



Teacher's Guide on CLIL Methodology in Primary Schools – *Volume 1*



Chief author: INSTITUTO POLITÉCNICO DE CASTELO BRANCO – P5

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THE CONSORTIUM

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Main contractor

The Language Center srl of Todi (Italy), www.wellanguage.com

Partner Schools

Direzione Didattica , Todi (Italy), www.direzionededidatticatodi.it

Direzione Didattica Aldo Moro of Terni, Terni (Italy), www.direzionededidatticaaldomoro.gov.it

Szkola Podstawowa nr 199 im. Juliana Tuwima, Lodz (Poland), www.sp199.edu.lodz.pl

Scoala Gimnaziala Alexandru Davila, Pitesti (Romania), <http://scoala14pitesti.scoli.edu.ro>

Agrupamento de Escolas Gardunha e Xisto, Fundão (Portugal), www.aesg.edu.pt

Partners

Instituto Politécnico de Castelo Branco, Castelo Branco (Portugal), www.ipcb.pt

Universitatea din Pitesti, Pitesti (Romania), www.upit.ro

Uniwersytet Lodzki, Lodz (Poland), www.uni.lodz.pl

Giunti O.S. Organizzazioni Speciali, Florence (Italy), www.giuntios.it



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1 Foreword

The *Teacher's Guide on CLIL Methodology in Primary Schools* (hereafter called the Guide) is a 2-volume **practical** introduction to CLIL for (Foreign Language and Content) teachers who know nothing or only very little about CLIL. Its aim is aligned with three major objectives of the C4C project: to support teachers to deliver high quality teaching, to enhance digital integration in learning and teaching, and to improve mastery of English at EU level.

The Guide is inspired by local research into the needs and conditions of the partners in an Erasmus+ funded project called CLIL for CHILDREN: Italy, Poland, Portugal and Romania. C4C Questionnaire respondents indicated that they would appreciate being provided with an easily accessible course on CLIL methodology that would offer comprehensive training in how to develop primary school CLIL materials and lesson plans effectively. The course adopts a **hands-on approach and demonstrates through practical examples** how to develop CLIL materials and lesson plans, specifically designed for primary school use.

'Primary education' refers to teaching and learning situations where, for the most part, one teacher teaches all 'subjects' to her own class or group of children aged up to 12 in certain European countries. In certain contexts primary education already includes the notion of subject areas taught independently, as is the case, for example, for primary CLIL in some countries. Teaching in primary is often by 'topic' or 'project' based, among other models, and the teacher draws implicitly on different disciplines and 'subjects' to render children's 'meeting with the world' more systematic (Byram, 2007).

The Guide is also developed from previous project products, all available for download at www.clil4children.eu, namely:

- A **State of the Art Report** (C4C, 2016) about use of CLIL Methodology in Primary Schools in the above mentioned countries
 - A **Guide to OER (Open Educational Resources) on CLIL for Primary Schools** (C4C, 2016)
 - **Guidelines on How to Develop CLIL Materials and Lesson Plans in Primary Schools** (C4C, 2017)
 - **Guidelines on How to Use CLIL in Primary Schools** (C4C, 2017)
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- **C4C 15 Lesson Plan Package** (C4C, 2017), which is integrated in volume 2 of the Guide.

There are many diverse school frameworks across European countries. This Guide supports diversity in CLIL organisation, content and intensity, but not in what concerns the choice of language. The Guide focuses exclusively on English as the foreign language to be integrated with three subject area contents in primary education (5 to 12 year-old students): Science, Geography and Mathematics.

The Guide is addressed to in-service teachers (English teachers, generalist primary teachers and specialist teachers of Science, Geography, and Mathematics). The Guide can be used as complementary to face-to-face and distance in-service teacher training or be used by teachers involved in CLIL at their convenience. So, if you have been involved in some CLIL experiments or training in the past, you may wish to concentrate only on the parts of this Guide that are useful to your CLIL planning and monitoring.

The aim of the Guide is to **list examples of good practice and provide practical worksheets** in order to:

- 1) Help teachers plan CLIL learning activities with students.
- 2) Help teachers observe students' behaviour and learning.
- 3) Help teachers monitor the results of CLIL learning sequences.

The volume 1 of the Guide is divided into the following parts:

1. Introduction: a CLIL approach in Primary Education
2. Effective CLIL methodologies
3. Some principles and language for CLIL lesson planning
4. Planning CLIL lessons
5. Scaffolding Resources & Materials for CLIL
6. Monitoring & Assessment in CLIL

Volume 2 of the Guide includes the 15 Lesson Plan Package with teacher notes developed for the C4C project by dedicated CLIL teachers, researchers, and teacher trainers.

In each part there will be tables for quick reference, brown boxes with advice, suggestions, and examples, as well as a review check questionnaire at the end of each Part for users to revise concepts presented in each part.

You will also find a Glossary of the terms used in the Guide for quick reference at the beginning of volume 1.

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This Guide includes parts and materials of the following materials, available at www.clil4children.eu :

- *Guide to OERs (Open Educational Resources) for CLIL in Primary Schools*
- *Guidelines on How to Develop CLIL Materials and Lesson Plans in Primary Schools*
- *Guidelines on How to Use CLIL in Primary Schools*
- *C4C 15 Lesson Plan Package*

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The project team would like to thank teachers involved in the C4C intensive training, as well as consultants and stakeholders, for their valuable contributions and feedback to the project.

2 Glossary of terms used in the Guide

This glossary explains succinctly some of the main concepts used in the Guide.

4Cs of CLIL refer to content, cognition, communication and culture. They are integrated in CLIL planning and practice.

Classroom language includes a selection of useful phrases to be introduced into the lessons.

Communicative language teaching puts the focus on communication and on the learner. 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.

Compensation strategies are communication activities to show students how to overcome problems in language comprehension.

Content and Language Integrated Learning (CLIL) is a relatively innovative educational approach in European school education which combines learning content with learning a foreign (or additional) language, focusing on learning both at the same time. 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. One further important aspect of the CLIL approach is that it impacts on the way students think and their cognitive skills, helping to broaden their conceptual mapping.

Content scaffolding consists in building bridges between what students already know to understanding of new content. This implies considering the students' developmental stage and linguistic competence and also linking learning to student experiences, as well as reviewing and realigning concepts.

Content teachers (see Content subject teachers).

Content subject teachers (Content teachers or Specialist teachers) are primary or secondary teachers whose main training has been in a particular subject area other than English. Their

English competence may vary and they have often not formally studied how to teach in or through English.

Constructivist theory supports learning as a discovery and construction of mental schema by learners interacting with their environment on multiple levels.

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.

Diagnostic assessment refers to the identification of previous student knowledge and linguistic level in English in order to plan progression accordingly

Formative assessment refers to monitoring learner performance and increasing learner awareness about the learning process through diverse assessment tools.

Integrated planning involves interdependency between the subject content area and the foreign language as well as attention to learning interests and individual needs of children, and use of a diversity of methods.

Holistic learning is based on a holistic concept of knowledge where "different techniques of human inquiry are brought together or integrated for the investigation of this or that aspect of experience precisely in the interests of more vital and meaningful learning" (Carr, 2003: 126). The practical implications are that meaningful learning results from getting the big picture rather than from decomposing reality into disciplinary areas. Adopting a holistic concept in teaching requires designing a method of formal instruction that refers to all subject areas and aims at supporting the child in his social, psychological, physical and cognitive development.

Learning process scaffolding consists in helping the students to focus only on the most important information and to use learning strategies that fit their **learning style** better. **See learning styles.**

Learning styles refer to differences in learning from one child to another. There may be those who prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way

of learning. In order to account for differences in learning styles, teachers should diversify their materials and teaching approaches.

Open Educational Resources (OER) refer to educational materials and teaching in digital format that have the characteristic of being open in a double sense: free material available on the net; and materials that can be adapted to the needs of learners and the needs of the context.

Primary education refers to teaching and learning situations where, for the most part, one teacher teaches all 'subjects' to her own class or group of children aged up to 12 in certain European countries. In certain contexts primary education already includes the notion of subject areas taught independently, as is the case, for example, for primary CLIL in some countries. Teaching in primary is often by 'topic' or 'project' based, among other models, and the teacher draws implicitly on different disciplines and 'subjects' to render children's 'meeting with the world' more systematic (Byram, 2007).

Scanning is a reading technique to get the main idea of a text.

Skimming is a reading technique to get specific information from a text.

Specialist teachers (see Content subject teachers).

Summative assessment refers to the final result of the whole learning process of students, generally at the end of the semester/school year. It is based on formative assessment.

TPR (Total Physical Response) is a teaching approach that connects verbal language to physical or body actions, that involves fun, and that particularly suits kinaesthetic learners and mixed ability classes. By repeating action and language together, students will gain confidence in using the phrase or sentence in the foreign language in the appropriate context.

Verbal scaffolding consists in using temporary strategies to facilitate language understanding and to facilitate verbal expression. This scaffolding is determined by student language proficiency and it may include repetition, paraphrasing, miming actions, building redundancy into lessons, etc. In CLIL verbal scaffolding may also include carefully planned use of code-switching between English and the child's mother tongue or finding ways to support student self-correction.

3 Introduction: a CLIL Approach in Primary Education

3.1 Introduction to the Guide

New globalised societies put novel pressures on education to prepare students to function across multilingual globalised spaces. For this, students need competences and fluency to communicate in foreign languages besides their own mother tongue. CLIL, **the integrated learning of a foreign language (English) and curricular subject contents**, can help students achieve this without claiming an excessive share of the school timetable and by involving children in cross-curricular learning sequences. CLIL exposes students to **purposeful, innovative, and meaningful learning experiences**. There are also cognitive and linguistic advantages involved in CLIL for students: **learning to think and to learn in an additional foreign language; and learning to use English for communication** about new learning topics.

