



Erasmus+

GUIDELINES ON HOW TO USE CLIL IN PRIMARY SCHOOLS

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1 INTRODUCTION

The aim of these guidelines is to advise teachers on how to use CLIL methodology in primary school. The document contains a brief description of the project, characteristics of the CLIL approach, advantages on implementing CLIL in primary schools, main rules of effective use of CLIL in primary schools with suggestions on what to do and what to avoid and, finally, challenges for teachers when applying CLIL.

2 C4C – CLIL FOR CHILDREN – AN OVERVIEW

The **C4C – CLIL for Children** (www.clil4children.eu) project was funded by the European Commission under the Erasmus + programme, Key Action 2 – Strategic Partnerships for a period of 3 years, from 2015 to 2018. The Consortium, represented by organizations active in research and/or training of teachers and primary schools from Italy, Portugal, Romania and Poland will develop methodologies and materials to improve the use of Content and Language Integrated Learning (CLIL) in primary schools by using Open Educational Resources.

CLIL stands for Content and Language Integrated Learning. It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be done by the foreign language teacher using cross curricular content or by the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and of a foreign language.

Over the past two decades an increasing body of research has demonstrated that CLIL can enhance multilingualism and provide opportunities for deepening learners' knowledge and skills, however effective use of CLIL requires a specific methodology and specific training of teachers. In a preliminary needs analysis carried out before submitting this project, partners recognized primary school teachers in partner countries have been so far little involved in training for CLIL that has been instead targeted mainly to teachers of secondary schools. The

aim of this project is to support primary school teachers in filling this gap by providing them with a comprehensive training program.

A Survey has been carried out within the project on the state of the art about the use of CLIL in primary schools including good practices and difficulties, as well as a census of OER materials to be used for CLIL in primary schools. Based on these two preliminary reports, the consortium will develop further: **Guidelines on the development and use of CLIL in primary schools**; a set of **CLIL materials and lesson** plans for teaching Science, Mathematics and Geography in English in primary schools; a **Guide addressed to teachers on how to use the CLIL methodology in primary schools**; an **E-course** (online course) addressed to teachers on how to use CLIL methodology in primary schools.

The C4C – CLIL for Children project is addressed to primary school teachers that want to improve their expertise in CLIL methodology and the quality of their educational offer. It is also addressed to organizations training teachers and other parties interested in primary schools and L2 learning/teaching: students and parents, publishers and developers of educational materials, decision makers, researchers.

3 DESCRIPTION OF PRELIMINARY REPORTS

The two preliminary Reports developed within the C4C- CLIL for Children project collected information on the current experience and state of the art analysis in using CLIL in partner countries as well as a census of web based OERs for CLIL in English and a Guide on how they can be used by teachers.

The **State of the Art Report about the use of CLIL methodology in primary schools** compiled four national reports from Italy, Portugal, Romania and Poland. It contains: two desk researches on CLIL, the results of the survey carried out with questionnaires in partner countries and other European countries, as well as examples of good practice on implementing CLIL in primary

schools. 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 great need for CLIL training and CLIL designed materials to help teachers in primary schools. Across these countries CLIL lessons seem to occur occasionally in primary schools; they are 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. Teachers mention the lack of materials specifically designed for CLIL activities and the lack of specific training courses to prepare them to apply the CLIL methodology in a more practical and effective manner. Research shows there is need for a course for teachers on CLIL methodology which uses a *hands-on* approach and demonstrates through practical examples how to develop 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 state of the art report gives a wide range of examples of good practice regarding current models of experimenting with implementing CLIL in the partner countries: Italy, Portugal, Romania and Poland. These can be analysed for optimum application taking into consideration the experience and the contexts of teachers.

The **Guide to OERs for CLIL in Primary Schools** resulted from the combined effort of four C4C partners to collect and census 90 Open Educational Resources (OERs) to teach English through CLIL in primary schools (ages 5 to 12) in a series of designated European countries, namely: the Czech Republic, Italy, Germany, Poland, Portugal, Romania, and Spain. It includes Guidelines for developing and using CLIL and constitutes a set of materials and planning of lessons to teach Science, Mathematics and Geography in English and to highlight CLIL methodologies in practice. The survey on OERs in the above countries was carried out by keeping in mind the need for selecting and identifying several types of resources and materials to be adapted for lesson planning by teachers: useful resources for training and professional development of the CLIL teacher; resources for planning CLIL courses and lessons; resources for the classroom and materials to be used by children directly as part of their independent and cooperative learning.

There are many organizations in each one of the above mentioned countries and on the web that have organized pools of resources for primary and secondary CLIL, among which a couple of European consortia and EU-funded projects, the British Council, and many primary and secondary schools. However, as agreed, the C4C Guide to OERs not only explored these pools of Open Resources for CLIL, but selected from them both lesson plans and resources according to topics for CLIL Science, Geography and Mathematics, which were described and rated for the use of teachers, students and teacher trainers.

