic with branches for the 4Cs: Content, Communication, Cognition, Culture (Coyle et al, 2010). The Unit plan had to contain: Aims, Assessment criteria, Teaching objectives for 4Cs, Learning outcomes for a sequence of lessons. The Lesson plan procedure should report on: Time, Interaction, Procedure (Teaching instructions), Learning Aim, and Scaffolding strategies (Ellison 2014: 238).

Focus on language that needs to be taught according to the content of the primary national curriculum of Portugal (key concepts, language and methodology).

Aims, methods and teaching/learning strategies: communicative approach, structural approach, task based learning and cross-curricular language teaching.

Primary curriculum knowledge.

The emphasis is on CALP (cognitive academic language proficiency): the content drives cognition and language use.

Collaboration with other teachers (content and language teachers need to work together).

Scaffolding strategies for CLIL lessons (see appendix 1, pp. 414-415, in Maria Elizabeth Ellison de Matos' PhD dissertation on *CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education*, presented to the University of Porto in 2014 (assessed in <https://repositorio-aberto.up.pt/handle/10216/78036>). Scaffolding strategies: balancing cognitive and linguistic demands in tasks and materials.

Developing cognition in learners.

Some content areas lend the student-teachers better to the CLIL approach than others.

The need to provide clear instructions and give students time to think and not focus too much on drilling for correction.

Group work and learner participation.

Group thinking tasks.

The use of technology.

As a final comment, Ellison (ibid: 375) compiles advice for student teachers of CLIL:

- be aware of and teach what is in the national programmes;
- prepare challenging 'thinking tasks';
- use technology and realia;
- prepare the language the teacher will use in class so that they are sure students will understand;
- have a good relationship with the school community;
- be well-prepared;
- be aware of the options CLIL can offer.

MODEL 3: THE S.T.E.P.S - UP PROJECT SUPPORT FOR TEACHING ENGLISH IN PRIMARY SCHOOLS (2005-2009)

Information gathered from:

http://nellip.pixel-online.org/files/workshop/national/14/22_STEPS.pdf)

Maria Elizabeth Ellison de Matos' PhD dissertation on *CLIL as a Catalyst for Developing Reflective Practice in Foreign Language Teacher Education*, presented to the University of Porto in 2014 (assessed in <https://repositorio-aberto.up.pt/handle/10216/78036>)

A. Optimum age range and group dimension of children

Children aged 8-10.

B. Overall level of complexity in application

It was a project aimed to provide pedagogic support to primary English language teachers in and around city of Porto, during the period 2005-2009.

56 primary schools involved in the project, 87 teachers and around 15 000 students.

C. Amount of training requested to teachers

Face to face and virtual support to the teachers involved in the project.

Guidelines for collaborating with school teachers.

Coherent four year content and language syllabus.

Assessment criteria.

In-service teacher development sessions.

Monthly face-to-face meetings.

Virtual platform for teachers to share ideas and materials.

Schools support visits.

Personal tuition.

Resources service.

D. Requested equipment

A platform to share documents and experiences.

A coherent four year content and language syllabus.

E. Expected results

Coherence and quality in the teaching of English in Porto's schools.

To promote multilingualism and multiculturalism.

To establish horizontal and vertical cohesion between the first and second cycles of basic education.

To encourage collaboration between teachers.

To promote CLIL.

F. Web and paper based sources of information on the methodology

http://nellip.pixel-online.org/files/workshop/national/14/22_STEPS.pdf

<https://repositorio-aberto.up.pt/handle/10216/78036>

Guidelines for collaborating with school teachers.

Coherent four year content and language syllabus.

Assessment criteria.

In-service teacher development sessions.

Monthly face-to-face meetings.

Virtual platform for teachers to share ideas and materials.

Schools support visits.

Personal tuition.

Resources service.

G. Early foreign language teaching principles/techniques applied to CLIL

To educate the whole child.

Primary education faced as integrationist (the subjects are linked together).

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc...) that can be applied to CLIL

Self-supporting community of teachers.

To plan for CLIL.

To develop a shared understanding within the school community that the English language can enrich other curricular areas.

Teachers received specific training actions about the following subjects: literature for children, how to use the Nellip handbook and dyslexia.

MODEL 4: BRITISH COUNCIL ONLINE IN-SERVICE FOR TEACHERS: CERTIFICATE IN PRIMARY ELT TEACHING (CIPELT) IN PORTUGAL

Information gathered from:

(<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>)

A. Optimum age range and group dimension of children

This CLIL Methodological Approach is aimed to primary education children attending years 3 and 4 of cycle 1.

No information available about the ideal group dimension of children.

B. Overall level of complexity in application

The CIPELT course consists of three modules: Ready, Steady and Go. Each module is divided into different study units with forum posts and portfolio tasks. All elements of the course must be completed in order to gain the final certificate.

According the web page of this course: (<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>) “Ready - This module will help teachers to improve their teaching skills for classes of young learners who are beginners to learning the English language. The content covers the basics of how children learn, how to make and use resources for this age group, how to plan, manage and assess the progress of the classes. The focus is on developing listening and speaking (receptive) skills in the children and nurturing motivation towards English language learning.”

“Steady - This module will help teachers to improve their teaching skills for classes of young learners who are developing their English. The content covers how children develop cognitively and with their language. It looks at how to plan, manage and assess the progress of

classes. The focus is on consolidating listening and speaking skills while beginning to develop literacy skills.”

“Go - This module will help teachers to improve their teaching skills for classes of young learners who are developing their English. The module covers how children develop cognitively and with their language. It looks at how to plan, manage and assess the progress of classes. Developing literacy and supporting writing skills are covered.”

(<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>)

C. Amount of training requested to teachers

Designed for teachers with primary experience and C1+ level English who wish to receive a practical primary EFL development course and experienced English teachers who wish to move into the primary sector.

90 hours over 16 weeks, 4-8 hours week.

D. Requested equipment

The course contains audio and video content; portfolio tasks and community forum elements. Email address, computer, reliable internet connection (minimum speed 56kbps, preferably broadband), and access to Microsoft Word or a similar word processor, access to Adobe Reader (free) to open PDF files.

E. Expected results

“The course aims to:

- expand the knowledge and use of a range of methodologies and resources
- focus on key primary age themes and topics
- develop communicative, reflective and learning-centred teaching skills
- understand the process of learning and teaching for Primary school learners
- deepen your knowledge and understanding of classroom management
- help successfully plan, manage and assess the learning progress.”

(<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>)

F. Web and paper based sources of information on the methodology

<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>

<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/cipelt-portugal>

Resources to use: articles, quizzes, activities, video and audio content, course handbook methodological framework and assessment procedures.

G. Early foreign language teaching principles/techniques applied to CLIL

How to make and use resources for this age group.

How to plan, manage and assess the progress of the classes.

How to develop listening and speaking skills in the children.

How to nurturing motivation towards English language learning.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

No information available about this topic.

MODEL 5: BRITISH COUNCIL ONLINE IN-SERVICE FOR TEACHERS: CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) ESSENTIALS

Information gathered from:

<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/clil-essentials>

A. Optimum age range and group dimension of children

Primary and secondary school students.

No information available about group dimension of children.

B. Overall level of complexity in application

Online course composed by 20 units, each taking approximately 2:30min.

C. Amount of training requested to teachers

Designed for experienced primary and secondary school teachers, either language teachers supporting subject teachers or subject teachers working in a CLIL context, and introduces a variety of methodologies and practical strategies to use in the classroom.

The level of English required is B1+.

15 weeks, 2 modules, 20 units: 50:00.

D. Requested equipment

Email address, computer, reliable internet connection (minimum speed 56kbps, preferably broadband), access to Microsoft Word or a similar word processor, access to Adobe Reader (free) to open PDF files.

E. Expected results

The aim of the course is to help the teacher to:

- “anticipate problems and select language to support understanding
- break down information into manageable chunks
- design tasks to increase communication
- provide learner training strategies to help learners recognise and improve their own weaknesses
- clarify whether assessment is based on content or linguistic abilities and providing relevant (personalised) feedback.”
- (<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/clil-essentials>)

F. Web and paper based sources of information on the methodology

<https://www.britishcouncil.pt/ensino-ingles/online-teacher-training/clil-essentials>

<https://www.britishcouncil.pt/sites/default/files/clil-essentials-course-content-201404.pdf>

G. Early foreign language teaching principles/techniques applied to CLIL

A balance between language and content in CLIL lessons.

The language that students need in order to participate fully and effectively in the lessons.

How to help learners by providing them with the necessary language to communicate.

To acquire language when it's presented within authentic contexts.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

How to help students develop their cognitive skills by looking at the cognitive demands of CLIL materials.

To look at the different learning skills and strategies that students can develop, so that they can use their knowledge and language effectively at all levels, and do this more confidently.

How to plan a lesson and a series of lessons: aims, a range of good activities, and step-by-step procedures. Consider the balance of language and content and the type of CLIL approach to be used.

Pre-teaching key vocabulary before reading or listening to new information.

To develop a range of ways to present or record information which can be adapted for use in many contexts. Visual organisers can help convey language and content in a friendly and meaningful way to students.

To use technology to enhance CLIL teaching.

How to adapt authentic materials for a CLIL lesson.

Tasks and activities we can use to focus students on content.

Language that teachers use to concept check, check understanding and other classroom necessities for CLIL teaching.

'Scaffolding' techniques that can be used in the classroom to support students and help them get the most out of the materials.

Some ways to help students take more responsibility for their own progress.

Effective activities for consolidation.

Assessment: methods, features, and outcomes.

Different types of assessment tasks.

Techniques that the CLIL teacher can use in order to be a support to their students, and to remove some of the obstacles that can prevent effective testing.

How best to help some individual learners.