CLIL is generally defined (Coyle, 2005) as a dual approach to language and subject area or content learning in an integrated way. You can look at CLIL as a methodology, a pedagogic approach, an educational approach, an innovative educational practice in your context, or just as one particular cross-curricular project of bilingual education of an integrative nature. CLIL has often been described as any learning activity, project, module, topic, or theme that integrates subject and language to teach/learn *new* content. The emphasis on **new** is important as is **integration**.

This Guide focuses on a **curriculum model for CLIL based on modules which comprise sequences of 3 lessons each in a particular subject area: Science, Geography or Mathematics for primary education (grades 1 to 6)**. Examples given and worksheets, grids, and other materials take this model as the reference for advice on: CLIL learning aims, CLIL integrated content & language learning, CLIL methodologies, as well as on CLIL lesson planning, resources & materials, and monitoring and evaluating the CLIL experience. These methodological aspects are often illustrated with concrete examples taken from the 15 lesson plan package with teacher notes presented in volume 2 of the Guide.

We hope that this Guide will help teachers understand how to put CLIL into practice in their own contexts and contribute to the improvement or innovation of their teaching practices in CLIL setting.

3.2 What is CLIL?

Content and Language Integrated Learning (CLIL) is a relatively innovative educational approach in European primary schools which combines learning content with learning a foreign (or additional) language, focusing on learning both at the same time. It creates a rich learning environment for children. It may be activated through several teaching and learning models, but C4C privileges a **topic-centred approach** (Mehisto, Marsh and Frigols, 2008). This means that CLIL modules are organised around big ideas (topics) to which several curricular (content and language) subjects or areas can relate. See **Table 1** for a concrete example.

Table 1. The topic ‘the world of animals’ across English, Science, and Geography in CLIL

The topic ‘the world of animals’ may be linked to curricular contents of English for young learners, Science and Geography in years 2 or 3			
Curricular contents for	English	Science	Geography
Content and Language Objectives	Vocabulary: know the names of selected animals and be able to categorise them into farm, wild, forest, and pets	Know the names of selected animals and categorise them into farm, wild, forest, and pets	Locate animals on map of Europe and own country

3.3 The principles of CLIL

There are innovative principles that must be respected in order to use the CLIL approach. They are generally based on the 4 Cs (CONTENT, COMMUNICATION, COGNITION and CULTURE) as defined by Do Coyle (2005), as shown in **Table 2**.

Table 2. The 4 Cs of CLIL adapted to Primary Education

<p>CONTENT (THROUGH LANGUAGE) The foreign language is learned through topic content provided in a way that encourages active natural learning</p> <p>The focus for language learning is NOT on structure or grammar, but on language use in real-life contexts (to solve tasks)</p>	<p>COMMUNICATION The emphasis is put on effective linguistic learning for communication and immediate use</p> <p>Language is used as a medium to perform tasks, solve problems, develop projects, as well as to express ideas</p>
<p>COGNITION The foreign language (English) is used as a language for thinking in parallel with the mother tongue</p> <p>Using English for thinking enriches understanding of concepts</p>	<p>CULTURE Learning a foreign language is learning about cultures that use that language and contrasting them with one’s own culture</p> <p>Using English for communication and thinking is a key competence to function across multilingual globalised spaces</p>

3.4 Teacher involvement in CLIL

Planning co-operation: CLIL methodology fosters teachers’ individual and institutional networking opportunities. Teachers need to cooperate to help their students understand the links between subjects and their interdependencies to see the coherent nature of knowledge.

Thus, it is vital to create conditions for cooperation among teachers of English and teachers of other curricular subjects, who should:

- Draw on similarities in and between individual subjects (in terms of subject content, pedagogical devices and learning processes) and make these links explicit in various ways.
- Develop meaningful co-operation and collaboration between staff leading to the dual benefits of curriculum and professional development.
- Contribute towards a broad range of teaching and learning opportunities located within individual subject teaching, across subjects and in relation to specific external curriculum themes or dimensions.
- Allow teachers the opportunity to evaluate and reflect on their teaching and to be imaginative and innovative in their curriculum planning.

- Facilitate a shared vision amongst teachers and managers through meaningful collaborations at all levels of curriculum design (Savage, 2011: 42).

Table 3. Key issues of CLIL implementation (teacher co-operation)

KEY ISSUES OF CLIL IMPLEMENTATION	
1.	Teacher motivation will increase through collaboration with other colleagues and cross-curricular opportunities.
2.	Engaging in cross-curricular dialogue and curricular design contributes to better classroom practice through sharing approaches, activities, and good practice.
3.	Careful co-ordination , diplomacy and the ability to work in a reassuring partnership is needed so that teachers do not feel threatened by the intrusion or presence of another teacher.
4.	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.

CLIL application in a primary school context typically assumes that the subject teacher, with some linguistic competence in the second language, delivers his/her expert knowledge enriching it with elements of the additional language. The challenge here is to ensure that the students acquire the content knowledge and the linguistic goals are achieved. But this may not be the case. An English teacher may also be called upon to collaborate with a team of primary teachers.

CLIL models can be organised in different ways, which will determine the type of co-operation of teachers.

- Short-term exposure to CLIL (CLIL showers (Mehisto et al., 2008), in which some significant areas of a subject are explored and developed in a foreign language for around 30 minutes to one hour of exposure per day. For example, in Mathematics children can learn the numerals and in Physical Education basic commands.
- A short series of integrated lessons planned around a theme or topic, involving the subject area content from one or more national curriculum subjects will probably require **in tandem planning and teaching** of the primary teacher and the English teacher.
- Modular courses lasting half a term where aspects of individual subjects are taught through the language could follow a similar model, but could also be taught by the primary or specialist teacher, with CLIL training and good command of English.

- Short intensive courses where the timetable is blocked for one or more days to allow for deeper learning and practical experience of language use requires in tandem preparation, but would be probably taught by the English teacher.
- Longer-term sustained joint-curriculum delivery and partial immersion would probably require in tandem teaching or individual teaching.

3.5 Parent involvement in CLIL

Some parents might have concerns regarding their children's school progress, achievement and overall learning in the subject content through English. You should respond to their needs and concerns by keeping them informed before and during the implementation of the CLIL programme. How?

- Print out leaflets with information about CLIL in general and the CLIL programme you intend to implement. It is important to stress that while children develop competences in English and in the subject area, CLIL is cognitively enriching for them and constitutes an academic advantage. Stress that CLIL gives students a chance to learn not only language, but also to acquire knowledge about culture and topics they are interested in, because it is student-centred. In CLIL classes students are expected to share their points of view and knowledge, solve problems and learn while having fun.
- Invite parents to come to a demo CLIL lesson.
- Inform parents on how CLIL classes are structured and how they can support their children, by giving concrete examples of homework and parent help, e.g. tell parents you will provide them with a weekly/monthly information on IT resources (such as videos, songs, games online) used in class so that their children can use them at home under parental guidance.
- Create a **question and answer sheet** where most of the parents' concerns are covered. This can be printed out and distributed in the form of a brochure at the onset of a CLIL programme. See an example inspired in Marsh & Langé (2000) in **Table 4**.

- Allow time for discussion of CLIL during parents’ meetings.
- Always keep an open communication channel with parents.
- 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.
- Involve parents in helping children with homework projects. Parents support at home is beneficial for students and can help improve parents’ attitudes towards CLIL lessons.
- Encourage parents to discuss the subject content learning with their children at home, at the end of each CLIL lesson. Children may need to continue the subject in L1, and should not be lacking in subject competence compared to students from non-CLIL classrooms. This knowledge enables children to talk to their parents about school at the end of the day. Such conversations support learning by testing and extending a student’s ability to explain on their own what they understood with the help of the teacher in the classroom.
- Involve parents in the assessment process by reflecting on and reviewing their child’s portfolio or becoming partners in homework projects.

Table 4. Example of questions & answers to be distributed to parents

WHAT IS CLIL?
CLIL integrates content learning and language learning simultaneously. This means that your child will be learning a subject content in English. This method can be very successful in enhancing the learning of languages (fluency, confidence and dialogic competence) and of subject content, and in developing children’s cognitive skills (e.g. attention, retention, decision making, problem-solving, and autonomy). It will also enhance in children a positive ‘can do’ attitude towards themselves as active learners.
WILL LEARNING SUBJECT CONTENT IN ENGLISH BE AS EFFECTIVE AS LEARNING IT IN THE CHILD’S FIRST LANGUAGE?
In the end, yes, it will be as effective. However, at the beginning the learning process may be slower because the child is using English to learn about subject content and the language itself. In some cases, the learning could be more successful when English is used, because the child’s attention and interest increases; and because the teacher will stress the main learning points more often. Because CLIL is an active learning approach, children will be more involved and responsible for their own learning and will have more support from peers.
WILL THE TEACHER USE THE CHILD’S FIRST LANGUAGE IF LEARNING BECOMES TOO DIFFICULT IN ENGLISH?

Most CLIL classes involve use of two languages, the child's first language and English. Teachers often switch from one language to another when it is in the best interests of learning and students. Children can also switch between languages during CLIL classes.

WILL MY CHILD HAVE TO DO MORE WORK? WILL CLIL CREATE MORE STRESS FOR MY CHILD?

Because the child is listening, reading, writing, and speaking in English, s/he may find classes more difficult or demanding. However, each CLIL class is planned so that the students involved feel comfortable with the English being used, get actively involved and learn from each other in an active fun way. CLIL teachers support the students' use of English every step of the way by creating playful and engaging learning situations in which students can learn free of stress.