4 CLIL CHARACTERISTICS

This part will give an overview of CLIL characteristics that can help teachers understand that CLIL is an innovative educational approach allowing students to learn how to do things rather than knowing things, focusing both on content and language. *This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners.* (Mehisto et al., 2008)

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)¹ 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.*

¹ Mehisto P., Marsh D., Frigols M.J., (2008), *Uncovering CLIL*, Oxford, Macmillan.

Language learning in a natural environment

Young learners are capable of easily *picking up* languages if this is done in a natural environment where the focus is not on language structure or grammar but on language use in different real-life contexts to solve tasks related to a learning topic. A CLIL classroom can offer natural opportunities for students to build language knowledge at their own pace. As Mehisto states, *CLIL can offer to youngsters of any age, a natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and hunger towards learning languages. It is this naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.* (Mehisto et al., 2008)

Positive attitude towards language use

CLIL can give students opportunities to learn a language while practicing it and using it as a tool to perform tasks, solve problems, develop projects, etc. Communication in the target language becomes less stressful as the focus is no longer on uttering perfect language forms but on using language as a vehicle to express ideas and thus build motivation and positive attitudes towards learning.

Language learning and thinking skills

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.

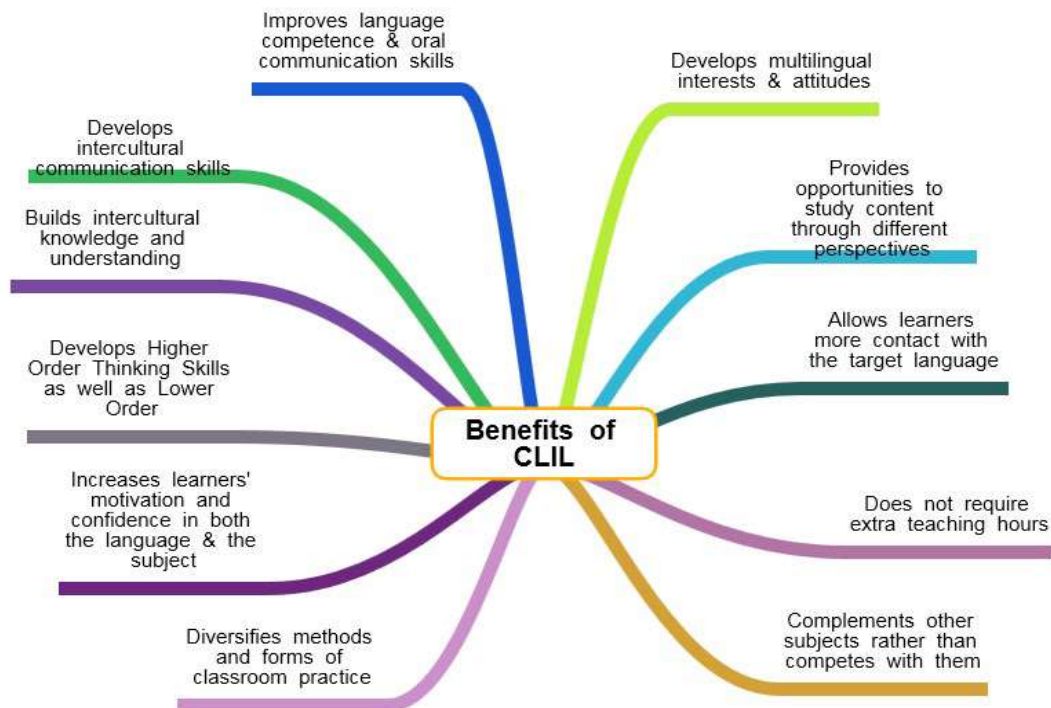
CLIL doesn't only promote linguistic competence. Because of the different 'thinking horizons' which result from working in another language CLIL can also have an impact on conceptualization, literally how we think. Being able to think about something in different languages can enrich our understanding of concepts, and help broaden our conceptual mapping resources. This allows better association of different concepts and helps the learner go towards a more sophisticated level of learning in general. (Mehisto et al., 2008)

5 ADVANTAGES OF USING CLIL IN PRIMARY SCHOOLS

We considered it necessary to divide advantages of using CLIL according to the different beneficiaries of this approach in order to highlight that using CLIL can give many opportunities to children, teachers and the community at large. There are a number of benefits of CLIL we would like to indicate: students' motivation for learning, development of their autonomous learning, educational and methodological innovation for the community, as well as teachers' motivation arising from team work and from the collaboration with other teachers.

5.1 ADVANTAGES FOR CHILDREN

According to Article 5 of Volume 1 (4) of the International CLIL Research Journal 'Coping with CLIL: Dropouts from CLIL Streams in Germany', CLIL as a method has the following benefits



Improving language and subject knowledge

Using CLIL in primary school will enable students to use language purposefully, to effectively process information, negotiate understanding and construct knowledge. This approach of learning is rooted in the socio-constructivist and co-operative teaching and learning methods and activities.