3.2.8 ROMANIA

There are some CLIL models for primary schools in Romania which depend on aim, context and desired outcomes. CLIL is/has been used in short thematic units (modules) using the foreign language as a working language involving relatively little time within the curriculum. Alternatively it may involve long or short-term exposure, as typical of some private primary schools which offer a part of the curriculum in the foreign language. The CLIL model in practice

also depends on factors such as children's age, level, schedule, context of instruction, teachers' training and expertise on CLIL, language command, etc. The particular CLIL model adopted was determined by the existent conditions, the educational needs and the intended focus within the content-language continuum. CLIL varieties, under the broad definition of CLIL as an umbrella term, go from content-oriented to language-oriented varieties.

CLIL MODEL 1

English CLIL (Content and Language Integrated Learning): PRACTICAL METHODOLOGY FOR PRIMARY TEACHERS, <http://www.international-study-programmes.org.uk/primary-clil> – is 2 weeks course in Portsmouth, UK, organised by International Study Programmes, where teachers from all over Europe, including Romania, can participate through Erasmus+ grants.

A. Optimum age range and group dimension of children

The course is designed for teachers who teach at primary level (children's ages 5 to 11). There is no information about group dimension of children.

B. Overall level of complexity in application

The course takes 2 weeks with approximately 8 hours of courses and workshops every day, structured as follows:

- Practical Methodology Workshops on CLIL (Content and Language Integrated Learning) at Primary Level – 4 days conducted by expert CLIL teacher trainers;
- Lecture & discussion on Primary Education in England, a typical school day, The National Curriculum, teaching materials etc.;
- Day visits to 2 primary schools with an opportunity to observe lessons in a variety of subjects and for discussion with teachers;
- English Language Training: classes to improve participants' own language skills (including listening & speaking skills, pronunciation, intonation, vocabulary, grammar review and language for the primary classroom) - 2 days;

- Educational visit.

C. Amount of training requested to teachers

Participants complete a detailed questionnaire before the course starts to ascertain their level of experience and training, as well as the age groups they teach and any special requirements. Suggestions for pre-course reading are given. Participants will be invited to bring if possible, a short translation in English of the key points of their national curriculum (in science, geography and art) and examples of any cross-curricular work or projects developed by them in their schools.

D. Requested equipment: Email and Internet connection.

E. Expected results

Participants have the opportunity to gain a wealth of new teaching ideas, practical classroom skills and CLIL materials for use in the primary classroom and also to improve their command of English and their knowledge of Britain and British life. These courses explore features and advantages of CLIL (Content and Language Integrated Learning) - 'Bilingual' Teaching in which pupils learn a subject through the medium of a foreign language (English). The aims of the course are: to familiarise participants with examples of good practice in CLIL; to increase understanding of the potential of CLIL methodology; to encourage participants to develop CLIL projects relevant to their own context and pupils' ability; to provide a variety of new teaching ideas, practical classroom skills and materials; to increase participants' knowledge of Britain and the British. At the end of the course teachers are asked to consider which aspects of the course will be the most relevant to their teaching situations. On their return they are invited to keep a record of how they have been able to utilise ideas gained on the course in their own classrooms. They are encouraged to share their experiences with their fellow participants by email. Teachers will also have email access to the teacher trainers for discussion and advice after the course and information about future initiatives and developments in this field.

F. Web and paper based sources of information on the methodology

<http://www.international-study-programmes.org.uk/primary-clil>, http://www.international-study-programmes.org.uk/documents/203_info_cheltenham_primary_clil_teachers_courses_2016.pdf

G. Early foreign language teaching principles/techniques applied to CLIL

Participants are given the opportunity to gain a wealth of new teaching ideas, practical classroom skills and CLIL materials for use in the primary classroom and also to improve their command of English and their knowledge of Britain and British life. The course gives participants the opportunity to reflect on: their own national curriculum and look for general topics which best suit the age of their pupils; the characteristics and needs of the CLIL learner in second language acquisition; methodological approaches to facilitate the communication of the content through English (Co-operative Learning, TPR (Total Physical Response), frequent rephrasing, use of realia/pictures/mime/mini-plays/group work); the use of authentic materials and their suitability in second language acquisition for young learners.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Through group work participants can gain experience in planning CLIL lessons (learners' motivation; communicative skills; materials; expected language re-action; expected outcomes; assessment and evaluation) and developing C.L.I.L. materials related to different subjects. CLIL topics to be explored include some of the following: Teeth & Hygiene (Presentation of a range of storytelling materials, craft activities and songs to introduce young learners aged 5-7 to CLIL); Food (An example of a unit of work for ages 7-9, covering 8 weeks of lessons on food, food miles, menus, shopping and healthy eating, with songs, games and stories); The Solar System (An example of a unit of work using craft activities and short stories to introduce pupils aged 9-11 to the science of the Solar System); A World of Art; Animals and Their Habitats; Save the Environment; European Weather; Plants Through the Seasons; Rainforests; Water. The course also includes visits to primary schools to observe lessons in a variety of subjects and to discuss with British teachers.

Example of Good Practice - 1

Primary and pre-school teachers from Lorely Kindergarten and Primary School in Iasi, Romania participated in this course in 2012 and afterwards they developed and implemented some activities for children aged 5-11. Since then the school has included CLIL modules in their educational offer both for primary-school and preschool education. One of the CLIL activities that teachers organised during the summer kindergarten/pre-school under the topic: “Reduce, reuse, recycle, save the Planet”. The teachers split the theme into 8 weekly topics and the children learnt in mother tongue about the influence of pollution and changes for the water, air, plants and animals and one CLIL activity per week. Here is the description of primary school teacher Loredana Mandru:

The week topic: Plants, in mother tongue

CLIL: Fruits

Tuning in:

- Pair work in mother tongue: Arcimboldo-style collages. Every pair gets an Arcimboldo and they have to find out as many fruits as they can discover, to count them and to write them down.
- Individual work: Make their own Arcimboldo.

Finding out:

- Using their own Arcimboldos, they describe the pictures in English: I have got ... She has got ... The ... is ... (colour) I have got ... (number and fruit). I like (colour and fruit) I don't like ... Who has got ...? How many ... have you got?
- Game “Changing places”: Everybody gets a fruit card and presents himself/herself and his/her neighbour: I am a ... She is a ... He is a Then, when I say “I would like ...(the name of one or more fruits)”, the children having that card have to change places (one person remain in the middle without a chair).

- Listening with key words: everybody gets cards with the fruits from the story “The very hungry caterpillar”. They have to listen to the text and place the pictures on the carpet when they hear the name of their fruit (just the first part of the story, with the eaten fruits). Prediction in mother tongue about what they think it will happen and how the story will end.
- Storytelling: Teacher presents the entire story (adapted text). For the fruit part she/he starts “On Monday the caterpillar ate” and the child having the card has to continue. Discussion: What fruit did the caterpillar eat on Monday? Etc

Sorting out: Role play: a caterpillar and the fruits, and the ones telling what the caterpillar ate each day.

Reflecting: Pair work: They did their own hungry caterpillar: they chose the fruits and stick them on a caterpillar. They presented the work: My caterpillar ATE (number, colour fruit).

CLIL MODEL 2

The project **Assessment and Evaluation in CLIL** (505313-LLP-1-2009-1-IT-KA2-KA2MP) <http://aeclil.altervista.org/Sito/> was implemented by the Romanian RWCT Association within the Lifelong Learning Programme, action KA2 Multilateral projects, in partnership with other European countries (IT), (FR), (BG), (SE), (TR), (ES), (LV), (DE). The main cornerstone of the

A. Optimum age range and group dimension of children

The course is designed for primary school teachers as well as language and content teachers who teach at upper primary and secondary level (children’s ages 10 to 14). There is no information about group dimension of children.

B. Overall level of complexity in application

AECLIL Project (2010-2012) consisted in observing the impact of the various applications of CLIL methodology, with particular attention to the acquisition of general skills, disciplinary knowledge and competences. The project aimed, also, at the evaluation of personal

enhancement in creativity and the improvement of intercultural attitudes, as well as the development of multilingualism in the professional field. During the three years of the Project, between 2009 and 2012, the partners have planned, produced and implemented twenty-eight CLIL modules whose main feature is, variety from the point of view of the teaching context, the mother tongues, the target languages involved, and the didactic contents, strategies and techniques adopted. Modules from primary schools (1), lower and upper secondary schools (23), university (1) and in-service teacher training (3) have been created. Aims and objectives: to compare and develop ways of implementing and sharing CLIL projects and experiences in the schools of the participant countries; to plan CLIL pathways (by using online resources) in some subjects to be chosen from the field of science and technology and from the arts and humanities in collaboration with the different partners involved; to design and implement monitoring and evaluation tools aimed at assessing the learners' knowledge and skills related to CLIL projects and methodology; to produce learning units through the methods of cooperative learning, using the available ICT tools (e-learning platform, chat, web cam ...); to test in class the material produced, using the monitoring devices; to compare and disseminate the results through the social web (blogs, wikis ...), seminars, conferences, workshops. Types of activities: research, survey, training for teachers who implement CLIL units, elaboration and implementation of CLIL units, elaboration and administration of tools for evaluating and assessing the CLIL methodology impact.

C. Amount of training requested to teachers

The project involved experienced primary school teachers as well as language and content teachers who teach at secondary level.

D. Requested equipment

E-mail and Internet connection.

E. Expected results

Deliverables and outcomes: the collection and systematic organization of the learning units (at www.aeclil.net Modules); the collection and systematic organization of the assessment tests (at www.aeclil.net Assessment & Evaluation Tools); the comparative analysis of the test results; the implementation of an online data base of all the materials www.aeclil.net; validation of a teaching-learning method (CLIL); Final Conference(s) - The Final Conference in Romania; Guide book for teachers Assessment and Evaluation in CLIL; publications: Proceedings of the Romanian RWCT Association Conference; project's website: www.aeclil.net

F. Web and paper based sources of information on the methodology

<http://aeclil.altervista.org/Sito/> www.aeclil.net <http://www.alsdgc.ro/userfiles/Evaluare%20in%20CLIL.pdf>

G. Early foreign language teaching principles/techniques applied to CLIL

The Romanian Partner developed a Primary school Module in English on two topics: The Earth and Our House (level B1). Language skills were built through a variety of reading, writing and discussion activities carried out individually, in small groups, and/or with the whole class. The aim was to promote communication in foreign languages, especially as regards mediation and the understanding of other cultures, but also the development of communication skills; promote computer skills: the constant use of ITC in different phases of the work of students and teachers (finding documents, exchanges between partners, databases...);

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

The following content teaching techniques were used during the modules: scaffolding language, content and learning skills development; continuous growth in language, content and learning skills development; learner autonomy; fostering critical and creative thinking; helping students to link learning from various subjects in the curriculum; using assessment to improve student learning (learning skills, content and language, as well as cognitive development).