IS IT IMPORTANT THAT THE PARENT CAN ALSO SPEAK ENGLISH?

No. In some cases children may even enjoy sharing what they have learnt in English with their parents. The important thing is for parents to show interest for what/how the child is learning and to look for opportunities to activate the child's use of English.

WHAT IF I CANNOT HELP MY CHILD WITH HIS/HER HOMEWORK?

The child should be able to do most of his/her homework without help from parents. If this is not the case, then parent should talk about it with the teacher. Students may also enjoy doing their homework together with other students in their class, as many CLIL activities are group work tasks, and in this case parents can support each other.

HOW WILL MY CHILD BE ASSESSED?

Prepare information on the following:

- How the CLIL programme is integrated in the curriculum.
- Diagnostic, formative and summative assessment guidelines approved by the school for CLIL programmes.
- Assessment practices for integrated assessment of subject and language competences.
- The ratio for assessing language and content competences, (e.g. the content subject may weigh double or two thirds in relation to language).
- Examples of assessment materials that will be used (cf. part 6 in Guide).

When CLIL lessons occur **occasionally** in primary schools through project-based sessions, support of parents is scarce.

- In order to involve parent support, CLIL programmes have to be at least 2 years long (Marsh & Langé, 2000).
- School administration should be involved in meeting parents' expectations regarding CLIL learning through cooperation and leadership involving educational authorities, administrators and teachers.

3.6 Review check

How prepared are you to adopt a CLIL approach?

Use the ‘can do’ statements below (Morgado and Arau Ribeiro, 2015 adapted from Bertaux et al., 2010) to assess your preparation to use CLIL in terms of definition, adoption, adaptation and integration of CLIL into the curriculum within your local context. Take some time to think on how you would actually do it.

Questionnaire 1. How prepared are you to adopt a CLIL approach?

(1 - very difficult; 6 - not difficult at all)

	a) I can explain the key elements of the CLIL approach.
	b) I can describe CLIL to involve administrators, other teachers, students and parents.
	c) I can help other teachers understand CLIL.
	d) I can help parents manage their expectations about CLIL.
	e) I can select the contents (language and areas) of a topic to be taught English.

4 Effective CLIL Methodologies

4.1 Principles of teaching young students through CLIL

In the primary school context, CLIL learning aims should be holistic and constructivist. **Table 5** highlights how principles of teaching young students can be activated in CLIL.

Table 5. Principles of teaching young students activated in CLIL

1. Provide exposure and cultivate motivation*	Invite students to learn how to do things rather than just know about things.
2. Cultivate self-esteem and pride*	E.g. students understand simple information from an authentic text/ video.
3. Engage students in purposeful tasks*	Invite students to solve tasks in real-life contexts (e.g. <i>find out what students' pets eat and where to buy the food</i>).
4. Use humour*	E.g. use mnemonics such as short poems or a special word to help students remember key concepts through associations (<i>My – for Mercury, Very – for Venus, Monkey – for Mars, etc.</i>).
5. Make the most of stories of all kinds*	E.g. <i>students follow the story of Jack and the Beanstalk to understand the growth of a plant.</i>
6. Use technology*	Invite students to record their voice on a tablet saying the names of farm animals.
7. Give students choice and encourage autonomy in learning*	E.g. <i>teach students content specific working strategies, such as carrying out a survey and presenting the results of the survey in a chart. They may choose what the survey is about.</i>
8. Ask students views and opinions*	Invite students to communicate their own interests and individual needs (e.g. <i>identify their favourite animal heroes</i>).
9. Work with children as co-researchers*	E.g. encourage students to look for information in texts, without being distracted by unknown words, in order to fill in a chart on a specific topic.
10. Challenge students' suppositions	In order to learn, students need to identify their own knowledge and suppositions and confront them with new knowledge.
11. Assess student learning through processes of task completion	Student learning is assessed in the context of daily classroom activities, not as separate events.

*Suggestions of principles of teaching young learners based on Annamaria Pinter (oral communication, 2015)

4.2 Learning strategies that support CLIL

Approaches to CLIL provide opportunities and resources for children to learn about two or more subjects at once. They require that the necessary inter-disciplinary knowledge, understanding and skills are pre-learned so that learning can take place. There are a number of strategies that support CLIL learning in primary education, such as holistic, constructive and experiential learning. 21st century pedagogies also often enhance active, experimental, digital and cooperative learning, as well as learning through discovery and task-based learning. These learning strategies are all briefly described below with CLIL examples, when necessary.

Holistic learning refers to learning that integrates all subject areas and aims at supporting the child in his/her social, psychological, physical and cognitive development. This is done in the interest “of more vital and meaningful learning” (Carr, 2003: 126).

Constructive learning is often presented as a discovery and construction of mental schema by students interacting with their environment on multiple levels.

Example. Students play with the identity of mystery animals by presenting their characteristics, where they live, body parts, etc., and having children guess what they are. See example in Volume 2 – Module on Science: The World of Animals - Lesson 1 - Activity 3.

Experiential learning is a tactile approach, which involves physical objects as resources. Its focus is on promoting authentic experience. The level of authenticity is increased if the experience can be shared with an expert.

Example. If students are learning about diverse body structures of selected animals, they may explore those body structures in a stuffed or living animal. See another example in Volume 2 – Module on Science: The World of Plants - Lesson 3 - Activity 1 about setting up an experiment to grow a plant.

Active learning involves learning through the process of use and discovery, doing things and finding out things for themselves using a range of media, solving problems, and planning their own work and learning, rather than just listening or reading. It positions learning not as a purely internal cognitive press, but as a result from meaningful interactions in contexts where knowledge and understanding are shared.

Example. Students investigate and separate school rubbish for recycling. See another example in Volume 2 – Module on Maths: The World of Shapes and Units - Lesson 1 - Activity 3 on a game or hands-on activity with square tangrams, in particular Option 3 about creating their own tangram bag from a paper shopping bag.

Experimental learning involves students in learning and acquiring knowledge through experimenting, forming hypotheses, checking them out and drawing conclusions instead of getting ready made solutions.

Example. Students observe the metamorphosis of a frog, silkworm or butterfly in lab and registering their development phases. See another example in Volume 2 – Module on Geography: The World Around Us -Lesson 3 - Activity 6 on forecasting weather conditions in several EU countries on a certain day of the week.

Digital learning involves the confident and critical manipulation of multiple modalities in diverse media devices (ELINET, 2016).

Example. Students do a guided research on the internet on wild animals and their habitats with collecting pictures and posting them on a class blog. See another example in Volume 2 – Module on Science: The World of Plants - Lesson 1 - Activity 3 about creating a Flipbook online and using a Kahoot quiz online to assess students' learning.

Cooperative learning encourages pupils to work together (in pairs, small groups, whole class, with another class, whole school, with several schools). Teachers should monitor how children act and react in group settings, can talk effectively to one another, etc.

Example. Students collaborate in making a book together on local fauna by colouring 3 animals each in the book. Students exchange their books with students in other classes or schools. See another example in Volume 2 – Module on Maths: The World of Numbers - Lesson 1 - Activity 2, which requires students to work in pairs to complete the information gap activity on distances between European cities.

Discovery learning is a learning experience that allows children to develop their own understanding and knowledge of concepts and/or relationships rather than following a pre-set process or outcome.

Example. Engage students in collecting information about the place they live in by, for example, taking photos of the places they want to include in their project. See another example in Volume 2 – Module on Maths: The World of Numbers – Lesson 3 – Activity 4 in

which students choose examples for categories (Gaming device; The best YouTuber; Smartphone applications) and, in groups, do a class survey.

Task-based learning (TBL) is learning that develops around tasks that students have to complete. The language they will use is determined by what they need to do to complete the task. TBL is generally organised in: pre-task, task, planning how to do the task and report by analysing and practising.

Example. (*pre-task*) Students check their favourite TV program on a television menu.
(*task*) Compare your own free time with the time(s) for watching your favourite TV program (or alternatively to record it and watch it later).
(*planning the task*) Record your free time; Record the TV program schedule; Decide if you can watch it or if you need to record it.
(*reporting*) I can watch the TV program at ...because I have free time from... to...
See another example in Volume 2 – Module on Maths: The World of Numbers – Lesson 3 – Activities 2, 3, and 4 in which students choose examples for categories (Gaming device; The best YouTuber; Smartphone applications) and, in groups, do a class survey, which they have to report on.

Total physical response (TPR) is a language learning technique that combines learning of language with whole-body actions. It can be used for different sequences of routine actions, imaginary actions, simulated contexts, and actions in relation to specific content.

Example. Traverso (2003) points out that some science-related topics, such as plant and animal life cycles, can be introduced through the TPR method. The frog life cycle is an example: *You are a small, small tadpole. Curl up, really small. Wiggle through the water. Wiggle, wiggle. Stop. You grow bigger and bigger and bigger. You are a beautiful frog! Jump out of the pond. SPLASH. Jump on the rock. Say hello to your friends: "CROAK!"*

See another example in Volume 2 – Module on Science: The World of Plants – Lesson 2 – Activity 1 on a TPR exercise for students to show parts of the plant using their own bodies.

4.3 Innovate your teaching by focusing on new issues

CLIL teaching obviously requires a lot of planning and involvement of all teachers. Close cooperation between content and language teachers is essential for an effective CLIL program in a primary school environment. Below (**Tables 6 and 7**) you will find advice on how best to prepare for CLIL teaching.