A helpful tool in this respect is to create a bilingual classroom with interactive posters containing: all time expressions (calendar: date, day of the week, months, seasons, time of day, year); cardinal and ordinal numbers; the most common adjectives (e.g. emoticons); names of school subjects; a set of classroom rules; vocabulary connected to food and drink, common animals, the weather, etc.

Improving cognitive skills

For individuals learning an additional language in a CLIL context supports the development of first language communication skills and literacy, as well as improved cognitive skills in the areas of higher-order and critical thinking. It also contributes to strengthening cognitive and general learning capabilities such as creative and critical thinking. Language learning uses and develops particular and unique conceptualisation skills and meta-cognition. The learners in primary school think and make sense of knowledge, experience by remembering, understanding, evaluating, critiquing, reflecting and creating.

Developing intercultural communication and knowledge

Because CLIL is strongly associated with both content area and foreign language, it is naturally imbedded with intercultural communication and knowledge that have social significance. The learners will develop a stronger understanding of an intercultural dimension as a result of CLIL methodology and will be more likely to *see the big picture* in terms of the relationship between language and society.

The exposure to alternative perspectives and views helps build intercultural knowledge, awareness and understanding. CLIL can help develop intercultural communication skills as well as learning about other European countries, regions or minority groups. This helps introduce children to a wider cultural context thus enhancing their participation in a European society.

Promoting active learning

CLIL involves a change of focus in the classroom. When teachers use the school lingua franca for teaching, they can tell the students everything they want them to know, and the students can understand them. However, when they teach their subject using a new language, this isn't possible. Because of this, they have to show students how to find out information for themselves, and how to work and talk together to discover new ideas, so that using the language becomes part of the process of learning. In other words, the teachers have to change their methodology, and find different ways to help students learn.

By doing this, the teacher prepares young students for the modern world, where people work in project teams; use other languages to talk to various colleagues and to communicate with people in different countries. They are expected to solve problems, plan their own work and find out things for themselves using a range of sources, especially the Internet.

Developing learning, communication and social strategies

CLIL implementation can offer application and delivery of diverse learning methods that can lead to new opportunities for implementing individual teaching and learning styles and strategies. In fact, CLIL provides alternative ways of approaching language learning, that can reduce student exclusion and may serve mainstream learners well. Even though CLIL favours diversity of methods and forms of classroom practice, a common feature of many CLIL methodologies is the synergy which results from the juxtaposition of the communication orientation of language learning, the interest in content, and the interaction which takes place within the classroom. The result promotes individual learning strategies and interactive methodologies and leads to increased learner motivation, bringing additional benefits for learning.

The CLIL approach recognises that learning is not a purely internal and cognitive process, but instead results from interaction in which knowledge and understanding are shared. Through interaction, learners build on their existing knowledge as they discuss it and compare with new content and new language. At the same time, they become aware of what they still need to do. For language learning especially, interaction provides an opportunity to both learn and improve.

Helping children become autonomous learners

A major aim of CLIL teaching is to help students to work independently to solve problems and to develop their own knowledge and skills. Through the interactive and co-operative nature of work, CLIL helps boost self-confidence, raise self-esteem, build learner independence and teach learners organisational skills. Through the more favourable learning conditions (the use of

learning strategies and study skills common to both content and language) CLIL fosters learning to learn and thus, their learning autonomy.

5.2 ADVANTAGES FOR TEACHERS

Developing/applying CLT techniques

Communicative Language Teaching puts the focus on the learner. Learners' communicative needs provide a framework for elaborating program goals with regards of functional competence. The basic principle is that learners should engage with texts and meaning through the process of use and discovery. In the classroom, CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities. In the process of communicative language teaching, teachers will include the following: the use of authentic materials and communication activities to provide real-life contexts, the use of activities that require frequent interaction among learners to exchange information and solve problems, the use of balanced fluency and accuracy activities, the use of activities to develop awareness of socio-cultural aspects of language use.

Developing/applying methodologies for content subjects

Constructivist and cooperative learning environments, rather than fostering a knowledge based on instruction, encourage shared knowledge as it requires cognitive skills, openness towards the others, their ideas, their world, and their culture. The purposes of such learning environments are thus in line with the CLIL ones, and can contribute to complete the CLIL key elements: *Content, Communication, Cognition, Culture/Community*.

Learning how to apply Coyle's 4 Cs model and include all 4 dimensions in didactic activities

Through the 4Cs, content, cognition, communication and culture, learners can construct their own knowledge and skills, and their identity as learners in a context culturally shaped by two languages and a body of subject knowledge. The 4Cs framework emphasizes the language of learning, for learning and through learning. Language of learning includes the required knowledge to understand content. Language for learning includes the grammar and rule-based knowledge of language, and awareness of effective strategies which learners need to communicate and learn in a foreign language environment. Language through learning emphasizes the active involvement of learners in the learning process; it helps to assist their thinking, they need to develop their higher-order thinking skills to assist their language.