Example of good practice - 2

The Romanian partner developed and implemented CLIL materials in primary schools under the form of CLIL units through the school year, as in the example presented below. *The Earth, Our House* is a CLIL module for 9-11-year-olds who learn about environmental issues through reading, discussions, art work and technology-related activities. The course has been given successfully in at least two schools by two different teachers in Romania.

Unit Title: The Earth, Our House

Partner(s): Romanian RWCT Association, Cluj-Napoca

Topic: Eco Pirates – Recycling

Subject area: Science and cross-curricular: ecology, literacy, personal and social education, art, technology

Language: English

Language Level: B1

Target students: Primary school pupils (ages 9 to 11)

Time: 10 academic hours (10 lessons of one hour each)

Aims:

- to list ways to reduce, reuse, and recycle materials;
- to sort and recycle paper, glass, and plastic;
- to seek information on a given topic using various sources of information;
- to communicate by relying on verbal and non-verbal cues, using recycling-related key vocabulary in English (e.g. to recycle, to collect, to save) in order to:
 - identify the effects of reducing, reusing and recycling materials on our environment
 - to analyse the effect of people's indifference towards the environment;
 - to advise on how to protect the environment;
 - to design and prepare visuals (drawings, symbols, pictures, photos) to raise awareness of recycling;
- to successfully cooperate with peers;

Final products: poster campaign for ecological balance, recommendations, advice.

Methodology, classroom activities:

- ✓teacher's presentation
- ✓group work
- ✓pair work
- ✓individual activities
- ✓internet research
- ✓warm up

Assessment tools

- Worksheets (see Annex , worksheet 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Questionnaires (see Annex)
- Graphic representation of information obtained by administering questionnaires
- Individual scorecards of progress;
- Group portfolios;

CLIL MODEL 3

SOLife – School for Life (http://www.solife.ro/index_files/Page739.htm), School No 4 Elena Donici Cantacuzino, Pucioasa, Dâmbovița county, Romania has coordinated a multilateral Comenius project, financed by the European Commission through the Lifelong Learning Programme, in partnership with three schools from Poland - „Publiczna Szkoła Podstawowa

no. 1" Kluczbork, Portugal – „Escola Secundária de Arouca" and Spain - „IES Salvador de Madariaga" Coruña. Project implementation period: 2 years (2010-2012)

A. Optimum age range and group dimension of children

The course is designed for primary school teachers as well as language and content teachers who teach at upper primary and secondary level (children's ages 10 to 14). There is no information about group dimension of children.

B. Overall level of complexity in application

Besides experiencing a new approach of learning, the students became partners in education: in mixed teams (pupils-teachers) they initiated, organized and evaluated public events for their classmates, parents, the local community and they communicated through e-mail and Skype in English or French with their partners. The cultural particularity of each partner country was exploited by means of organizing some local and national events by the students, and the common interest for solving some problems of the actual world were highlighted by organizing some activities such as protecting the environment and health. The students were involved in the management of public events (local, national, international) by promoting cultural and linguistic diversity, assuring unity in diversity and becoming active young European citizens. The teachers developed methods of teaching-learning foreign languages, common tools of evaluation and supervising.

The cross-curricular themes of projects, correlated with public events, pointed integrated teaching of English and/or French in lessons and extracurricular activities. Other products necessary for running an event were made during other curricular subjects such as: Art, IT, Sport, Science, Civic, Music and Mother Tongue. The products of the project, the mini guides (*How to organize a visit in our school?*, *How to organize an environmental / charity project?*, *How to organize a European Languages Festival?*, *How to organize a symposium?*, *How to organize an event proposed by us?*), the final guide (Management of Public Events) and the web site were used by other people as educational resources. The symposium initiated

through the project contributed to share good practices and experiences at a European level and through organizing other editions.

C. Amount of training requested to teachers

The project involved experienced primary school teachers as well as language and content teachers who teach at secondary level.

D. Requested equipment: E-mail and Internet connection, Skype

E. Expected results

The objectives of the project were: to increase the motivation in learning English and French by organizing some public events; to develop problem solving abilities by integrating some real life situations in the classroom; to develop the students' initiative, leadership abilities and cooperation by organizing some social events; to promote the cultural diversity by means of improving the customs and traditions in the events organized by the students; to improve the students' digital skills; to prepare the students for life and long-life learning; to promote the students' cultural awareness and their pride in preserving and showing it to outsiders; to develop teaching competences in using active methods in teaching foreign languages (English and French); to develop a set of evaluation and supervising tools of the activities. Results and outcomes: 1 portfolio with lesson plans; 1 portfolio with supervising and evaluation tools; 5 mini-guides in English: *How to organise an event?* - [School Visit](#); [Action Civic in Community](#); [European Languages Day](#); [Free topic](#); [Symposium](#); 1 final Guide of Organizing Public Events (English and French); *Management of Public Events* [Symposium](#); 1 website of the project; students and teachers with knowledge of the linguistic and cultural diversity of the partners; students with communication skills in English and French, cooperation and improved digital skills; students and teachers with managerial skills; improving the students' behaviour and results.

F. Web and paper based sources of information on the methodology

http://www.solife.ro/index_files/Page653.htm http://www.solife.ro/index_files/Page779.htm

G. Early foreign language teaching principles/techniques applied to CLIL

All the teachers that applied the active and interactive methods had a new vision of the lesson (lessons based on Remembering - Realizing - Reflection) proposed learning tasks implying learning through cooperation, highlighting the multiple intelligence and developing students' self-esteem, implying resources such as people from the local community (parents, authorities).

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

The project aimed at assuring active learning based on the needs and the interests of the students connected with the real life of the students; developing problem solving abilities by integrating in the classes real life situations, initiative spirit, leadership and cooperation abilities; creating opportunities of active involvement of the students in school life and local community; valuing students' life experience and developing their self esteem.

Example of good practice - 3

School No 4 Elena Donici Cantacuzino, Pucioasa, Dâmbovița county, Romania organised events to foster foreign language communication and competence for students through organizing some public events like a school visit, a civic action in the community, European Languages Day, an event at students' proposal and a European symposium. Teachers compared the curriculum of their countries, identifying common or different contents according to the public events previously set. They have elaborated trans-disciplinary projects for each event in mixed teams - students / teachers. English, Civics, Geography, Arts, Technology lessons and extra-curricular activities took place in order to implement the projects. After the finalization of each project a guide of the Public Event was elaborated and then translated into English using the common structure: before, during and after the event. All the teachers that applied the active and interactive methods had a new vision of the lesson (lessons based on Remembering - Realizing - Reflection) proposed learning tasks implying learning through cooperation,

highlighting the multiple intelligence and developing students' self-esteem, implying resources such as people from the local community (parents, authorities). The aim of the "European Day Languages" event, organized in mixed teams, students-teachers was to make students and teachers aware of the importance of other European cultures, to promote the image of the school in the local / county community and also at a national and international level. Another important aim of this event is to develop students' abilities to manage an event. The activity can be different for each school or institution that organises it accordingly to the culture of each country, the students and teachers' needs and the aim of the project. The success of the celebration of this event, although can be different thought depends on how it is organised, respecting the three stages before –while –after the event offering the organisers an efficient view in identifying the most important steps in developing of the activity. (Information retrieved from <http://www.solife.ro/Festival/AgendaRO.pdf>)

Programme: LIFELONG LEARNING PROGRAMME
 Sub-programme: COMENIUS
 Action type: PARTNERSHIPS
 Action: COMENIUS Multilateral school partnerships

Working language of the partnership: EN - English
 Project title: *School for Life*
 Project acronym: SOLIFE
 School No 4 "Elena Doici Cantacuzino" Romania

The agenda of the European Languages Week
 26th - 30th September 2011

26th September 2011

Morning meetings with the primary students and afternoon meetings with the secondary students

- 1) Mixed teams present the importance of European Languages Day (10 years anniversary) the logo and a Power Point Presentation
- 2) Singing songs in English, French and Italian
- 3) Mini-dialogues between teachers-teachers, teachers-students, students-students on ordinary themes in different foreign languages (English, French, Spanish, Italian, German)
- 4) The opening of European Languages Day is announced. Mixed teams present radio shows during the big break, every day. It is chosen a country every day and information and music specific to that country is presented.

27th September 2011: Radio shows - England

28th September 2011: Radio shows - France

29th September 2011: Radio shows - Spain

30th September 2011: Radio shows - Italy

* Also during that week on the door of each classroom two sheets of paper are displayed. One paper is for the primary students and they have five words on it and one sheet of paper with ten words for the secondary students in order to create mini-dictionaries. These dictionaries have to contain words translated in English, French, German and Italian.

* Writing and presenting some essays about trips all over the world

3.2.9 POLAND

CLIL is fast increasing in popularity and is being implemented in a variety of contexts. It is, therefore, often adopted as an approach in order to fit various contexts and philosophies. As a result, there are numerous models of implementation which are included under the “umbrella term” of CLIL.

In Poland, there are four curricular models of CLIL education, which can be further divided into subcategories depending on the adopted educational approach (Marsh et al. 2008). The models refer, in general, to secondary education contexts. However, in recent years some attempts have been made to adapt them to primary and pre-primary education.

MODEL 1: EXTENSIVE L2 MEDIUM INSTRUCTION

English is used exclusively for teaching and learning. The role of Polish is limited to translation of terminology, or brief recapitulation of learning concepts.