Table 6. Advice for language teachers doing CLIL

ADVICE FOR CLIL - ENGLISH TEACHERS
<p>Research shows that children like CLIL lessons not to focus on language <i>per se</i>. English teachers should consider the following typical questions for effective CLIL teaching, which focus on content, communication, cognition and culture:</p> <ul style="list-style-type: none"> • Which topics could I approach through CLIL for a particular subject area (e.g. Geography)? In volume 2 an example is provided of a module on The World Around Us, organized in a sequence of 3 lessons: Lesson 1 – Exploring the Solar System; Lesson 2 – Travelling Through the EU; and Lesson 3 – What’s The Weather Like Today? • What language do my students need to know? • What specialised vocabulary and expressions do students need to learn? Which do they already know and can be recycled? • What language do we need to carry out classroom activities and complete tasks? E.g. in the module on The World Around Us - Lesson 3 – What’s The Weather Like Today?, the linguistic objectives comprise vocabulary (selected weather words); listening, writing and speaking skills, such as listening for specific information about the weather, writing the weather forecast, and describing weather conditions in different parts of Europe; as well as learning to use linguistic functions, such as ‘What’s the weather like?’ • Which activities do I need to stimulate cognitive skills? In the module on The World Around Us, lesson 3 focuses on students’ orientation on maps and ordering information, so activities 3, 4, and 6 all expect students to work with maps (like finding directions: north, south, east, west on a map of Europe and linking specific locations to weather conditions). • What are the cultural aspects of the CLIL lesson? In the same lesson students are expected to learn about weather specific for different parts of Europe.
<p>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.</p>
<p>Avoid explicit form-focused instruction (de Graaff et al., 2007: 20). Facilitate this type of learning through:</p> <ul style="list-style-type: none"> • Giving examples. • Using confirmation checks. • Using clarification requests. • Giving feedback.
<p>Facilitate meaning-focused learning (de Graaff et al., 2007: 20) by ...</p> <ul style="list-style-type: none"> • Stimulating learners to request new vocabulary items.

- Checking students' meanings.
- Using explicit and implicit corrective feedback.
- Proposing relevant speaking and writing assignments (de Graaff et al., 2007: 20).

Subject specialist teachers of upper primary and primary teachers may not have a very good command of English and may also lack specific language teaching techniques associated to communicative language teaching that will be necessary for the CLIL approach. In **Table 7** there is advice specifically addressed to these teachers.

Table 7. Advice for subject specialist teachers or primary teachers doing CLIL

USEFUL TIPS FOR CLIL – SUBJECT SPECIALIST TEACHERS AND PRIMARY TEACHERS:
<p>Think about the language you generally use in class and explore how it is said in English.</p> <ul style="list-style-type: none"> • How do you present ideas? • How do you encourage students to collaborate, write or talk? • How do you give examples? • How do you encourage reactions in students? • What will facilitate the students' use of language? • How can the students be helped to use the language effectively?
<p>Identify the target language in English for the students to learn and the opportunities for interaction.</p> <ul style="list-style-type: none"> • What will help students use the target language? <p>In volume 2 there are many examples of games used to introduce a topic or revise knowledge and vocabulary. Chants, TPR and group work also stimulate the use of language. See, for example the game used to involve students at the beginning of the module on Maths: The World of Shapes and Units – Lesson 1 – Introduction.</p>
<p>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: <i>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...?</i></p> <p>They can also be taught how to form new words and mime what they mean, as well as paraphrasing or describing what they want to say.</p>
<p>Identify the types of questions you generally ask and your expectations (language + content) of how the students will be able to answer them.</p> <p>Procedural questions (support classroom management and routines)</p> <ul style="list-style-type: none"> • Are there any problems? • Any problems? <p>Display questions (test student knowledge and understanding)</p> <ul style="list-style-type: none"> • What shape is it? How many sides has it got? • What happens to the butterfly larva? • What can you see on the left/ right/ in the middle? <p>Referential questions (stimulate authentic language production in response to a genuine question)</p> <ul style="list-style-type: none"> • What's your favourite animal? • What do you know about wild animals?
<p>Do not teach "things", but how to understand, to retain, and to use.</p>

<p>The methodology should be thinking-centred, inviting students to participate and to dialogue.</p> <ul style="list-style-type: none"> • (Ask yourself) What will help students gain understanding of content through its manipulation and use? <p>In Volume 2, in the module on Maths: The World of Shapes and Units – Lesson 1 – Activity 3 there are examples of how to engage students in creating their own tangram figures.</p>
<p>Consider that student content attainment is as important as linguistic development.</p> <ul style="list-style-type: none"> • Encourage students' reactions. • Encourage learners to make oral presentations. • Encourage students to complete feasible tasks. • Encourage peer learning and peer feedback.
<p>Use language appropriate to students' proficiency level in the foreign language:</p> <ul style="list-style-type: none"> • Don't simplify the language too much. • Slow down the rate of speech. • Increase pauses between sentences. • Repeat and paraphrase frequently.
<p>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, e.g. when a student comes late or forgets something he/she will explain things in English, in a natural way.</p>
<p>Build redundancy into the CLIL lessons:</p> <ul style="list-style-type: none"> • Use repetition, paraphrasing and synonyms already known by your students for better comprehension.
<p>Model correct language use:</p> <ul style="list-style-type: none"> • Paraphrase. • Rephrase, restate or expand a student's response correctly. • Use correct pronunciation to model correct foreign language use.
<p>Animate language use:</p> <ul style="list-style-type: none"> • Accompany your speech with miming, gestures and facial expressions, thus offering supportive contextual information. • Link abstract concepts with concrete ones.
<p>Scaffold through careful mother tongue use:</p> <ul style="list-style-type: none"> • Use English during the whole lesson, but sometimes allow use of the mother tongue too, especially at the initial stages of CLIL implementation, e.g. when teacher and students reflect on the outcomes of experiments or try to generalise learning results (e.g. translate a key word).

4.4 Review check

How prepared are you to adopt CLIL methodologies?

Use the ‘can do’ statements below (Morgado & Arau Ribeiro, 2015 adapted from Bertaux et al., 2010) to assess your preparation to use CLIL in terms of definition, adoption, adaptation and integration of CLIL into the curriculum within your local context. Take time to consider how you would actually do it, by writing down some examples.

Questionnaire 2. How prepared are you to adopt CLIL methodologies?

(1 - very difficult; 6 - not difficult at all)

	a) I can use strategies that support CLIL learning in primary education as described in this part.
	b) I can design original student-centred active learning activities in English.
	c) I can create my own materials (worksheets, presentations) in English to respond to what students need to learn and how they prefer to learn
	d) I can find appropriate vocabulary when preparing lessons in English.
	e) I can give appropriate examples, clear questions & answers, and stimulate student participation and active learning in English to the language level of students.

5 Some Principles and Language for CLIL Lesson Planning

5.1 Integrating CLIL in school syllabi

Since young children in many educational systems in Europe follow an integrated teaching curriculum in the first years of formal instruction where learning is organised in topical units with elements of various subjects intertwining, there seems to be no reason why foreign language teaching should be excluded from this integration. Language is the natural medium of expression in teaching all other subjects. If students use their mother tongue in the classroom they could also be encouraged to use elements of an additional language (English) to perform the same tasks involving non-linguistic subject knowledge.

Integrating CLIL in the school curricula means planning lessons according to the principles explained in previous chapters.

5.2 Principles for planning lessons

Teachers need to structure each lesson plan in detail in order to know exactly:

- What students already know about the selected topic.
- What students are expected to learn (content and language).
- What the learning objectives are (linguistic, content, communication and culture). See examples in **Volume 2**.
- Which activities to involve students in (procedures, tasks, etc.).
- What materials & resources are necessary (realia and visual materials, such as flashcards, posters, etc.) and how to introduce authentic materials (such as videos, texts, songs, etc.).
- What kind of assessment is relevant (diagnostic, summative, formative) and which assessment materials to use. **Table 8** highlights key issues for lesson planning.

Table 8. Key issues for lesson planning

KEY ISSUES	
The 4 Cs	Each lesson plan should contain at least one other element of the 4Cs of CLIL besides Content : Communication, Cognition or Culture, e.g. all the 15 lesson plans in Volume 2 address the 4 Cs.
Prior knowledge	Students should be invited to make sense of their prior knowledge and experiences in connection with new knowledge, e.g. in the introduction to the Module Geography: The World Around Us – Lesson 2, the teacher revises student knowledge about continents and European countries.
Visual, illustrative and authentic materials	With young children illustrative materials are really important. Sometimes using authentic materials means that they contain unknown vocabulary or lexical items which students may not understand. In Volume 2 you will find that all 15 lesson plans make an extensive use of YouTube videos. The teacher has the important role of helping children overcome their fear of unknown words or structures by concentrating on what the children can understand and help them when they need.
Support and challenge	It is also important to think of extra options for fast finishers, stronger groups or older students, something more challenging. You can find examples of extra tasks for fast finishers in all 15 lesson plans in volume 2 at the end of each lesson.
Tasks and information gap	CLIL lessons have to involve students in real communication and task-based learning (TBL) serves this aim well. Planning tasks means choosing some activities with an information gap. This means that some students have some information which the others do not. In order to perform/complete their task they need to ask colleagues about the missing information. In fact, they have to really communicate if they want to accomplish their task. E.g. Picture difference. Students 1 and 2 use their own photos and describe features in order to find 5 differences (hair colour, eye colour, shape of face, hair type and length, skin colour, glasses/no glasses, etc.). See another example in Volume 2 – Module on Maths: The World of Numbers - Lesson 1 - Activity 2, which requires students to work in pairs to complete the information gap activity on distances between European cities.

When planning CLIL lessons, teachers should:

- Focus more on **fluency** than accuracy: the focus is firmly on communication and accuracy comes with time.