Collaborating with fellow teachers: teaching in tandem and preparation of lessons

CLIL methodology fosters teachers' individual and institutional networking opportunities and professional mobility. Teachers knowing something more than just a foreign language and mastering a curricular subject are more likely to get more opportunities to get in touch with teachers from their own or other schools in local or national/international community. This will lead to the development of good practices through cooperation with teachers in other departments, schools and countries. Teacher motivation will increase through collaboration with other colleagues and cross-curricular opportunities, breaking down departmental barriers by engaging in dialogue on pedagogical issues and practices that apply to other subject areas. CLIL teachers will develop team-work skills as initial co-operation between non-language subject teachers and language specialists, which is crucial for the positive outcomes of the CLIL programme. This involves careful co-ordination, diplomacy and the ability to work in a reassuring partnership where the other teacher does not feel threatened by the intrusion or presence of the CLIL teacher. Through working together, content and language teachers can share their individual knowledge and make it joint knowledge.

Increasing professional development

Through CLIL implementation teachers are likely to have an increased opportunity for professional development. In some countries teachers may benefit from exchange programmes and financial increments. They will benefit from CLIL training regarding the understanding of the pedagogical principles underpinning the CLIL approach, the relationship between CLIL and other language teaching pedagogies as well as getting an awareness of language in content/language integrated approach.

5.3 ADVANTAGES FOR SCHOOL/COMMUNITY

More interest in the school

The school will benefit by offering a comprehensive and balanced curriculum, with an emphasis on literacy and numeracy development in English, and specialist classes in other subject areas that are relevant for the local community. Learners will be encouraged to take an active role in becoming responsible for their own learning and for contributing to the community through involvement in activities related to the school specific activities.

Useful opportunity for the community

The community will benefit by having students that are well-trained in subject competencies, which are motivated to learn further skills and languages as jobs constantly change and develop. Its effects will be of a greater impact in multinational industries and multicultural communities as well on students that will have the skills needed in their future workplace, and not simply knowing a disciplinary content. The graduates will be more attractive to future employers who want their employees to work internationally, or even within a global community.

Increasing trust in school and thus attracting more children

CLIL implementation within the school curriculum will raise the profile of foreign language learning throughout the primary school. It can also support the school's development and make it more responsive to local needs. Other benefits like the contribution to intellectual growth and development of learners, enhancing thinking and problem-solving skills as well as developing cultural awareness can be considered.

The school becomes more appealing within the community

CLIL can be incorporated in different types of schools: both state and private. The diversity of approaches can be observed through a variety of modalities. It can be used for certain time periods, as tasks within the overall school curriculum and educational framework or implemented as optional subjects in secondary schools. Subjects, modules and projects can all be taught through CLIL and that will increase the appeal of the school offer in the local community.

Schools can add CLIL as an optional course

Introducing CLIL in primary school involves curriculum development. The CLIL approach to the curriculum is inclusive and flexible. It encompasses a variety of teaching methods and curriculum models and can be adapted to the age, ability, needs and interests of the learners. CLIL is appropriate for all learners and can be developed at different levels of complexity for different sectors. It can be integrated as a new approach for teaching integrated curriculum or as different subjects taught in a foreign language.

6 MAIN RULES OF EFFECTIVE USE OF CLIL IN PRIMARY SCHOOLS

The main rules are intended to help teachers new to CLIL to start implementing CLIL activities effectively and become comfortable within this new approach, as well as help

students better adapt to the CLIL approach. This chapter also contains points that can be avoided in practice.

6.1 SUGGESTIONS

Presenting the CLIL approach to your school staff

If you want your school staff to understand why introducing CLIL is such a good idea you need to give them the opportunity to understand what CLIL is, how it works, how much effort needs to be invested in it and how this new approach can bring benefits to the pupils, teachers and school, in general. You can talk about the CLIL philosophy and the CLIL programme during regular staff meetings or organize CLIL lesson observations in your class. Explain why you are introducing CLIL to FL teachers and to primary school teachers/content teachers so you can get support from them during the implementation of the CLIL programme and make them want to join the programme. You can also display students' works on notice boards, in the school paper or on the school website and encourage your CLIL class to take part in school events and present their CLIL activities.

Communicating with parents about CLIL

Some parents might have concerns regarding their children's school progress and overall learning in the subject content. You should respond to their needs and concerns by keeping them informed before and during the implementation of the CLIL programme. Print out leaflets with information about CLIL in general and the CLIL programme you intend to implement. Then, invite them to assist to a demo CLIL lesson and then give them a parents' consent form as well as a questionnaire where most of their concerns should be covered, allow time for discussion and always keep an open communication channel with them. You can also involve parents by inviting them to help in CLIL classes (e.g. school excursions, technology projects, etc.) or to reflect and review children's portfolios or even help children with homework projects. Parents

support at home is beneficial for students and can help improve their attitudes towards CLIL lessons and efforts they invest in them.