A. Optimum age range and group dimension of children

In this model, the realisation of content subject objectives depends on a high level of competence in L2. This model is typically implemented in small groups of more proficient (at least B1) secondary students. It can also be implemented in primary education contexts (cf. <http://www.americanschool.pl/index.php?lang=en>), especially in the private education sector.

B. Overall level of complexity in application

In this model, it is mainly English that is used during the content classes. It can be said that around 80% of the content classes are conducted in a foreign language, which leaves only 20% to the mother tongue. Polish is only used for the translation of terminology and a summary of the main concepts previously presented in L2.

This model is divided into two types (cf. Marsh, 2008). In Type A, the main focus is on content with only occasional reference to the pronunciation and spelling of newly introduced content terminology. Type B assumes a dual focus in a lesson: both the content and the linguistic

features of L2 are paid attention to. The focus on the linguistic elements is adjusted to the ongoing needs; still, the content elements appear to be of utmost importance in the course of the lesson.

C. Amount of training requested from teachers

Teaching content through the medium of English in a Polish school is a challenging task. It demands the competences of a highly skilled teacher alongside a specific level of fluency in the English language, knowledge about this special educational context, and skills in adapting teaching and learning methods.

Teacher training requirements for content teachers at upper-primary level: at least BA in specialist subjects, certified C1 level in English and English didactics course/post-graduate studies (450 teacher training hours).

Teacher training requirements for EFL teachers: at least BA in English and in specialist subject or in the form of pedagogical innovation in cooperation with subject teacher.

Teacher training requirements for content teachers at lower primary level: at least BA in early education, certified B2 level in English and English didactics course/post-graduate studies (450 teacher training hours).

So far in Polish educational system no obligatory CLIL training is requested from teachers who want to teach content through the medium of English.

D. Requested equipment

Equipment depends mainly on the requirements of content subjects (interactive whiteboards, computer labs, etc.)

E. Expected results

According to Czura and Papaja (2013) the content of the program and the language teachers involved in this model can bring about learner outcomes which are specific to bilingual education and not easily achieved in Polish-only contexts.

The expected results will depend on the type of adapted approach. In Type A the expected results include the improvement of the content knowledge comparable to the level achieved in monolingual classes and a considerable improvement of language skills. In Type B content is taught with constant attention given to forms of language support and development in lessons. The degree of focus varies from lesson to lesson, but focus on content is greater overall. The expected results include both the improvement of content knowledge and foreign language skills.

F. Web and paper based sources of information on the methodology

- Dafouz, E and Guerrini, M.C. (eds) (2009) CLIL Across Educational Levels, Madrid: Santillana
- Jäppinen, A. K. (2005) Thinking and content learning of mathematics and science as cognitional development in content and language integrated learning (CLIL): Teaching through a foreign language in Finland. *Language and education*19, 148–169.
- Johnstone, R and McKinstry, R (2008) Evaluation of Early Primary Partial Immersion (EPPI), www.scilt.stir.ac.uk/projects/evaluationwr/documents/EPPI_Book.pdf
- Pessoa, S., Hendry, H., Donato, R., Tucker, G. R., and Lee, H. (2007) Content-based instruction in the foreign language classroom: A discourse perspective. *Foreign language annals*, 40, 102–121.
- Várkuti, A. (2010) Linguistic benefits of the CLIL approach. *International CLIL research journal*, 1, 83–92.
- http://conference.pixel-online.net/ICT4LL2012/common/download/Paper_pdf/149-CLIO2-FP-Kletzenbauer-ICT2012.pdf
- <https://clil.pedagog.uw.edu.pl/resources-for-clil-and-where-to-find-them/>

G. Early foreign language teaching principles/techniques applied to CLIL

All foreign language teaching principles/techniques used in the EFL classroom at the upper-primary level are applicable. Increased visualisation is a key point in CLIL teaching materials.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Most of the teachers using this model in their CLIL classroom employ a range of teaching methods that stimulate the pupils' language output: brainstorming, asking opinion and referential questions, dialogues in pairs, group work etc. Active engagement in the teaching process helps the CLIL learners to acquire content in a foreign language.

MODEL 2: PARTIAL L2 MEDIUM INSTRUCTION

In this model considerable code-switching can be observed as both an L1 and L2 are used in a CLIL classroom. The code-switching refers to a given lesson and to the whole curriculum.

A. Optimum age range and group dimension of children

The realisation of content subject objectives depends on a high level of competence in L2. Therefore, the model is usually implemented in small groups of more proficient (at least B1), upper-primary students. Again, it becomes increasingly popular within the primary education sector.

B. Overall level of complexity in application

The teachers make effective use of English, but when they need to explain more difficult concepts, they immediately start using Polish. The learners tend to communicate in Polish, especially when they are asked to work in pairs or groups. It can be said that around 50% of the content is taught in English and the other 50% in Polish. In most cases code-switching is constantly present during the lessons, especially when new terminology is introduced.

According to Marsh et al. (2008) In this model we can also distinguish two types. In Type A, the main focus is only on content and switching between languages can be done according to a

variety of functions, whereas in Type B the focus is both on language and content and the degree of code-switching varies from lesson to lesson.

C. Amount of training requested from teachers

Teaching content through the medium of English in a Polish school is a challenging task. It demands the competences of a highly skilled teacher alongside a specific level of fluency in the English language, knowledge about this special educational context, and skills in adapting teaching and learning methods.

Teacher training requirements for content teachers at upper-primary level: at least BA in specialist subjects, certified C1 level in English and English didactics course/post-graduate studies (450 teacher training hours).

Teacher training requirements for EFL teachers: at least BA in English and in specialist subject or in the form of pedagogical innovation in cooperation with subject teacher.

Teacher training requirements for content teachers at lower primary level: at least BA in early education, certified B2 level in English and English didactics course/post-graduate studies (450 teacher training hours).

So far in Polish educational system no obligatory CLIL training is requested from teachers who want to teach content through the medium of English.

D. Requested equipment

Equipment depends mainly on the requirements of content subjects (interactive whiteboards, computer labs, etc.)

E. Expected results

To achieve expected content learning outcomes, while developing and using a very high degree of competence in English. The expected results will depend on the type of adapted approach. In Type A it will be an almost exclusive focus on content. Type B involves a focus on both content and features of English or Polish.

F. Web and paper based sources of information on the methodology

- de Graaff, R., Koopman, G. J., Anikina, Y., and Westhoff, G. (2007) An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL) *The international journal of bilingual education and bilingualism*, 10, 603–624.
- Dafouz, E and Guerrini, M.C. (eds) (2009) *CLIL Across Educational Levels*, Madrid: Santillana
- Johnstone, R and McKinstry, R (2008) Evaluation of Early Primary Partial Immersion (EPPI), www.scilt.stir.ac.uk/projects/evaluationwr/documents/EPPI_Book.pdf
- Multańska M., (2002) Szkoły z klasami dwujęzycznymi . *Języki Obce w Szkole*. no. 6, Warszawa: CODN, pp. 91-94.
- Wolff, D. (2002) Tworzenie curriculum i kształcenie nauczycieli w dwujęzycznym nauczaniu przedmiotów niejęzykowych, w: Dakowska, M., Olpińska, M. (red.): *Edukacja dwujęzyczna. Przedszkole, szkoła podstawowa i średnia. Teraźniejszość i Przyszłość*. Warszawa; Wydawnictwo Uniwersytetu Warszawskiego, 128-153
- <https://webguide.wordpress.com/>

G. Early foreign language teaching principles/techniques applied to CLIL

All early foreign language teaching principles/techniques used in the EFL classroom are applicable. In primary context, increased visualisation and instructor storytelling are key points in CLIL teaching.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Most of the teachers using this model in their CLIL classroom employ a range of teaching methods that stimulate the pupils' language output: brainstorming, asking opinion and referential questions, dialogues in pairs, group work etc. Active engagement in the teaching process helps the CLIL learners to acquire content in a foreign language.

MODEL 3: LIMITED L2 MEDIUM INSTRUCTION

In this model, teachers frequently tend to switch into Polish. The code-switching refers to a given lesson and not to the whole curriculum.

A. Optimum age range and group dimension of children

In this model, English is used from time to time within a given lesson. English is only used to introduce some terminology. Therefore, the model can be applied already with younger learners in the primary context.

B. Overall level of complexity in application

Lessons are characterized by devoting 10-50% of the time to the use of English. Language switching (code-switching) for specific functions during the learning and teaching process takes place.

As Marsh et al. report (2008), there are also two types present: Type A, in which the focus is mainly on the content and Type B, in which both content and language are treated equally, but the degree of focus varies from lesson to lesson. In most cases, it is the teacher who gives a lecture on a particular concept in a foreign language and the learners are asked to make notes

C. Amount of training requested to teachers

Teacher training requirements for content teachers at upper-primary level: at least BA in specialist subjects, certified C1 level in English and English didactics course/post-graduate studies (450 hours).

Teacher training requirements for EFL teachers: at least BA in English and in specialist subject or in the form of pedagogical innovation in cooperation with subject teacher.

Teacher training requirements for content teachers at lower primary level: at least BA in early education, certified B2 level in English and English didactics course/post-graduate studies (450 hours).

So far in Polish educational system no obligatory CLIL training is requested from teachers who want to teach content through the medium of English.

D. Requested equipment

Equipment depends mainly on the requirements of content subject (interactive whiteboards, computer labs, etc.)

E. Expected results

To achieve expected content learning outcomes alongside limited use of English. This generally involves activation of existing knowledge, supplementing this with new words, terms and concepts, and providing opportunities for cross-linguistic development. This model is found in two types: Type A which involves an almost exclusive focus on content and Type B which involves a focus on both the subject and features of English or Polish. English is used in a variety of ways, but Polish remains the dominant language of instruction. However, in using these two languages, content is taught with limited attention given to English language support and development in lessons. The degree of focus varies from lesson to lesson, but the focus on content is greater overall.