- Understand the role of teacher **as informant, consultant and collaborator** for student-centred learning.
- Give examples of how the same unit may contain elements for different learning styles of students. In Volume 2 in the Module on Science: The World of Animals – Lesson 2, on the Anatomical Parts of Animals, there is a selection of activities that address diverse learning styles. In the Introduction, students select an animal from a bag and talk about it; in Activity 1 drawings are used to learn and practise speaking about body parts of animals; in Activity 2 students stand in a circle, listen to a melody and mime action in a TPR exercise; in Activity 3, students in groups have cards with riddles and pictures and get involved in a guessing game; in Activity 4 students match body coverings of animals with animals on flashcards; in Activity 5, students complete a grid with body parts, coverings and animals by ticking boxes; for fast finishers there is a memory game with cards to be played in pairs.

Suggestion. 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 learner:

- Visual - Use many visuals in the classroom. For example, wall displays, posters, realia, flash cards, graphic organisers, etc.
- Auditory - Use audio CDs and videos, storytelling, songs, jazz chants, memorisation 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.

- Make effective use of student feedback by designing strategies that receive student input.
- Understand that students need to learn vocabulary before they can actually use it; and that students can be encouraged to infer meaning because language is learnt in context. In Volume 2 all 15 Lesson Plans contain examples of how to present vocabulary through games, PowerPoint presentations, pictures, drawings, videos, puzzles, songs, realia (for example, a clock), schema, stories, animated films, etc.

- Increase visualization because it supports students' understanding and motivation.
- Understand that techniques that promote learners' autonomy are useful in CLIL lessons and equip them with learning strategies and at the same time meet different learning styles and preferences.

5.3 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 a model of a process, task, and 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.

5.4 Examples of techniques for explaining concepts and content

- **Use visualisation techniques:** graphs, hands-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 hands-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 their 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.

5.5 Examples of compensation strategies

CLIL exposes learners to situations calling for genuine communication. Therefore, 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.

Show students how to overcome problems in **language comprehension** by, for example:

- **Skimming** (reading to get specific information) **and scanning** (reading to get the main idea) texts for relevant information.
- **Increasing visualisation of content 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. In **Volume 2** you will find many examples of technology use in the 15 Lesson Plans that integrate Open Educational Resources (OERs), such as videos on YouTube, songs, and online games, such as Kahoot. These are materials that children can access from home and use repeatedly. This is a good compensation strategy for a child that feels insecure or shy to speak in class as it involves learning at the child's own pace. It is also important that students are involved in using technology for completing their tasks,

such as going online to check the weather forecast, working with Word and Pdf to create files and then adapt them into a flipbook that is shared online or using their own mobile phones to play a Kahoot quizz in real time. Check the examples in the Module on Science: The World of Plants in **Volume 2**.

Show students how to overcome problems in **language production** by, for example:

- **Creating a supportive and stress-free atmosphere** when you start teaching a topic in a foreign language. You can start by gradually introducing the foreign language and allow students to use their mother tongue whenever they feel insecure. They will gradually build their confidence in using the second language when they are ready to do that.

Suggestion. 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.

- Providing learners with **key terms and structures on the CLIL topic** and not forgetting to recycle regularly, especially at the beginning.
- **Making 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.
- **Looking at grammar as a carrier of meaning:** use grammatical awareness raising activities, e.g. group actions for the five senses (see, hear, taste, smell, touch) rather than teaching verbs; ask students in year one: “have you done your homework?” without explaining the use of present perfect; or introduce ‘I wish I were a (cat)’ as a functional phrase in year 3 without going into detail about the grammar structure.
- Use **task-based learning (TBL)** e.g. reading train timetables and deciding which train one should take to get to a certain destination on a given day.

5.6 Standard classroom language

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

Suggestion. 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.

When giving instructions about usual classroom routines, you can use gestures and mimic 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-it and stick them on the blackboard so that children can see them easily.

A set of standard classroom language (**Table 9**) that has been repeated over and over again will be very useful during an English course.

Table 9. Standard classroom language

When starting the lesson	<i>Good morning!, Hello everyone!, Who is absent today? Let's start!</i>
During the lesson	<i>Get out your books., Open your books on 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.</i>
When you praise the children	<i>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</i>
During reading, writing and speaking activities	<i>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?</i>
When playing games	<i>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?</i>

When you try to keep order	<i>Quiet, please!, Stop talking/playing, Don't do that please., Stop that, Don't be silly, Give that to me, please.</i>
When ending the lesson	<i>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!</i>

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.

5.7 Review check

How prepared are you to plan CLIL lessons?

Use the 'can do' statements to assess your understanding of CLIL principles and how you can use them in CLIL planning, in task design, and in producing materials within your local context. Take some time to not only rate how well you feel prepared, but also to provide concrete examples for each questionnaire item.

Questionnaire 3. How prepared are you to plan CLIL lessons?

(1 - very difficult; 6 - not difficult at all)

	a) I can plan my lessons according to CLIL principles (3.2.).
	b) I can find adequate authentic visual materials for my lesson plans.
	c) I can create situations for students to engage in real communication.
	d) I can adapt lesson plan activities and tasks to diverse learning styles of students.
	e) I can explain tasks, concepts, and content to students.
	f) I can establish classroom routines and create a stress-free environment.

6 Planning CLIL Lessons

6.1 Planning in an integrated way

After deciding which subject topic (e.g. Science) to teach in English (e.g. different parts of plants/ what plants need to grow) the science teacher, or the CLIL team composed of science and English teachers, decide on an integrated approach to the topic, which brings together:

- Specialist interdisciplinary knowledge and interdependencies between subject areas e.g. taxonomy of plant parts **and** proficiency descriptors in English for the particular language level of the students, which is predominantly A1 and A2 in primary.
- The learning interests of children.
- Children’s suppositions to confront with new knowledge.
- Children’s individual needs.
- Pedagogical activity that includes a diversity of the methods described in Part 2.

Figure 1 gives an example of how a module, consisting of 3 lessons could be developed for 3 different subject areas at the stage of curricular design:

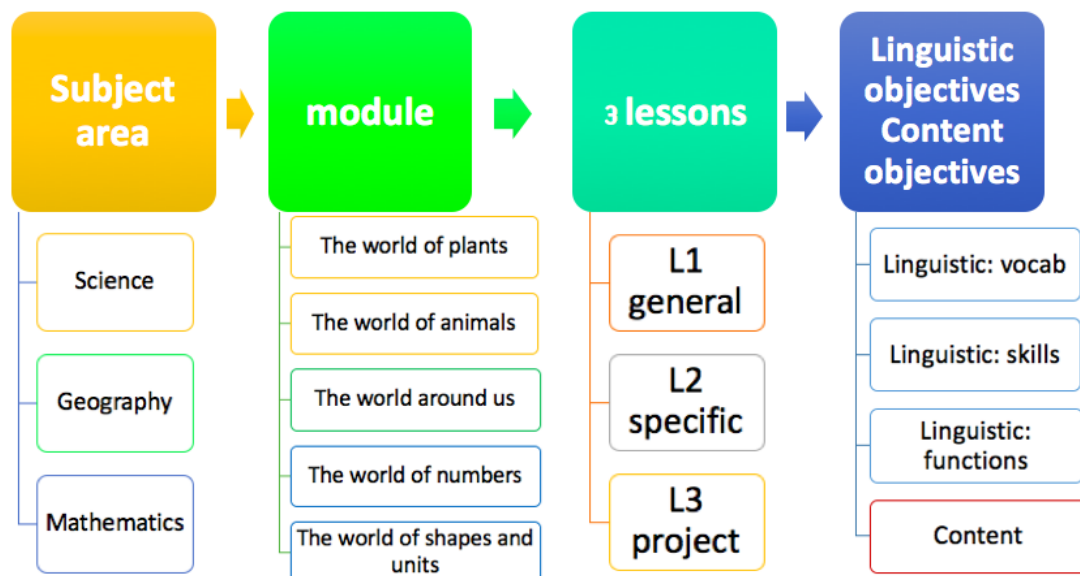


Figure 1. C4C- Clil for Children content map for CLIL lessons

In this model,

- Lessons for each module grow from more general to more specific and to project work developed by children. Lesson 3 in each module, for example, contains a productive element in the form of a presentation/performance/project, etc.
- Linguistic objectives and content objectives are planned together, although presented as the vocabulary needed for each lesson, the linguistic and learning skills to be acquired by children, the linguistic functions they will learn, practise and are expected to master and recycle, as well as specific content related to Science, Geography or Mathematics.

6.2 Steps of a CLIL lesson

A CLIL lesson generally has the following steps that can be used in any English class:

1. Welcome routine. Teacher and pupils greet each other (*good morning/good afternoon, how are you?*).
2. Tuning into English, e.g. a chant; Date/weather (pupils say what day/month it is. Write the date on the board. Pupils say what the weather is like. Pupils fill in a weather chart...).
3. Introduction to lesson aim: pupils are told what they are going to learn and do (*Today we are going to...*).
4. Children come to the front, e.g. carpet time (pupils sit in a semi-circle on the floor, in front of the board):
 - a. Revision
 - b. Presentation of new content
 - c. Oral work
5. Pupils do either individual work/pair work or group work (written work/game/oral work/experiment ...) Teacher explains step by step what children have to do and models. Teacher checks if every student understands what they have to do.
6. Pupils do their work. Teacher walks around the class to check how the children are doing. Teacher helps out.

7. Evaluation. Teacher checks:
 - a. If pupils enjoyed the lesson by using smiles/thumb;
 - b. If pupils achieved the learning objectives by asking some questions.
8. Pupils tidy up and do the Goodbye routine, e.g. chant.

The template in **Table 10** may help you integrate all elements described in previous chapters into your lesson planning. Use it for your lessons or adapt it to suit your practice and needs. Concrete examples can be consulted in **Volume 2**.