Explaining to students the importance of learning in a foreign language

Before starting a CLIL programme with your students you need to motivate them and make them understand why learning geography, for example, in a foreign language, is important. This is something new to them and they need to be introduced to the new programme gradually: have them prepare research projects (*How many languages are spoken in Europe? What foreign countries would you like to visit and why?*) which can lead to discussions about the role of foreign languages and the value they have in their lives. Thus, you can justify the need for acquiring better foreign language skills and the importance of CLIL.

Supporting students during CLIL lessons – make them feel secure and comfortable

It is important to support students and make them feel secure throughout the implementation of the CLIL programme. In order to achieve this, you need to provide a safe and nurturing environment, one which can cater for different learning styles and language needs.

Introducing a foreign language gradually

First of all, you need to create a supportive and stress-free atmosphere when you start teaching a new subject in a foreign language. You can start by gradually introducing the foreign language and allow students to use their mother tongue whenever they feel unsecure. They will gradually build their confidence in using the second language when they are ready to do that. You can provide them with key terms and structures on the CLIL topic and don't forget to recycle regularly, especially at the beginning. Make time for transition stages, at the beginning, when students can play games, and then introduce Total Physical Response activities, drawing, listening, miming, etc. – these activities can help students feel comfortable and produce language naturally.

Adapting materials to cater for children's age and level

Students can differ both with regards to their foreign language and content learning levels. They also have different learning styles and interests. That is why materials should be adapted and used flexibly: for example, to solve a task about observing the weather during a Science class, they can either write in English or draw their answers.

Using specific class management tools

It is important that you always use the foreign language for classroom management purposes in order to maximise the exposure and establish a bilingual culture during the CLIL lessons. This can also lead to real communication: for example, when a student comes late or forgets something he/she will explain things in English, in a natural way.

Structuring lessons according to the 4Cs

When you are planning a CLIL lesson, there are four main components you 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.

Establishing classroom routines at the beginning, during and at the end of CLIL lessons

This will help students feel safe as they know exactly what to expect during a CLIL lesson. Routines can be used at the beginning, during or at the end of each CLIL lesson: begin the lesson with a song, with questions helping students to predict its topic, with a class mascot welcoming students or describing the weather, play a quiz at the end of the lesson to check learning outcomes, invite students to retell a story.

Using a selection of standard classroom language

When giving instructions about usual classroom routines, you can use gestures and mimics to make yourself understood in English, from the very beginning. Another way to avoid using the

mother tongue when giving instructions is to write them on small post-its and stick them on the blackboard so that children can see them easily. A set of standard classroom language that has been repeated over and over again will be very useful during an English course. Here are some examples:

- when starting the lesson : *Good morning!, Hello everyone!, Who is absent today? Let's start!*
- during the lesson: *Get out your books., Open your books at page..., Turn to page..., Look at exercise ... on page, Look at line/picture..., Let's say it together., All together!, This row/group..., Say it again, please!, The whole sentence, please., Your turn., Louder please., In English, please., What's.../.in English?, In English, please. Come here., Go back to your place., Stand up., Sit down., Hands up/down, Hurry up., Close the door, please., Open the window, please., Come in., Get out, Just a minute.*
- when you praise the children: *Good, Fine, That's (much) better, Well done, Great, Excellent, Very good, That's very nice, It's all right – don't worry, Try again.*
- during reading, writing and speaking activities: *Can you read this?, Who can read this sentence?, Go on, Say it after me, Read John's part, Mary, Write/Copy that in your notebooks, Who wants to write that on the board?, How do you spell this?.*
- when playing games: *Who's your partner?, Has everyone got a partner?, Sit back-to-back, Don't show your partner, Change partners/places with, Are you ready?, Whose turn is it?, Take it in turns, You're next, Start now, Guess, It's time to stop. Have you finished?, Who has finished?*
- when you try to keep order: *Quiet, please!, Stop talking/playing, Don't do that please., Stop that, Don't be silly, Give that to me, please.*
- when ending the lesson: *That's all for now/today, Let's stop now, OK. You can go now, Put your books away, See you on Monday, Have a nice weekend!*

After using these phrases frequently, you will discover that children's comprehension of English will develop rapidly. At the same time, they will become more confident in their own ability to understand. You will soon reach your target of a classroom in which both teacher and children use English nearly all the time.