F. Web and paper based sources of information on the methodology

- Czura, A., K. Papaja, and M. Urbaniak. (2009) *Bilingual Education and the Emergence of CLIL in Poland*. In *CLIL Practice: Perspectives from the Field*, edited by D. Marsh, P. Mehisto, D. Wolff, R. Aliaga, T. Asikainen, M. J. Frigols-Martin, S. Hughes, and G. Lange, 172 -178. Jyväskylä: CLIL Cascade Network, University of Jyväskylä
- Piotrowska I., (2006) Cognitive and application aspects in the bilingual teaching of Geography. In Donert K., Charzyński P., & Podgórski Z. *Teaching in and about Europe*, Toruń: Herodot Network with the arrangement of Association of Polish Adult Educators, 50-57
- Serra, C. (2007) Assessing CLIL at primary school: a longitudinal study. *International Journal of Bilingual Education and Bilingualism*, 10, 582–602.

G. Early foreign language teaching principles/techniques applied to CLIL

All early foreign language teaching principles/techniques used in the EFL classroom are applicable. In primary context increased visualisation and instructor storytelling are key points in CLIL teaching.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Most of the teachers using this model in their CLIL classroom employ a range of teaching methods that stimulate the pupils' language output: brainstorming, asking opinion and referential questions, dialogues in pairs, group work etc. Active engagement in the teaching process helps the CLIL learners to acquire content in a foreign language.

MODEL 4: SPECIFIC L2 MEDIUM INSTRUCTION

English and Polish are used for teaching and learning. Lessons are characterized by very limited time devoted to use of English language. This tends to be done for some specific purpose. By far the most popular model in Poland.

A. Optimum age range and group dimension of children

The model can be applied with younger learners in the primary context, also in bigger groups.

B. Overall level of complexity in application

The model has many variants:

In Type A, all the content lessons are taught in Polish, and after a certain sequence of lessons there is one lesson in English that aims at summarising the content material taught in Polish. The teachers usually provide learners with basic terminology in a foreign language and give them some exercises in which they are required to use the newly introduced terms.

In Type B, one lesson is conducted in Polish and another lesson is conducted in English. The aim of the lesson conducted in the foreign language is to revise the content material previously covered in Polish. A Czura and Papaja claim (2013) this type of teaching appears to be more

beneficial than the previous one as the learners have more opportunities to practice the newly acquired vocabulary (e.g. every second lesson).

In Type C, the content lessons are conducted in Polish but the teaching materials are in English

In Type D, the content lessons are taught in Polish and the learners are usually put into groups, where they are asked to work on different projects, which are prepared in the foreign language.

C. Amount of training requested from teachers

Teacher training requirements for content teachers at upper-primary level: at least BA in specialist subjects, certified C1 level in English and English didactics course/post-graduate studies (450 hours).

Teacher training requirements for EFL teachers: at least BA in English and in specialist subject or in the form of pedagogical innovation in cooperation with subject teacher.

Teacher training requirements for content teachers at lower primary level: at least BA in early education, certified B2 level in English and English didactics course/post-graduate studies (450 hours).

So far in Polish educational system no obligatory CLIL training is requested from teachers who want to teach content through the medium of English.

D. Requested equipment

Equipment depends mainly on the requirements of content subject (interactive whiteboards, computer labs, etc.)

E. Expected results

To complement courses taught in Polish, and fulfil the expected content learning outcomes by providing opportunities for specific forms of English language usage and development. Decisions made about the introduction of English to these variants often involve enhancing

motivation to use English, the consolidation of knowledge and learning in English as a form of added value, and providing alternative platforms for learning.

F. Web and paper based sources of information on the methodology

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G. Early foreign language teaching principles/techniques applied to CLIL

All early foreign language teaching principles/techniques used in the EFL classroom are applicable. In primary context increased visualisation and instructor storytelling are key points in CLIL teaching.

H. Content subject teaching techniques/principles (scaffolding, action oriented learning/independent learning, discovery learning, cooperative learning, etc....) that can be applied to CLIL

Most of the teachers using this model in their CLIL classroom employ a range of teaching methods that stimulate the pupils' language output: brainstorming, asking opinion and referential questions, dialogues in pairs, group work etc. Active engagement in the teaching process helps the CLIL learners to acquire content in a foreign language.

4 CHAPTER 4: CRITICAL EXECUTIVE SUMMARY

4.1 ITALY

In the light of what has been reported in the previous chapters, which methodology can be considered the best to implement CLIL activities? Which criteria can be used to assess the teaching experience? What makes a good practice in education?

Some key points emerged from the European research, and the Italian studies and pilot projects:

- the CLIL methodology is based on the association of the foreign language teaching good techniques and the subject-related teaching good techniques;
- CLIL is not limited to the use of the foreign language to teach subject-related contents, but it combines different aspects associated with the 4Cs: *Content, Communication, Cognition, Culture/Community*;
- CLIL activities resulted in sweeping changes in the concept of education: it is not about passing on knowledge, but it means providing the tools to "build knowledge" and create learning environments based on cooperative work.
- the arrangement of CLIL activities takes into account context-related aspects: local, social, policy-related (general education policy, school education policy).

Good practices in education emerge from the ability to analyse the characteristics of the context and from an adequate re-arrangement of the teaching approaches, tools, techniques, and materials. Likewise, they emerge from the willingness of the teachers and the CLIL team to think critically about their job, considering both strong and weak points.

In Italy, good practices in education were gathered in the project Gold by Indire (<http://gold.indire.it>), which selected experiences in different school stages and subjects.

The project contemplated some CLIL experiences, and among them the science-related experience named *Healthy eating*, promoted by two teachers in Piemonte who also took part in the already mentioned pilot project of Piedmont named SLIL (*Science and Language Integrated Learning*). (<http://gold.indire.it/nuovo/gen/show-s.php?ObjectID=BDP-GOLD000000000019727A>). By the same token, other experiences planned within the pilot projects reported in chapter 1 were uploaded on the web. In particular, we would like to point out the projects developed in Lombardy (www.progettolingue.net/aliclil/), and in particular a science-related experience *Life in a pond* and a geography-related experience *Discovering Mantua* (www.progettolingue.net/aliclil/?cat=7)

In the following paragraphs, we will describe a few good practices implemented in Liguria to teach maths, science, and geography in English in primary schools. Teachers implementing CLIL activities were active in the language teaching and training areas, participated in CLIL training activities and team works, and collaborated in many initiatives promoted by Irre Liguria on foreign languages.

In spite of the differences of the projects, they presented several shared points. In particular,

- activities were planned considering the education context characteristics and the students needs;
- teachers selected and used L2 methods and techniques suitable for their purposes. The communicative approach was implemented in communicative-focused activities, and contents were arranged according to linguistic structures and communication functions. The task-based approach was adopted, therefore students were given specific tasks to be performed. In addition, teachers used games, T.P.R. and drama activities to encourage learning and strengthen vocabulary and linguistic structures;
- LS methodologies were coupled with specific subject-related ones. Teachers adopted an active teaching approach based on constructivism and arranged problem-solving

activities. In addition, they adopted the cooperative learning technique to organize activities and manage the class;

- very often, projects involved more than a single subject, as teaching activities in primary schools are cross-curricular;
- the work on Content and Communication was integrated with other work on Cognition, aimed at strengthening the students learning skills;
- the work on Culture/Community was supported by the cooperative learning activities. Students learned to work together, consider and respect other people points of view and experiences. The work group and the collaboration to fulfil a shared goal promoted the sense of belonging to the class or the local community, as occurred during the project on geography.

It will be possible to detect all the mentioned characteristics from the description forms (see annexes 2, 3, 4).

4.2 PORTUGAL

This section will focus on examples of good CLIL practices in Portugal, highlight the key ideas involved and point out the importance of teacher training and resources for teaching CLIL. As written in chapter I, teaching CLIL is not compulsory in Portugal. According to recent guidelines from the Ministry of Education (2014/15), children start learning English in Primary education, year 3, with an EFL communicative approach and taught by a visiting teacher during at least two hours a week. Some CLIL activities may be included if teachers are motivated to. Teachers involved in CLIL referred to teaching **1hour and a half**, most of them and **two or more hours** were mentioned by 2 teachers. Considering this, we may conclude that two hours in the curriculum are probably not enough for teaching English with a CLIL approach to classes with 25 or more children.

Specialized training for this level was only required after 2016 with the introduction of a new master course: Teaching English to young learners. These courses may include CLIL in the curriculum or not.

In spite of these national policies in what concerns CLIL, we can report some examples of good practices which have been implemented in the country.

Examples of good practice

The Early Bilingual Education Project (EBP)

This project was implemented by the Portuguese Ministry of Education and the British Council as a partner. The curriculum areas selected to teach in English were Social Studies and Expressions through the Arts and the amount of time dedicated to these activities was between 5 and 10 hours a week. This is significantly different from the guidelines referred above. The EBP involved 15 classes in seven school clusters, 15 teachers, seven assistant teachers, six project local coordinators and the six AE principals. (see chapters 1 and 3).

Project English Plus

This project was developed by the University of Aveiro with children aged 12-13.

The subject chosen for this experience was History combined with English as a Foreign Language and Project Work and the classes were 45 minutes every week.

Some of the conclusions of this CLIL experience mentioned by Simões (2013) (chapter 1) are the lack of training and information about CLIL and the difficulty to access specific resources.

This is in line with the data of the survey where the need for training courses is mentioned by 54 out of 70 participants (see **table 22**) and the lack of CLIL designed material referred by 23 participants in the survey (**table 23**).

The S.T.E.P.S. – UP Project

This project was led by the University of Porto in the year 2008-2009 and included CLIL experiments of the primary English language teachers in STEPS (see chapter 1).

Teachers participated in training about literature for children, how to use the Nellip handbook and dyslexia.

Teachers were motivated to participate in CLIL activities in liaison with the generalists and were also encouraged to reflect on the importance of teaching content and language integrated and adapt to each specific context.