The example given is from a unit on ‘The world of animals’ and it comprises learner variation (* marked for fast finishers).

Table 10. Lesson plan template with concrete examples

Lesson “X” (e.g. from the module: The world of animals)
<p>Linguistic objectives:</p> <p>Vocabulary and structures: e.g. <i>Students know the names of domestic animals, wild animals and pets; students know verbs and expressions (or structures) to describe different abilities (e.g. swim, jump, run, etc.), where animals live, what they eat, and their characteristics.</i></p> <p>Specific vocabulary or Key language (what the children need to recognise/produce): e.g. Jungle, farm, house; tiger, crocodile, monkey, lion, parrot, pig, duck, cow, hen, horse, fish, cat, hamster, dog, bird; swim, jump, run, walk, climb, fly, live.</p> <p>Specific structures or Language functions: e.g. <i>what can you see in this picture? I can see. A jungle/ farm...What animal is this? It's a tiger/ rabbit....Where does it live? What can a tiger do? It can...Can a tiger fly? Etc.</i></p> <p>(Cognitive) Skills: e.g. <i>students understand simple information from authentic video; Students answer and ask questions about animals (habitat, food, actions); Students describe animals (oral form), (written form*); Students read and comprehend animal facts*</i></p> <p>(* is for fast learners).</p> <p>Content objective(s): e.g. <i>students understand the diversity of animal kingdom.</i></p> <p>Activity descriptions:</p> <p>Introduction: [visuals/realia + time]: e.g. <i>the teacher shows students a big picture of a jungle (e.g. http://www.mariposajunglelodge.com/images/bg-page.jpg), a farm, etc. and asks: (what animals can live there). “What animals can live in a jungle/ on a farm/ in a house?” The teacher holds up a picture of a tiger (e.g. http://science-all.com/image.php?pic=/images/tiger/tiger-06.jpg) and elicits the name: What animal is this? It's a... The teacher asks: (where the tiger lives) Where does a tiger live? And places the picture on the image of the jungle. The teacher does the same with a cow and a cat (e.g. https://www.tes.com/lessons/P4OuQfle3soq7Q/cows).</i></p> <ul style="list-style-type: none"> • Lead-in: [vocabulary/story flashcards; story + time]: e.g. <i>the teacher shows cards and elicits names of other animals: What's this? What animal is this? It's an/a... elephant, monkey, crocodile, parrot, snake, pig, horse, sheep, hen, duck, dog, hamster, rabbit, turtle, and gold fish. The teacher sticks the pictures of the environments on the board. Then asks students in turns: “come to the board, draw (flashcards) a flashcard. Now (and) decide together with</i>

the class where (each animal) this animal lives. Does it live in the jungle/on the farm/in a house? Put the lion near the forest”– if (they) some animals can live in more than one place, they are placed on the board on the border of the environment.

Activity 1: [story/video/song + time]

Activity 2: [TPR/mini-drama/group, pair work/miming/arts and crafts/pen and paper activity/worksheet + time]. E.g. *students stick the images on cards and keep them secret. One student from each group comes with one of their pictures to the board (but does not show the picture to the class). The rest of the students ask questions and try to guess what animal this is – they get points for their groups. When asking students for oral productions, the teacher should also provide examples of possible questions or should elicit them (i.e. What does it eat? Where does it live? Can it run? Has it got stripes?...)*

Activity 3: [mini production/presentation/description + time]: e.g. *students work in three groups. Each group is given a big piece of paper labelled Farm Animals, Wild Animals and Pets. They collect pictures from their category and stick them on their cards. They put the posters on the wall and present them saying what each of their animals eats and can do. Also in this case, before oral production the teacher should provide a model.*

Each activity accompanied with an additional ***fast finisher task**. E.g. **specific quiz. In order to do the quiz, the students should know specific vocabulary: animal body (ears, eyes, pupils, whiskers, tail. fur, feathers, stripes, horns, etc.); adjectives (fluffy, twitchy, clever, dirty...); baby animals. (Puppies, kittens...). Teachers should work on these key words before or while or after watching the video and suggest, for example, that students create a poster or picture dictionary.*

**Students write description of the animals....* the teacher should provide a model first. For example: *This animal lives in the jungle. It eats meat. It can run very fast. It has got stripes.*

**Students work in two teams...* the teacher should provide examples of questions: *What does this animal eat? Where does it live? Can it run/jump/ swim...Has it got stripes/ horns....?*

It is important to organise lessons into modules as explained above. In **Volume 2** you will find 5 modules of 3 lessons each. Consider how the topic evolves and builds on previous knowledge from the first to the second and to the third lesson; consider also how learning objectives are recycled from one lesson to the other.

6.3 Review check

Reflect on your planning and piloting.

After planning the lessons (or module) and piloting them with students, teachers should reflect on their lesson plans and students’ reactions, and record their answers in a teaching log. Use the **questionnaire** below to guide your reflection.

Questionnaire 4. *How good was your planning after piloting?*

a) How did my planning meet CLIL methodology?
b) How did my planning consider at least 2 of the 4 Cs (Content, Communication, Cognition, and Culture)?
c) Did my lessons plan include visual materials? And authentic materials? Which?
d) Did I plan challenging tasks for different learning styles? Can I give some examples?
e) Did I calculate well the required time for each activity? Did I build in activities for fast finishers?
f) Did I plan revision questions or activities? Which? For what purpose?
g) How would I improve my lessons plan?

7 Scaffolding Resources & Materials for CLIL

7.1 Using and adapting Open Educational Resources (OER)

CLIL teachers often complain about the lack of adequate materials. However, there are several resources that teachers may adapt and use in their own contexts which are available online: this is the case of Open Educational Resources (OER).

Definition. Open Educational Resources (OER) refer to educational materials and teaching in digital format that have the characteristic of being open in a double sense: free material available on the net; and materials that can be adapted to the needs of learners and the needs of the context. OERs include: PowerPoint presentations for the introduction of subject-concepts, tutorials, peer group discussions, practical work, lesson plans used by other CLIL teachers, visual aids, posters, mind maps, diagrams, charts, videos, pictures, puzzles, quizzes, games, songs, worksheets for students, etc. See the *C4C Guide to OERs*.

Before looking for resources and materials, the teacher must define the topic to explore and which skills are going to be developed. Subsequently, activities must be chosen. Thus, the choice of materials depends on the activities to be implemented. For example, if the subject area is Science and the topic is ‘the world of plants’, and the skill to be developed is ‘to participate in collaborative work’ and the activity is ‘to write a recipe from plants’, the teacher may choose the following resource: *Cooperative Collection of Old Recipes from Plants*¹.

The materials should meet a number of criteria (adapted from “Assessment in CLIL Learning”, a chapter by Ute Massler in *Guidelines for CLIL Implementation in Primary and Pre-Primary Education* (2011), which are listed below in the form of questions:

- Is the OER material relevant for primary school students?
- Can it be easily integrated within the school curriculum (Mathematics, Geography, and Science)?
- Can it be easily adapted to the needs of primary school students in a given setting?
- What is the material’s cognitive load?
- Are the materials visually attractive?

1 http://new-twinspace.etwinning.net/c/portal/layout?p_l_id=31873054

- Are the materials engaging and motivating?
- Are the materials easily accessible both for teachers and learners?

It is sometimes difficult to assess the appropriateness of an OER, so teachers may also use the checklist on knowledge, interests, topics and language **Table 11** to guide their choice:

Table 11. Checklist for assessing OERs

Checklist for assessing OERs
1. Do materials build on the knowledge and skills of students?
2. Do materials build on the interests of students?
3. Is the material's topic/language information children-friendly?
4. Is it topic/language information cut down into manageable chunks?
5. Do the materials and approaches include different learning styles of students?
6. Are the materials and resources challenging for students, but not daunting?

7.2 Finding suitable materials for rich learning environments

CLIL should be rich learning environments for children, which challenge them while supporting their active, engaged involvement in learning through meaningful tasks and materials specially designed or adapted.

Diversifying learning strategies (verbal and non-verbal), activities (watching a video about the parts of a plant, playing a game about how plants grow, watching a presentation about the parts of a flower and the plant cycle, learning a song about the necessities of a plant to grow²) and materials (videos, games, PPT and songs) is very important in primary education. So are also:

- **Repetition:** of keywords (The Needs of a Plant³) or of a song (The Plant Song⁴).
- **Rephrasing and restating:** for example, the teacher shows a video (From a Seed to a Flower⁵), pauses, and asks questions and children answer. The purpose is to understand

2 <http://reaaicleintef.blogspot.pt/2014/06/didactic-unit-plants-elena-borrego.html>

3 <https://www.youtube.com/watch?v=dUBIQ1fTRzI>

4 <https://www.youtube.com/watch?v=N-l-gsWOKzk>

5 <https://www.youtube.com/watch?v=dJjNh2pMSB8>

the topic and to rephrase or to restate it when children don't manage to build a sentence to answer.