Teaching children communication strategies in English

If you want to avoid communication breakdowns during the CLIL lessons, teach students key language and communication strategies they can fall back on when they are having problems. Encourage your students to remember and use in class structures such as: *Me, What page?, What did you say?, I don't know, We don't understand this/that, We've finished, We haven't finished, Shall I help him/her?, Excuse me, I don't understand, How do we say ... in English?, How do we spell...?* They can also be taught how to use word coinage and miming, as well as paraphrasing or describing what they want to say.

Using adequate social forms in class: Communicative teaching methods

Pair work and group work foster interaction which helps students build on their existing knowledge as they compare it with and discuss new content and new language. They are the focus of the CLIL approach. When you ask a HOTS question, or outline a problem to solve, or set a creative task, for example, some students will search for ways to avoid speaking in front of the whole class, especially in English. If you can see that this is going to be a problem, you can use 'think, pair, share' to help. First of all, the students are given some silent thinking time, so that they can rehearse the answer in their own mind. Then, each student is asked to tell their ideas to a partner, so that they can both find out if their ideas make sense, and if the language they use is understandable. By this stage, the students will have had an opportunity to try out what they want to say, and will be much more confident of sharing their ideas with the whole class.

While students are interacting in pairs, they will be getting to know one another better and building new relationships. This is likely to be especially useful for project work, in which interaction between members of a group is essential for cooperation. Interacting in groups,

students can relax, work creatively, and take more risks with their language skills. They can work to their strengths and can take control of their own learning. By the time the project is successfully completed, students will have had numerous opportunities to speak together and to construct together the learning of content and of new language.

Using a variety of activities and strategies to accommodate different learning styles

Learners' styles and pace of learning may be different from one student to another and that is why teachers need to be careful in this respect when designing a CLIL lesson, just as they are with their regular lessons. Let's take for example the four modalities description (which originates from the work Bandler and Grinder, in the field of Neuro-Linguistic Programming) and imagine that you have different types of students in your class: those who prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning. Here are some activities and strategies you can use for each type of learners:

- Visual - Use many visuals in the classroom. For example, wall displays, posters, realia, flash cards, graphic organizers, etc.
- Auditory - Use audio CDs and videos, storytelling, songs, jazz chants, memorization and drills, allow learners to work in pairs and small groups regularly.
- Kinesthetic - Use physical activities, competitions, board games, role plays etc., intersperse activities which require students to sit quietly with activities that allow them to move around and be active.
- Tactile - Use board and card games, demonstrations, projects, and role plays, etc., Use while-listening and reading activities. For example, ask students to fill in a table while listening to a talk, or to label a diagram while reading.

Using effective CLIL teaching techniques

When you teach a content subject through the medium of a foreign language, you need to combine specific methods and techniques of two subjects: the foreign language techniques (under the communicative language teaching approach) and the subject content techniques that

can be applied to CLIL (action-oriented learning, independent learning, discovery learning, cooperative learning). Neither is it enough to simply teach the content subject in the foreign language nor is it sufficient to merely provide language instruction parallel to content instruction. This part of the Guidelines will look at ways which can assist CLIL teachers in responding effectively to the increased demand of their task, particularly at techniques for verbal/content/learning process scaffolding.

Verbal scaffolding

According to Echevarria et al. (2008, 2010), CLIL teachers need to adapt their language according to their student language proficiency (input-oriented scaffolding techniques) and find methods by which to enable their students to participate in the lesson actively and meaningfully (output-oriented scaffolding techniques).

Examples of input-oriented scaffolding techniques:

- use language appropriate to students' proficiency level in the foreign language – don't simplify the language too much, instead slow down the rate of speech, increase pauses between sentences, repeat and paraphrase frequently;
- animate language use: accompany your speech with miming, gestures and facial expressions, thus offering supportive contextual information and link abstract concepts with concrete ones;
- build redundancy into the CLIL lessons: use repetition, paraphrasing and synonyms already known by your students for better comprehension;
- model correct language use: paraphrase, rephrase, restate or expand a student's response correctly, also using a correct pronunciation to model correct foreign language use;
- scaffold through careful mother tongue use: CLIL teachers should use the foreign language during the whole lesson, but sometimes it is necessary to use the mother tongue too, especially at the initial stages of CLIL implementation, for example, when

teacher and students reflect on the outcomes of experiments or try to generalise learning results (e.g. translate a key word).

Examples of output-oriented scaffolding techniques:

- provide key vocabulary and phrases: instead of providing the students with lists of words, use word strips and pictures to activate and collect students' pre-knowledge on the topic and display them on the blackboard/walls during the whole CLIL lesson;
- use supportive error correction: correct students in a supportive manner, mainly by using indirect error correction techniques such as repeating an utterance while correcting the error or by asking clarification questions so as to enable the student to self-correct;
- allow for sufficient wait time for student responses: some students need more time for processing ideas in the new language and to formulate the paraphrasing of their thoughts, so, be patient.
- code-switch: especially at the early stages of CLIL, allow students to use their mother tongue and the foreign language alternatively or a mixture of both languages in order to get their message across or to carry out a conversation; the teacher can model back/translate into the foreign language the required language that was lacking;
- offer verbal-scaffolding to students: bridge and prompt between what the students can say and what they want to say, encourage them to use their own resources;
- offer alternative ways of expressing understanding/misunderstanding: students may be allowed to mime responses, demonstrate their understanding by using symbolic representations found in the charts or pictures, for example.