Some key ideas

To sum up, we can identify some key ideas across the projects mentioned that we consider relevant and in accordance with the educational principles we identify ourselves with as teacher educators, namely:

- The importance of reflective practice, both individually and in collaboration with colleagues, as defended by several authors (Schon, 1991; Van Manen, 1995, Alarcão e Canha, 2013) in CLIL teacher training;
- The relevance of a challenging questioning as a way to educate critical citizens to live in a global world. To encourage children to ask questions makes them understand the content better and involvement in the classroom is stimulated (Pedrosa de Jesus, et al. 2004);
- Using reflective portfolios helps every teacher trainee and student to monitor practice, learning and reflection (both children and teachers) and develop thinking competences as required for the 21st century.
- Portfolios are an important strategy to engage in deep dialogues with self and others, they are kind of a dialogue among different voices (Sá- Chaves, 2005);
- Student centered activities, as stated in chapter 3, as methodological principles to follow in a CLIL approach. Also a learning environment which is playful and related to the child's everyday living should be considered as being student-centered as well as the task based approach defended by Nunan (1989);
- The importance of a well-structured teacher training program, as the one we described at the University of Porto which considered, among other strategies, a part of the teaching practicum in a primary school, observation tasks during lessons given by their mentor, pre- and post- observation discussions with the student teacher, mentor, university supervisor and other student teachers of the same practicum group as well as the motivation to keep a portfolio. (see chapter 3). This is a kind of teacher training approach we consider relevant to develop teachers' competencies, some of them identified with the reflective approach to teaching and the challenging questioning referred to above.
- Action research (AR), mentioned in chapter 3, is an important strategy for teacher development programs, as well. The AR cycles, planning, action, observation and reflection help teachers become more critical and empowers them.

- Finally, we think that to engage with the CLIL teaching /learning approach, teachers need to be open-minded, responsible and enthusiastic, the three important characteristics identified by Dewey (1910) as essential to critical thinking.

Stakeholders

45 out of the 70 respondents showed availability to collaborate with the CLIL FOR CHILDREN project in the future (only 2 answered 'no') and the same 45 would like to be recipients of the newsletters.

4.3 ROMANIA

Most of the teachers interviewed through the survey carried out in Romania recognised the positive aspects of teaching through CLIL, such as: children's positive attitude (11 affirmative answers), children's improvement of subject competence (9 affirmative answers), children's improvement of language competence (16 affirmative answers), teachers' improvement of language competence (5 affirmative answers), enrichment of classroom materials and resources (4 affirmative answers), parents' positive attitude (5 affirmative answers), school administration's positive attitude (only 3 affirmative answers).

Some critical aspects of teaching through CLIL in primary school have also been addressed by the teachers interviewed, such as: the lack of CLIL designed material (12 respondents), inflexible school schedules (12 respondents), and the lack of teacher's autonomy regarding syllabus design (95 respondents).

37 respondents are interested in participating in the C4C – CLIL for Children training activities and selected the form training activities that they would prefer: 30 teachers prefer attending to workshops where they can produce lesson plans for CLIL; 21 teachers would prefer to attend to on-line courses and use on-line resources on CLIL; 21 teachers prefer using classroom videos, while only 5 teachers would take part to lectures on CLIL methodology.

Almost all teachers interviewed showed interest in the C4C-CLIL for Children project and are willing to find out more about the products of the project as well as receive newsletters and continue their collaboration with the local project team.

4.4 POLAND

The survey preceded the training course, as well as production of lesson plans and teaching materials for students, which the C4C – CLIL for Children project aims to create. These outputs will be based on and designed to meet pre-service and in-service CLIL teachers' professional development needs with regard to teaching CLIL. The desk research, including the study of educational documents, and the survey carried out in Poland confirmed that CLIL materials are scarce and difficult to obtain. When asked about the need for further CLIL training, 73% of respondents confirmed and expressed their interest in training opportunities, such as: access to online course and resource materials (31%), workshops including training on creation of lesson plans (29%), watching classroom videos (28%), as well as lectures on CLIL methodology (12%). These data constitute vital implications for the C4C course development.

Both the desk research and survey results indicated that opportunities for training dealing with CLIL methodology provided, on either a pre-service or in-service level, are rather scarce and do not correspond with the current educational trends in Poland. A significant number of respondents stated that their pre-service and in-service teacher training did not equip them with the necessary information about CLIL.

As has been indicated, the majority of the Polish respondents are interested in getting further training (73%) in teaching CLIL, and 84% expressed their willingness to collaborate with the C4C – CLIL for Children Project Consortium in the future.

Both parts of the research confirmed the need to develop a course for teachers on CLIL methodology and lesson plans that are planned in the current project. The vast majority (92%) stated they would like to stay updated on the progress the Consortium will be making in the production of CLIL materials .

The course should be created as a flexible system that can be appropriated in different contexts and can be used in different modalities, including online resources as well as face-to-face events like workshops and lectures. The course and materials should be suitable for both pre-service and in-service training and relevant for teachers employed in primary schools. They

should be rooted in sound research with a solid theoretical background and should also respect the respondents' preferences to acquire knowledge, skills and competences that have a direct impact on their classroom practice. Importantly, the website with the available course and materials is an ideal format for reaching wide audiences.

5 CONCLUSIONS

Primary education in partner countries is compulsory and free in state schools it and lasts for 4 or 5 years, generally with children aged from 5/6/7 in to 10/11. Education is based on the national core curricula as well as on the school curricula and it is provided by a generalist teacher and specialist teachers for foreign languages, religion, music, etc.

Foreign languages are introduced in primary schools in all partner countries, as compulsory subjects as follows:

- in Italy, just English is compulsory since the 1st grade - 1 hour weekly, 2 hours weekly in the 2nd grade and 3 hours in the 3rd, 4th grade; Children learn English through blended courses, both on-line and f2f;
- in Portugal, English is compulsory from year 3 of primary education and it is taught by a visiting English teacher for at least 2 hours a week;
- in Romania, the study of a foreign language (English, German, French, Spanish, Italian) is compulsory starting with the 3rd grade but it is usually introduced since kindergarten as an optional subject: 1 or 2 hours weekly in preparatory class/1st and 2nd grade.
- in Poland, foreign language (English, German, French, Russian) is a compulsory subject starting with grade 4 in primary schools, but can be taught as an optional subject earlier.

The CLIL approach is scarcely used in primary schools in partner countries and it is not compulsory.

In Italy, CLIL was only introduced as a project based activity, as experimentations in pre-primary and primary schools (1st and 2nd grades) by choosing subjects such as music, art, sport or science, and also for 3rd to 5th grades on all subjects. Projects lasted from a few weeks to a few months. Recently, funds have been allocated to all Italian regions to start CLIL projects in primary and lower secondary schools, and in school networks.

In Portugal, CLIL hasn't been implemented in the public school system yet. The only pilot experiment in public schools is that of Early Bilingual Education Project (EBP) which was implemented in the 1st cycle of Basic Education in 6 school clusters across Portugal, for a period of 4 years. Classes in English were taught by primary class teachers in tandem with or advised by English Foreign language teachers (from the 2nd or 3rd cycles) during 45 minutes weekly and they could be supported by a Comenius assistant.

There is little literature in Romanian on the subject of CLIL, and the most common term referring to this type of provision is **bilingual education** (Învățământ bilingv). Bilingual schools exist at upper secondary level. There is no such thing as a central educational policy for CLIL in a foreign language in primary schools in Romania so far. CLIL in a foreign language is not implemented at a national level in state schools at primary level, and at the moment there is no plan for such policy. It is, however, applied in various private schools in big cities (Bucharest, Cluj, Arad). Or, schools provide CLIL lessons in foreign languages for a definite period of time, for example during the cycle of a European project implemented in different schools, even at primary level. Some state schools, however, organize intensive programmes of teaching a foreign language upon parents/pupils request. In particular, the subjects covered are geography, history, culture and civilization of the country where the foreign language is spoken (Great Britain for English, Germany for German, France for French, etc.).

In Poland, the implementation of CLIL practice in education has been adopted under the name of bilingual education. CLIL pedagogy is not applied in the entire school, but is restricted to

selected class units, only starting with lower secondary schools. Some forms of CLIL can be observed in primary schools only in private institutions where parents pay for their children's tuition.

The CLIL teacher's profile in partner countries is vaguely defined.

In Italy, no specific CLIL teacher profile was outlined by the Ministry of Education; there are only requirements for primary school English teacher competences of B1 level.

There is no official CLIL teachers' profile in Portugal, although there is a profile for the Teachers of English to Young Learners, defined through strict guidelines by the Ministry of Education for the Masters course for Teaching English to Young Learners, which includes a section on CLIL.. They may be content teachers, foreign language teachers, and foreign language assistants (Ellison, 2014: 107); having "good knowledge of and high degree of proficiency in the foreign language" is a prerequisite, as is a foreign language teacher who has an in-depth knowledge of the subject content for primary.

There are no official documents stating the CLIL teachers' profile in Romania but there are some research papers focusing on the competences. Currently, there are not many teacher training opportunities regarding CLIL for English in Romania. They are all delivered by private institutions, courses delivered through European projects (usually on-line) or ERASMUS+ funded Mobilities (under K1) which take place abroad. Initial teacher training programs do not include CLIL based approaches. The content of these courses is mostly related to general pedagogy and teaching approaches such as project based learning and TBL.

In Poland, initial foreign language teacher training is conducted in schools of Higher Education. Teachers are trained in public and non-public Higher Education Institutions within the framework of: Master's degree studies in modern languages, specialization in a given foreign language or applied linguistics within the scope of a given foreign language with a pedagogical course in TEFL at specific stages of formal education; Bachelor's degree studies in modern languages, specialization in a given foreign language or applied linguistics within the scope of a

given foreign language with a pedagogical course in TEFL at specific stages of formal education; Post graduate degree in teaching English as a foreign language and certified C1 level of EFL competence (or B2 but only in the case of lower-primary general subject teachers who plan to work only at the lower-primary stage of education).