- **Gestures and body language:** miming, representing, simulating, and imitating an animal or a situation seen in a picture or in a video. For example, children watch a video about Farm Animals ⁶ and afterwards some of them will imitate some of the animals seen in the video and the rest of the class has to guess what animal it is.
- **TPR (Total Physical Response):** singing a song while using all the body parts (Plant Songs and Finger plays or Mister Carrot⁷).
- **Demonstration:** the teacher demonstrates how to play a game (Helping Plants Grow Well⁸), so that children can understand what they need to do.
- **Visualisation:** the teacher uses, for example, a poster to show content and language (Parts of the Plants and their Uses⁹).
- **Project work:** children build a poster about, for example, 'What Do Different Plant Parts Do?' after analysing a web resource recommended by the teacher¹⁰.
- **Searching on the Internet for information:** for example, in order to get a portfolio or a file about a topic, one group searches for songs about farm animals, another group searches for short videos, another group searches for four images, while yet another group searches for different games on the same topic.
- **Anticipating opportunities for spontaneous teacher-student talk:** children are asked to talk about their previous knowledge about the topic; for instance, the teacher may ask if they have pets at home, which animal it is, who is taking care of it and how. Some of the children already have a background knowledge about this topic and they may share their knowledge with the rest of the class.
- **Bridging, contextualising, schema building, re-presenting text (written or oral):** the teacher shows a concept-map with key-words before children read a text or watch a

⁶<https://www.youtube.com/watch?v=EwIOkOibTgM>

⁷<http://www.angelfire.com/la/kinderthemes/pfingerplays.html>

⁸http://www.bbc.co.uk/schools/scienceclips/ages/7_8/plants_grow.shtml

⁹<https://www.yaaka.cc/unit/parts-of-the-plants-and-their-uses/#sthash.pQanfLl9.dpbs>

¹⁰<http://www.mbgnet.net/bioplants/parts.html>

video. The opposite situation is also very productive: children make a concept-map after reading a text or seeing a video.

7.3 Using multimodality and multimedia

Using multimodality and multimedia is part of rich learning environments, as it involves the use of multiple ways of teaching and learning, which entails offering multi-modal input in the classroom (video clips, maps, diagrams, web quests, podcasts, info graphics, worksheets, etc.).

In order to increase the development of students’ media literacy, materials using sound, video and animation should be chosen.

These kinds of resources and materials require a computerised classroom and Internet access. This may be a problem for some schools. However, the teacher may first teach content and language in class and afterwards ask children to use this kind of material as homework, for example, to recycle content knowledge and vocabulary or to increase children’s motivation. Another possibility is to use the desktop computer and an overhead projector.

If you don’t have this kind of problem, you may use web 2.0 technologies to support CLIL. ICT applications convey information in a virtual ‘hands on’ format which suits kinesthetic learners. Rich visual support (PowerPoint presentations, images, videos, maps, diagrams, tables, etc.) coupled with interactivity (web search and Web quests, for example) enable students to learn through active participation. In **Table 12** you find several suggestions on how to use the tablet or PC with children in CLIL classes.

Table 12. Using the tablet and the PC in CLIL lessons

Use the tablet or the PC to invite children:
To do research online: look for a song, a video, a poster, a game, etc.
To look for images or sounds to illustrate animals, plants, shapes, rivers, mountains, etc.
To draw a table, a graph, a map, etc.
To play a game
To listen to a song or a chant
To do a PowerPoint presentation
To write a text
To do collaborative work

Since quality is important, here are some questions you may ask yourself in relation to multimodality and multimedia:

- Are the resources and materials used for this lesson offering multi-modal input to children?
- Do the resources or the materials of this lesson contribute to increase the students' media literacy?
- Do the students know how to use these resources? If not, do I have time to teach how to use them?

7.4 Scaffolding language, content, and learning

Sometimes, the teacher can't find any CLIL material that fits into his or her specific class context and new material needs to be created. Before creating new material, the teacher has to decide the kind of material he or she needs; if it is for listening, reading, speaking or writing. The new material must also combine at least 2 of the following integrated CLIL principles: content, communication, cognition and culture.

Examples of materials aimed at language and content comprehension or at language and content expression are shown as examples in **Table 13**.

Table 13. Examples of materials aimed at language and content comprehension or at language and content expression

Listening: a song (The Plant Song ¹¹)	Purpose: to listen to a song to take notes
Reading: a text (What Do Plants Need to Grow? ¹²)	Purpose: to read a text in order to answer written questions.
Speaking: brainstorming or group discussion and writing together what they all know about plants; to sing a song	Purpose: to speak about the topic, to choose key information and to write together; to repeat the words of the song.

¹¹<https://www.youtube.com/watch?v=N-l-gsWOKzk>

¹²<https://www.studyladder.com/games/activity/what-do-plants-need-to-grow-explanation-3172>

Writing: a gap text	Purpose: watching a video (From a Seed to a Flower ¹³) in order to fill in a gap text or to insert closed captions for a picture.
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To illustrate a good and diversified set of materials, read the unit plan by García "Didactic Unit Plants"¹⁴, which presents well-structured activities with high student interaction.

Sometimes the teacher finds some authentic material that is not entirely suitable for the classroom because of language level, cognitive load or learning approach. This requires a kind of adaptation that is called scaffolding. So, how do you adapt teaching material to engage students in learning content in English through a CLIL approach?

Scaffolding consists in using temporary strategies to facilitate student understanding and comprehension of verbal language and content (You can see examples in **Table 14**).

Table 14. Examples of scaffolding

Type of scaffolding	Suggestions for teachers	Example
Verbal scaffolding	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. E.g. volume 2 - Module on Maths: The world of shapes and units - lesson 1 – Introduction, for a general approach.
Verbal scaffolding	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. E.g. volume 2 – Module on Science: The world of plants - Lesson 3 – Activity 1, for a general approach.
Verbal scaffolding	Offer alternative ways of expressing understanding (mis)	Students may be allowed to mime responses, demonstrate their understanding by using symbolic representations found in the charts or pictures. E.g. volume 2 – Module on Maths: The world of numbers - Lesson 1 – Activity 3. E.g. volume 2 – Module on Geography: The world around us - Lesson 1 – Activity 3; or the Module on Science: The world of plants - Lesson 2 – Activity 1.

¹³ <https://www.youtube.com/watch?v=dJjNh2pMSB8>

¹⁴ <http://reaaicleintef.blogspot.pt/2014/06/didactic-unit-plants-elena-borrego.html>

<p>Content scaffolding</p>	<p>Select and adapt content knowledge to students' developmental and cognitive level</p>	<p>Use exploration and discovery or problem-solving techniques when you work with content already taught. E.g. volume 2 – Module on Mathematics: The world of shapes and units - Lesson 1 – Activity 3, Option 3.</p> <p>Try to work with content that is predominantly new, so students are more interested. E.g. volume 2 – Module on Mathematics: The world of shapes and units - Lesson 1 – Activity 2.</p> <p>Adjust the content linguistically, select when necessary and if it is permitted by the curriculum. E.g. volume 2 – Module on Mathematics: The world of shapes and units - Lesson 1 - Activity 3.</p>
<p>Content scaffolding</p>	<p>Refer to previous knowledge and experiences/learning, link to students' interests and lives</p>	<p>Link the known with the unknown and thus provide a scheme of reference for new material (Snow, 1990:161) to increase students' comprehension. E.g. volume 2 – Module on Geography: The world around us - Lesson 1 – Introduction.</p>
<p>Content scaffolding</p>	<p>Define, display and review content and language objectives with students</p>	<p>Use the KWL chart (Oggle, 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). E.g. volume 2 – Module on Science: The world of plants - Lesson 2 – Activity 2, for another example of reviewing content and language objectives.</p>
<p>Learning process scaffolding</p>	<p>Use scanning (reading to get the main idea) and skimming (reading to find specific information) techniques</p>	<p>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. E.g. volume 2 – Module on Geography: The world around us - Lesson 3 – Activity 4.</p>
<p>Learning process scaffolding</p>	<p>Teach students content specific working strategies</p>	<p>Invite students to carry out a survey and present the results of the survey in a chart.</p>
<p>Learning process scaffolding</p>	<p>Use advance or graphic organisers</p>	<p>Timelines, flow charts, semantic maps, etc. are useful to provide students with structures in which they can write down/or stick post-it with the information they interpret from a picture. E.g. volume 2 – Module on Geography: The world around us - Lesson 1 – Activity 8.</p>
<p>Learning process scaffolding</p>	<p>Use mnemonics</p>	<p>Short poems, tongue twisters or a special word help students remember key concepts through associations (<i>My – for Mercury, Very – for Venus, Monkey – for Mars, etc.</i>). Students may be encouraged to make up their own mnemonics or rhymes which can be fun and entertaining. E.g. volume 2 – Module on Science: The world of plants - Lesson 3 – Activity 3.</p>

There are several strategies teachers can learn to use to scaffold language, for example, as seen in **Table 15**; for scaffolding content (**Table 16**); and for scaffolding learning (**Table 17**).

Table 15. Examples of scaffolding language

Strategies for scaffolding language at the pre-reading/listening stage:			Strategies for scaffolding language during reading/listening stage:	
sequencing pictures	rewriting	repeating words	making sentences shorter	explaining key vocabulary
discussing pictures	rephrasing	restating	eliminating distracting text	
matching pictures to words	using substitution tables		Strategies for scaffolding language after reading/listening stage:	
			rephrasing	restating
			use substitution tables	use writing and listening models

Table 16. Examples of scaffolding content

Strategies for scaffolding content:					
open questions	think-pair-share	vocabulary games	presenting information in separate boxes	providing good models and samples	use images
	Know what to know learn (KWL)	grouping lexical items according to use			

Table 17. Examples of scaffolding learning

Strategies for scaffolding learning:			
spotlighting samples of student work	guessing information	planning, monitoring and evaluation tasks for students	

7.5 Review check

Do you know how to select OERs for your lesson plans?

Define a topic/subject area you would like to teach through CLIL. Use the **C4C Guide to OERs** to select appropriate OERs for your lesson or unit.

Advice. Make sure each lesson contains at least one material aimed of the 4Cs of CLIL besides Content (Communication, Culture or Cognition).

Use the checklist (**Table 18**) for the following tasks:

Task 1. Highlight the checklist items you consider more important; Add items.

Task 2. Use your list to assess the OERs you chose for your lesson.

Tick where appropriate: The materials...