Content scaffolding

This type of techniques (Echevarria et al., 2008) should be constantly applied to assist and support students' understanding of and engagement with the content by better explaining content concepts and tasks.

Examples of techniques for supporting and understanding of content:

- select and adapt content knowledge to students' developmental and cognitive level: use exploration and discovery or problem-solving techniques when you work with content already taught; try to work with content that is predominantly new so students are more interested; adjust the content linguistically, select when necessary and if it is permitted by the curriculum;
- refer to previous knowledge and experiences/learning, link to students' interests and lives: link the known with the unknown and thus provide a scheme of reference for new material (Snow, 1990:161) to increase students' comprehension;
- define, display and review content and language objectives with students: use the KWL chart (Olgle, 1986), for example, and ask students to complete it, at the beginning (K - what I know; W – what I want to know), and at the end of the lesson (L – what I learned).

Examples of techniques for explaining concepts:

- use visualisation techniques: graphs, hand-on-manipulatives, body language, gestures or computer simulation programmes can help students better understand the concepts in a CLIL lesson;
- use an active discovery technique: instead of giving lengthy explanations in the foreign language about the new concepts, try involving your students in hand-on-manipulative activities which can include listening, speaking, reading, writing, watching, cutting, gluing, experimenting, selecting, drawing, etc.;

- allow students to discuss or work on content concepts in mother tongue at the beginning stages of CLIL implementation when they carry out a task, for example, and they are required to interact or negotiate with their peers;
- review the key vocabulary and key content concepts during the CLIL lesson: you can either display them, use brief quizzes in the form of games or use songs and chants which involve the concept to provide quick and engaging ways of reminding the students' of the key concepts and words;
- regularly check understanding and give feedback: observe the students' responses systematically and use spot-check activities during the CLIL lesson.

Examples of techniques for explaining tasks:

- use clear instructions for assignments and activities: you can do this better if you establish routines during the CLIL lesson and use the same place to display materials needed for explaining and predicting the tasks;
- provide model of a process, task, assignment: demonstrate the task yourself before having your students do it, give them a concrete model accompanied by verbal instructions;
- check the understanding of task instructions: you can do this by asking a student to re-explain the instructions to the rest of the class or by asking a pair or group to carry out a model task for the rest of the class.

Learning process scaffolding

These techniques promote learner autonomy and can assist CLIL teachers in supporting students' working and learning processes by equipping them with learning strategies pending on students' learning styles and preferences.

Examples:

- use scanning (reading to get the main idea) and skimming (reading to find specific information) techniques: encourage students to focus on the information they are

looking for, without being distracted by unknown words, in order to fill in a chart on a specific topic;

- teach students content specific working strategies, such as carrying out a survey and presenting the results of the survey in a chart;
- use advance or graphic organizers such as timelines, flow charts, semantic maps, etc. to provide the students with structures in which they can write down/or stick post-its with the information they distil from a picture;
- use mnemonics such as short poems or a special word to help students remember key concepts through associations (My – for Mercury, Very – for Venus, Monkey – for Mars, etc.); students may be encouraged to make up their own mnemonics which can be fun and entertaining.

6.2 WHAT SHOULD BE AVOIDED

Avoid separating language from content

In CLIL both the language and the subject are equally important. The challenge is maintenance of the balance in learning, where both language and subject capacities are advanced, and thus avoidance of a situation where the CLIL lesson focuses on language skills development without systematically attending to subject concepts, methods and skills. The Coyle 4C framework described previously in this document can contribute to this balance. In this framework, the CLIL curriculum maintains a dual focus, where subject and language learning are fostered in an integrated way, and is in alignment with the individual personal, social and intellectual development of each child as they progress through pre-primary and primary school.

Remember not to focus on the grammar, don't teach it explicitly, and focus on the topic

Fluency is more important than accuracy. The nature of CLIL lessons means that the students will produce (and be exposed to) a vast array of language; the focus is firmly on communication and accuracy comes with time. Making mistakes is a natural process in language learning and,

as we all know, language doesn't have to be accurate to be communicative. CLIL exposes learners to situations calling for genuine communication. CLIL is not language teaching without grammar; it's present and it's contextualized too. Grammar should be looked at in a more holistic sense: using contexts and functions to lead the way; using the students' own language competences as a starting block for what to teach; using grammatical awareness raising activities like in Task-Based Learning (TBL).