IMPLICATIONS FOR C4C – CLIL FOR CHILDREN

The overall conclusion that came out from the results of the Survey carried out in partner and non-partner countries as well as from the two desk researches is that there is a great need for CLIL training and CLIL designed materials to help teachers in primary schools. CLIL lessons occurred occasionally in primary schools, usually project-based sessions and thus, the support of the school administration or parents is scarce. Teachers mostly teach through CLIL individually but they would prefer the in tandem approach. They mentioned the lack of materials designed especially for CLIL activities, or the lack of specific training courses to prepare them to apply the CLIL methodology in a more practical manner. The research has thus revealed the great need to develop a course for teachers on the CLIL methodology as well as a more *hands on* training on developing CLIL materials and lesson plans, specifically designed for primary school use. Teachers interviewed showed most interest in taking part in on-line courses and workshops, rather than lectures on CLIL. The present state of the art Report gives a wide range of examples of good practice regarding models of implementing CLIL in the partner countries: Italy, Portugal, Romania and Poland. The C4C- CLIL for Children project will develop a Concept Note on the methodology to be followed by the consortium, during the 7 days Mobility C1, when researchers will decide on the most suitable way to introduce CLIL in the implementation phase in the schools which are partners in the project.

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7 ANNEX 1 - OPEN CHECKLIST OF VARIABLES IN THE PLANNING OF CLIL

Based on: (http://www.istruzioneepiemonte.it/istruzione_piemonte/www.piemonte.istruzione.it/alle_gati/QUAD_USR/quad6.pdf) (pg 45)

7.1 A. THE BASIC MOTIVATION (CF. CLIL COMPENDIUM)

- cultural
- environmental
- linguistic
- content-related
- cognitive

7.2 B. THE CONTEXT

i) General external environment

- socio-cultural (interest on the part of the families; general education level; cultural level, etc.); socio-linguistic (are there any other languages spoken in the region? are they local languages? due to recent immigration?)
- socio-economic (financial support by families? or by local companies, etc.?)

ii) School in detail

- who thought about implementing CLIL activities first?
- headmaster support
- teachers support

- other CLIL experiences
- European projects/exchange programmes with other schools
- foreign languages in the school
- native foreign language teacher assistants

7.3 C. STRUCTURAL ORGANIZATION-RELATED DECISIONS

i) People involved at school

- the whole school
- bilingual classes
- a single class

ii) Duration

- a whole educational cycle
- one level of schooling (i.e. upper secondary school)
- part of a level (i.e. first and second grade of upper secondary school)
- a single class (i.e. a third-grade classroom)
- a school semester less than a semester

iii) Content

- curricular/extra-curricular
- all subjects
- more than half of the subjects
- less than half of the subjects
- a single subject

- topics/areas related to different subjects

iv) Teachers

- a single one (who?)
- two (is one of them a native speaker of the foreign language?)

v) Foreign Language use

- monolingual classes: 100%
- bilingual classes: 75%? 50%? 25%?

7.4 D. METHODOLOGICAL AND ORGANIZATION-RELATED FEATURES

i) Teaching activities arrangement

- collaborative teaching (Co-teaching? Teaching individually?)
- groups divided by year of birth/by skills

ii) Operational model

- topics
- units
- lessons

iii) Teaching organization

- lecture-based, Individual, group work? pair work?
- alternating L1/L2 teachers and students

7.5 E. THE CURRICULUM (CHOICES BY CURRICULUM-LESSON PLAN)

- Area (curricular/extra-curricular)
- Topics

- Objectives: what (concepts, facts, competences)
- Knowledge level (concepts, facts, competences)
- Competences and skills gained/to be gained (linguistic, cognitive and study skills)
- Materials
- Activities Assessment types
- Total time

8 ANNEX 2 - GOOD PRACTICE N°1: “PREDICTING AND MEASURING”

Teacher: Giuliana Veruggio

Title: *PREDICTING AND MEASURING*

School name: I.C. Centro Levante Sanremo (IMPERIA)

Classes Involved: A third grade classroom

Time: 2 months, 1-2 weekly hours

8.1 AIMS AND OBJECTIVES

Maths

- Being able to measure
- Being able to talk about estimates and measures
- Being able to compare measures

Science

Planting, and observing the essential stages of a plant life cycle

8.2 LINGUISTIC OBJECTIVES

- Listening and understanding vocabulary of measures
- Using the vocabulary of measures to make estimates
- Describing the size of the objects
- Describing the physical features of a person (weight and height)
- Describing size and growth of plants
- Interacting in simple information exchanges

8.3 LINGUISTIC CONTENTS

8.3.1 VOCABULARY

Length units of measurement (*metre, centimetre, etc.*), weight units of measurement (*kilo, gram*); plants (*bean, seed, pot, soil, water, plant*)

8.3.2 LINGUISTIC STRUCTURES

I think the pen is 10 centimetres long; Let's measure it! I see...The pen is 11 centimetres long.

I think the book weighs one kilo. Let's weigh it! The book weighs nine hundred and fifty grams.

How tall is Paolo? Paolo is ...cm tall. Who do you think weighs more/ less? Paolo or Laura?

Martina weighs...kilos

My plant is...cm long.

Last week/Monday my plant was....cm long

8.4 LEARNING SKILLS

Observing, predicting, checking

Using problem-solving strategies

8.5 REFERENCE TO ONLINE RESOURCES

<http://www.primaryresources.co.uk/> provides different kinds of material (activities, presentations, programmes) which will have to be re-arranged according to the students needs and to their linguistic level.

<http://www.twinkl.co.uk/> provides pre-packaged visual materials (posters, flashcards) that can be used during the class, especially by the teachers who do not have any drawing skills

<https://eu.ixl.com/math/grade-2> provides on-line activities with automatic correction, and strengthening exercises to learn how to measure lengths.

8.6 ACTIVITIES DESCRIPTION

8.6.1 PREDICT - MEASURE - WEIGH OBJECTS

During the project, the teacher planned whole-class gatherings to introduce and illustrate the new structures and work methods. After that, the students were divided into groups or pairs (depending on the available space, either classrooms or wider spaces to avoid groups interfering in the other groups work). Less advanced students in maths and the foreign language were distributed in groups or pairs in order to be supported by more advanced students, according to the *cooperative learning* methodology.

The teachers provided common tools students already knew the name of (home, vocabulary, food, personal hygiene, toys, etc.), and that they had to measure. The first activity was a whole-class. Students were given a worksheet with a table made up of two lines and three columns: in the first column there was a representation of the objects to be estimated and measured; in the second one, they had to write down the estimate, after having said it orally; in the third one, after measuring with a ruler or a measuring tape, they had to write down the real measure. Activities with real objects were preferred over those with images, to make them more real and engaging.

After students got familiar with the new linguistic structures (*the red pen is 13 cm long; the ruler is...*), groups were given a task. They had to estimate and measure 5-6 objects. To make the whole task more engaging, objects were packed in boxes that students had to choose without knowing what was inside. Each group was given a worksheet similar to the one they had just filled in. Once they started the activity, they could only speak English. The teacher circulated around the class to make sure they were respecting the rule, assisted the students who needed help, and took note of any linguistic mistake she could correct afterwards. When measurement mistakes were made (i.e. incorrect use of the ruler or the measuring tape) the teacher immediately stepped in to allow the group to continue in the correct way.

The same kind of work was carried out with objects to be weighed (snacks, school objects, teddy bears, etc.). Students had to estimate the weight first, and then weigh the objects with a scales: *the book weighs 600 grams, the teddy bear weighs...*

8.6.2 FOLLOW UP

The *follow-up* activity was *problem-solving* related. Groups were given containers of different lengths, and were given instructions to choose just as many objects were necessary to fill them up and reach a given weight.

Students estimated which objects could be contained, and then checked them.

The activity was rather engaging as groups were competing to reach the given weight.

8.6.3 PREDICT - MEASURE - WEIGH PEOPLE

As to the activities based on height, students were divided into groups composed of 3-4 people, so they could help each other out with their measures. The linguistic structure they had to use was "*Paolo is...cm tall.*" All heights were written in a poster which showed the tallest and shortest students: "*Number one is Laura. Laura is 110 cm tall. Number two is Giovanni. Giovanni is 102 cm tall*". The same kind of work was carried out with weight, but making sure students did not feel uncomfortable to let everybody know they were "chubbier" than others. The activity was based on comparing the weight of two students of similar weight: "*Who do you think weighs more? Laura or or Martina?*". Students were encouraged to use linguistic structures such as: "*I think Laura weighs more/less than Martina. I think Martina and Laura weigh the same*".

8.6.4 MEASURING PLANTS

The activity based on length measuring was re-used for a natural science task. Students planted some bean seeds in small vases and then watched the plant grow. At regular intervals (every two days/once a week) students measured and took notes of the plant growth. (*My plant is ...long.*

Last week/on Monday my plant was.....cm long).

8.7 POSITIVE ASPECTS

During the CLIL activity, students were asked to perform a practical, maths-related task (they could also relate it to science), and to use a few linguistic structures and repetitive sentences. Also less linguistically advanced students could contribute to the activity and felt satisfied with their work. Likewise, students who did not have the knack for maths could feel satisfied with the performed tasks. The activities led to a competition (with themselves and other groups) which made them more engaging and playful.

8.8 DIFFICULTIES EMERGED

Just like all practical activities to perform in teams, also the provided activities could cause chaos in the classroom. Therefore, it was key to monitor hyperactive students to avoid them interfering in other students tasks, creating chaos or not being efficient. It would be useful to have wide spaces where groups could work without disturbing the others.

9 ANNEX 3 - GOOD PRACTICE N°2: “LOOKING AT BIRDS”

Teacher: Tiziana Cassiano

Title: *LOOKING AT BIRDS*

School name: Carlo Palli. I.C. Quarto- Genova

Classes involved: A second grade classroom

Time: Last two school months, approximately two weekly hours.

9.1 AIMS AND OBJECTIVES

Gaining abilities to:

- observe and analyse physical characteristics of birds;
- formulate hypotheses on the link between their physical appearance (shape of the beak) and their diet;
- associate their diet with a specific habitat.

9.2 LINGUISTIC OBJECTIVES

Listening and performing actions

Listening and understanding vocabulary of birds (parts of their body, food, behaviour)

Reading and understanding simple texts

Using the language to take part in games and drama activities

Using simple linguistic structures to talk about one's own discoveries.

9.3 LINGUISTIC STRUCTURES:

A bird is like a plane...; it has got a curved... beak; the hummingbird uses it to take nectar; I am a hummingbird, I live in the forest, my beak is long and thin, I use it to take nectar from flowers.

9.4 VOCABULARY

Sparrow, eagle, duck, heron, hummingbird, robin, avocet; feathers, legs, beak, wings; short, curved, long, large, flat, thin, pointed; seed, meat, water, plant, fish, nectar, insect; marsh, river, forest, flower, tree; to crack, to fish, to tear up, to eat, to strain.

9.5 LEARNING SKILLS

Gaining skills to anticipate, formulate hypotheses about the meaning of the provided vocabulary to understand contents.

Observing and formulating hypotheses

Comparing and creating links

9.6 MATERIALS

Re-arrangement of texts of the following books:

- Beaks! by Sneed B. Collard III, 2002 (e-book);
- Usborne book of nature di Kidman Cox, Barbara Cork, Ruth Thomson, 1980 (paper-based book);

Web pages used to gather information on birds:

<https://www.audubon.org>

<http://vhea.tk/pdf~557efdf3449988ac688b45b0>

<http://vhea.tk/pdf~557efdf4449988ac688b45b2>

Avifauna_adattamenti71_74.pdf

Drawings downloaded from the web and/or produced by the teacher.

9.7 ACTIVITIES DESCRIPTION

Activities were divided into four stages:

1. Birds

- Introduction to the topic (Birds) through a riddle to be solved in teams.
- Presentation of their parts of the body and game playing to encourage learning (*Bingo; listening, run and touch the picture; listen and write the numbers*).
- Focusing on the word "beak" by playing a game (*pin the beak*).
- Identifying the name of seven birds among other odd-one-out words (hypothesis, exclusion) and matching them with images.
- Game playing to encourage learning (*circle the word; point to the picture; listen and crouch down*).

2. Birds and different beaks

- Reading comprehension of sentences on the characteristics of the seven birds to associate them with their beak (team work).
- Comparing results of the groups; speaking activities on the information presented in the posters.
- Game playing to reinforce linguistic skills on beaks characteristics (*pick up a beak and match it with the right bird; pass the box; listen and say the number*).

3. Birds and habitat

- Looking at different natural environments included in the posters and formulating hypotheses to match each bird with its natural habitat (team work).
- Comparing results.

- Whole-body activities: bird-like children fly in their natural habitat represented by images in the classroom.

4. Beaks and food

- Presentation of food terminology through games.
- Formulating both linguistic and subject-related hypotheses in teams on the birds diet according to their beak and habitat.
- Team debates, exchange of ideas among teams, results presentation on worksheets first, and on posters afterwards.
- Linguistic consolidation of verbs.
- Drama activities: children act as if they were birds and introduce themselves by saying: *I am a robin; my beak is short, thin and pointed; I use it to eat insects.*
- Preparation to drama activities is carried out in teams.

Each team chooses one or more birds using posters to gather information.

9.8 METHODOLOGY

All activities were carried out in teams or whole-class.

The *cooperative learning* was the preferred methodology. Team arranging was supervised by the teacher (to have balanced skills in each team), who also assigned roles (reader, writer, words checker, noise checker, spokesman).

In the language-focused part, activities encouraged the anticipation of meanings (words and sentences) through pre-existing knowledge, while in the content-focused one they encouraged the formulation of hypotheses.

9.9 POSITIVE ASPECTS

The CLIL project on science was mainly conceived to allow two foreign students (non-native English speakers), who had recently been assigned to the classroom, to feel part of the group and positively contribute to their self-esteem. The two girls, who were having quite a hard time with Italian during the science class, could work just like the other students thanks to the use of another language. English was a new language for every one, and they showed great skills in the comprehension of the terminology, thanks to their abilities to create links among different languages. However, all children contributed with interesting hypotheses and associations of unknown words with possible meanings. Learning new terminology was not just a memory-related exercise, as it was related to personal experience and imagination. All children developed logical thinking skills to match the environments with the birds characteristics, and the beaks with the birds diet. The comparison of the results and the conversations following each activity were very positive.

9.10 DIFFICULTIES EMERGED

Initial difficulty in reading some sentences in English with very few known words on birds characteristics. It was subsequently overcome with personal skills to find out and infer meanings.

10 ANNEX 4 - GOOD PRACTICE N°3: “STICK AND VISIT LONDON”

Teachers : Maria Teresa Guidi (English) Chiara Castagnola (IT)

Title : *STICK AND VISIT LONDON*

School name: Istituto Comprensivo San Gottardo- Genova

Classes involved: A fourth and a fifth grade classroom, primary school

Time: 6 months, 2 weekly hours

General objectives: learning contents on geography in English, create a sticker album on the UK and London by using the PC and online resources.

10.1 AIMS AND OBJECTIVES

Geography

- Encouraging knowledge of the UK landscape and territory, and focusing on the discovery of London
- Describing places, customs and traditions of the British Islands and London, and comparing them with the Italian ones.
- Encouraging knowledge of the British Islands culture.
- Consolidating the concept of European citizenship among children.

10.2 TECHNOLOGY

Using internet to collect information and images

Using Word to type texts in English

10.3 LINGUISTIC OBJECTIVES

Listening and understanding videos on the UK and London

Listening, understanding and singing traditional English songs

Reading and understanding simple texts on the topic

Using English to describe places, customs and traditions of the British Islands and London

Using the language to interact, participate in games and drama activities

Knowledge of computer-related terminology

10.4 LINGUISTIC CONTENTS

VOCABULARY

- Geography and natural landscapes (*North, South..., landscape, hills, river...*)
- Means of transport (*plane, ferry, bus...*)
- Monuments and attractions in London (*Buckingham Palace, British Museum...*)

STRUCTURES

- Structures for simple descriptions (It's a..., There is/are..., this is/these are..., It has got... you can travel by..., you can see/ visit..., it is called... on Sunday morning you can see..., he/she was born...) and interactions (Do you like...? What's/Who's your favourite...? How many....?).
- Structures to take part in games and drama activities (Stand there, go over the..., stand in front of/ near/ behind..., put your hands/arms/ legs like this...use your hand to make the flag...now you are Buckingham Palace!). Structures to use the PC (switch on/off the computer, write, save, copy...)

10.5 LEARNING SKILLS

- Being able to search for and select information
- Being able to use different sources of information

10.6 ACTIVITIES DESCRIPTION

During the activities, students were divided into two mixed groups. The first one worked with the English teacher to write texts, while the second one in the ICT laboratory had to choose images and use Word to type the contents produced by the other group. Both groups worked with both teachers at different stages. Although the project involved a fourth and a fifth grade, students needed quite a long time to gather information on the geography of the UK, its administrative-territorial division, and the city of London. At the beginning of the school year, the teacher showed a map of the UK and its division into *Countries*, she started using games to associate each Country with its capital, their state symbol, flag or patron saint. Afterwards, she started comparing them with the flag of Italy and Genova, and their symbols. Finally, she introduced the city of London with its monuments and attractions.

After having showed the images and repeated the names, the teacher emphasized their function and importance in Italian. All students were given a worksheet they had to crop to associate each image of a monument with its caption in English. Each image was glued on specified areas of the students' exercise book in order to create a big map they will have had to colour. More detailed learning activities entailed watching videos and DVDs in English (*Discovering London*, Elisabetta Rosati, Celtic Publishing), using real materials such as leaflets, maps, underground tickets, and searching for information in English on the web (*The Official site of The British Monarchy* - <http://www.royal.gov.uk/> , *Wikipedia*, etc.). In addition, the teachers planned whole-body activities. On the one hand, students acted and sang “*London Bridge is falling down*”, on the other, they re-built the city through whole-body exercises. Three of them were lying on the floor representing the Thames, two of them on top of the others represented Tower Bridge, while others who represented the Tower of London, the Big Ben, the London Eye etc. had to make sure they were on the correct bridge. At the end of the activities, students wanted to share their hard work and present it with a good lay-out; the use of the stickers contributed to make the whole project more engaging. During the last four months of school, students engaged in producing texts.

The English teacher provided and searched for useful linguistic structures with the students to include simple captions. Together, they introduced the specific language and terminology on geography and attractions. The students engaged in conversations on the simple sentences produced with the teacher, then wrote them down, and then typed them by using Word.

The activity was further enriched by games such as crosswords or word search, working on definitions and words crossing. Teachers took care of the layout, while the sticker album was printed at a typography shop. The students sold the album in their neighborhoods on the occasion of special events and celebrations, and in some schools. They used the earned money to conclude the project in the best way possible, visit London, a city they only saw through pictures, videos and teachers stories. Learning by doing...and their dreams came true!

10.7 POSITIVE ASPECTS

The project allowed the students of two classrooms to come into contact with one another, collaborate, have common interests and focus on what was a real occasion to carry out some research, rather than an ordinary subject to study. Students had the impression they were travelling through their paper-based work and their internet research. It was a journey which made them curious and which made them love the countries they were studying the language of. We should not forget how proud students were for having created, with their teachers support, a lovely final product that is simple to use and fun to play with thanks to the stickers.

10.8 DIFFICULTIES EMERGED

The project required the teachers several extra (non-paid) hours of work to plan but most of all to lay out and arrange the images chosen by the students. During the final stage of the project, the teachers worked until late hours looking for background images and mistakes to correct, counting the pages and the stickers.



More info in the website www.clil4children.eu