Avoid translating new vocabulary

In CLIL, the subject matter provides the fodder as well as the communicative context in which the target language is learned. That means every vocabulary word, phrase and concept is both immediately relevant and meaningful. There is a direct context in which the word becomes useful, vivid and alive. Students learn the words, phrases and concepts as they need them. In fact, in CLIL, students often first feel the necessity of learning the word/concept before actually using it. Compare this to a dry vocabulary list, where students first learn the translation of certain words or phrases and then think up scenarios where they can apply them. They actually discover what it means and because language is learned in context, students have an easier time saving the lessons in long-term memory.

Try to focus not only on the verbal medium but also on visual aids, media, and technology

Increased visualisation is a key point in CLIL teaching materials. It supports students' understanding and motivation. Content knowledge can be visualized in different ways, e.g. through maps or graphs. Visualisations can either complement or support the understanding of written as well as spoken text, or replace written instructions. If worksheets are mainly self-explanatory or only need little further explanations by the teacher in the target language, pupils can more easily work independently.

Technology can be a great resource. It can enhance and expand teacher support networks and it can be a resource for teaching materials or linguistic and pedagogical support.

7 CHALLENGES OF USING CLIL IN PRIMARY SCHOOLS

Organization of CLIL activities

CLIL models include any of the following: a short series of integrated lessons planned around a theme or topic, involving the subject area content from one or more national curriculum subjects; modular courses lasting half a term where aspects of individual subjects are taught through the language; short intensive courses where the timetable is blocked for one or more days to allow for deeper learning and practical experience of language using; longer-term sustained joint-curriculum delivery and partial immersion. A variety of CLIL models exist in primary and secondary schools. Because CLIL is flexible and can be matched to the needs of all age groups and to learners of all abilities, integrating content and language learning can be adapted to individual school settings.

Language and teaching competence

Content teachers might not have a very good command of the foreign language and might also lack specific language teaching techniques associated to communicative language teaching. This would make the process of delivering CLIL lessons more difficult and time consuming for teachers.

Lack of support from school administration

Sustaining CLIL programmes in school can be fragile due to teacher supply and continuity of staffing. Attending to professional development needs can be costly but the benefits to the quality of teaching, the breadth and depth of the curriculum and to learning are considerable.

CLIL needs the full support of the senior leadership team, if it is to go beyond a small project and be integrated into the curriculum. HEIs, local authorities and other agencies can often provide additional support for developing CLIL and opportunities to work together with other schools through learning networks.

Strict curricula

Current curriculum planning in primary schools has moved away from rigid subject boundaries. The reduction in prescription about what and how we teach opens the door to far greater autonomy for teachers and pupils. Teachers have increased flexibility in determining the curriculum locally. They can decide how best to engage their pupils and support their learning so that they become successful learners. In a curriculum which emphasises functional skills for learning and life, the challenge for school leaders is how to provide an appropriate programme of language learning.

The CLIL approach aspires to engage language learners in meaningful experiences by making connections with other areas of the curriculum and by offering increased opportunities for learners to learn through language. In CLIL lessons learners will regularly use language to research and present information and express feelings and opinions.

Planning the curriculum for CLIL requires a commitment from teachers to focus on the development of functional skills and deep learning in both language and subject area content. In a CLIL context the theme of the sequence of learning determines the language that will be needed. One of the central challenges for CLIL teachers is to develop activities and select resources which provide sufficient challenge linguistically and cognitively. The major difference between CLIL and more traditional methods of language learning is that in CLIL lessons new ideas, concepts and language are presented at the same time.

Parents' consent

Even though parents might support the implementation of CLIL and believe that there would be important benefits for their children, they might still have some concerns. Their major concern can be whether their children would be able to cope in the programme and whether the use of a foreign language would create problems which would affect their children's results and overall learning of the subject content. It is, therefore, important to be sensitive to

the concerns and needs of the parents. Their support and encouragement at home is important for the students and is reflected on the students' overall attitudes towards the lesson as well as on the amount of effort they invest in it.

Time consuming for teachers

One potential pitfall is the way teachers are currently being trained: many teachers, even experienced ones, can be reluctant to change their approach. To adopt this style of teaching, you have to be open-minded and confident about running a class in this manner.

The C4C - CLIL for Children project will develop an e-course (online course) addressed to teachers on how to use CLIL methodology in primary schools. We will also provide teachers with a set of guidelines and lesson plans to ease their job when teaching through CLIL.

CLIL teaching materials offer vital support to teachers during the realisation of a complex teaching approach. Often a similar competence in both content subject and foreign language cannot be expected from all teachers. Therefore, appropriate teaching materials and, in the case of materials from publishing houses, detailed teacher guidance including background information on topic, language and methodological (principles/techniques) features is of great importance to ease teachers' workload and thus to further support CLIL implementation. The C4C CLIL FOR CHILDREN has also developed a list of Open Educational Resources that can be easily adapted for the preparation of CLIL lessons at primary level.

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More info in the website www.clil4children.eu