Table 18. Checklist for material appropriateness

	...cater for the children's age and level.
	...cater for the children's learning styles.
	...motivate and are visually attractive for children.
	...take the learner's developmental stage, cognitive development and language competence into account.
	...have a good balance of content and language.
	...integrate content and language.
	...contain a varied number of items learners are expected to engage in.
	...make it clear in which language learners are expected to respond.

8 Monitoring & Assessment in CLIL

In order to understand assessment in CLIL it is necessary to make a distinction between **evaluation and assessment**. Sometimes these concepts are confused and considered identical by teachers. *In Table 19* you will find a definition of each concept and an example.

Table 19. Evaluation vs. assessment

Evaluation	is the process of “gathering information in order to determine the extent to which a programme meets its goals” (Ioannou-Georgiou and Pavlou, 2003). From this point of view evaluation is not oriented exclusively to the learner’s progress and knowledge, but to the achievement of course objectives.	E.g. CLIL course evaluation
Assessment	is part of evaluation, but it is oriented to the learner and not to the end of the process. The development of the process is more important than the final product.	E.g. student assessment in CLIL

8.1 Student assessment in CLIL

Let us start with student assessment in CLIL. With CLIL methodology integrating both language and content, both aspects should be assessed in an integrated way, although some authors raise the important question whether content can be separated from language and be assessed independently by the same teacher or two teachers (Honig, 2009). Experience collected through the CLILA (CLIL Learner Assessment) project there are 3 common situations: assessment focuses more on subject knowledge and competence and less on the foreign language competence; assessment focusses on the communicative competence in English; or there is an integrated assessment of language and subject content (Massler et al., 2014:140). The latter reflects a fully integrated CLIL approach where students learn the content subject and the language simultaneously.

Suggestion. In CLIL Mathematics, students may be assessed through problem solving that involves mathematical operations and simultaneously vocabulary in English (numbers, colours): There are 20 pencils in a box (yellow, black and green): 9 are yellow, 4 are black, and how many pencils are green?

Thus, assessment during lesson planning should consider the following assessment issues in relation to learner performance: Why? What? How? When? (See **Table 20**).

To assess the learners, the teacher needs to know exactly why he/she wants to assess them:

- Is it to know if they learned about the subject content and language?
- Is it to find out if students are motivated?
- Is it to identify strengths or weak points in CLIL lesson planning?
- Is it to find out if planning was effective?
- Is it to identify monitoring strategies or support ones?
- Is it to inform the students, their parents or others?
- Is it to give students a qualification?
- Is it a combination of some of these points?

Because of the CLIL particularities, to a CLIL teacher assessment has to be multidimensional and use a variety of assessment materials, from the most formal to the least informal. The teacher should select the assessment strategies according to what he or she expects his/her students to be able to do at the end of the task, lesson or module. Teachers should also take into account the different learning styles and multiple intelligences (Gardner, 1993) of students to prepare and select assessment materials and define assessment criteria.

Table 20. *Assessment: why, how, what, when*

WHAT	CHARACTERISTICS	HOW	WHY	WHEN
Assessment OF learning	Mainly summative : assesses knowledge acquisition and level of competence qualitative or quantitative grading	Through teacher report or final mark attributed to student according to national legislation (percentages may vary for content and for language) - tests and exams	To check if learning objectives were met	At the end of a module or several modules; at the end of a term
	Formative	- oral presentations - diagnostic tests - observation sheets - worksheets - reviewing & summarizing activities	Informs both teachers and students about future teaching/learning practices needed:	Continuously

Assessment FOR learning	Monitors learners' performance	<ul style="list-style-type: none"> - surveys - short-answer questions - labelling activities - reading comprehension activities - listening activities - matching exercises - multiple choice exercises - task completion - self-assessment - project portfolio 	<ul style="list-style-type: none"> - identify the gap - give feedback - enhance student involvement - facilitate learning progression 	
Assessment AS learning	Increases the awareness about the learning processes	<ul style="list-style-type: none"> - task completion - self-assessment - peer assessment - portfolio 	To reflect and assess development in: <ul style="list-style-type: none"> - foreign language competence - content subject - positive attitudes towards both English and content - strategic competence in both language and content - intercultural awareness 	<ul style="list-style-type: none"> After a task After a lesson After a module

8.2 Assessment in practice

As suggested in **Table 4** about principles of teaching young students activated in CLIL, it is always best to assess student learning in the context of daily classroom activities and not as separate events. CLIL assessment of/for/as language learning and of content learning should account for both language (linguistic performance) and content subject objectives, in an integrated way, namely understanding the topic of subject content; develop skills and competences in the subject content area and English; and thirdly develop communicative competences in English about the content topic (adapted from Massler et al., 2014: 142).

Given the guidelines that orient assessment of bilingual or CLIL programmes across European countries, schools and teachers may be more or less free to attribute the same assessment percentage to both language and content. Sometimes assessment of content is given a higher

assessment rate (for example 70% of the final mark) than language, but this tendency should be countered, whenever possible, by integrating language and content objectives into assessment descriptors that integrate content and language.

In order to do this it is important to consider the CEFR language descriptors and combine them with cognitive and discursive operators defined both for language and for the content subject area/topic, such as: identify, recognize, name, distinguish, observe, describe, measure, estimate, match, order, compare, display, design, orient oneself, explain, carry out (Massler et al., 2014: 143).

For Primary CLIL the most often used CEFR language descriptors used are A1 and A2. See the *Can do items* on English proficiency (adapted from Barbero, 2012) as evaluated by teachers on students' competences in **Table 21** that you could use to combine with content specific descriptors.

Table 21. A1 and A2 CLIL descriptors

	Levels: A1, A2	LEVEL B1
Evaluation	Can explain the results of a process when provided with language structure Can compare the results	Can explain/compare the results with simple sentences without scaffolding
Principles	Can collect and organise data Can explain general principles when provided with language structure Can draw conclusions of a process	
Experience	Can understand teachers' instructions Can understand information supported by visuals or gestures Can follow teachers' instructions to perform certain actions	

In **Volume 2** you will find at the beginning of each of the 15 lesson plans, a list of learning aims defined as linguistic objectives (vocabulary; skills and functions), content objectives, as well as objectives for communication, cognition and culture, thus covering CLIL's 4Cs. The list of verbs used for defining learning objectives helps you classify, group and formulate assessment descriptors for a particular lesson or module.

Example. Massler et al (2014: 143) provide examples of key descriptors for key activities in the CLIL science classroom that they call ‘science subject-related descriptors’. Below is a sample of one descriptor (among others that could be defined) that could be used for the Science CLIL lessons, CEFR A1 level, in **Part 7**:

Assessment descriptor: Identifying, recognizing and naming

- To **find**, among several pictures, that which is identical with a given picture/flashcard.
- To **identify** places (e.g. habitats of animals or categories of plants according to size), animals or plants with the help of picture cards.
- To **recognize** patterns in pictures (e.g. a puzzle of a plant).
- To **identify and name** the parts of a plant, the function of a plant, body parts of animals.

After defining learning objectives for language and content, and defining assessment descriptors that integrate both, it is time to think of designing assessment tasks or identifying among the CLIL activities those that could be used as assessment materials. **Table 22** showcases an example of types of assessment tasks that address not only content topic and skills, and communication (language in action), but the 4 Cs of CLIL, by using the example of Lesson 1 of the module on Science: The World of Animals presented in **Volume 2**. This is a lesson on The World of Animals: Habitats, Abilities. The learning objectives for the lesson are matched with formative assessment activities and tasks, and concrete examples of assessment materials.

Note that a class activity does not constitute an element of formative assessment *per se*. In order to become an assessment material, some kind of recorded evidence is needed. Any worksheet completed by students requires correction by the teacher and post-editing by the student in order to be considered a formative assessment material.

Table 22. Assessing the 4 Cs in an integrated way & designing assessment materials. Example from Lesson 1 of Module Science: The World of Animals

4 Cs	Learning objectives	Types of formative assessment activities	Sample assessment materials
Reference frame CEFR A1 year 2/3	Lesson 1: The World of Animals – Habitats, abilities	Activities in Lesson 1	Lesson 1: materials & worksheets
Language & Communication Vocabulary	Farm, forest, house, savannah; horse, sheep, hen, duck, pig (Farm); brown bear, wolf, fox, squirrel (Forest); frog, elephant, lion, monkey, kangaroo, snake (Savannah); gold fish, frog,	Activity 2. Identify the names of animals in English (Speaking). Match animals to specific habitats (Speaking).	Appendix 3. Worksheet for Activity 3.

	duck (Water); budgie, gold fish, hamster, dog, cat (House); walk, run, jump, swing, shake, fly, sleep, swim, climb).	Activity 3. Write the names of animals under the right habitat (Writing).	<i>Appendix 4. Worksheet for Activity 5.</i>
Skills	Listening, speaking, reading, writing.	Activity 4. Understand name of animal and of its action (locomotion).	
Functions	Identify and classify habitats and abilities.	Activity 5. Recognise action words and remember corresponding animal	
Content	Recognise different habitats where some animals live and identify the concepts of animal movement.	Activity 2. Identify the animals & habitats. Relate animals to specific habitats.	<i>Activity 4: the teacher creates a checklist of animals from the video, plus</i>
Cognition	Classify and match animals to selected habitats (farm, forest, house, savannah).	Activity 3. Characterise and classify animal abilities (locomotion).	<i>5 additional animals for students to identify the animals in the song.</i>
Culture	Familiarise themselves with different animals and their habitats.	Familiarise themselves with different animals, habitats and human features of the environment (forest, farm, house).	

8.3 Self-assessment in CLIL

Students should always be actively involved in their own formative assessment, so as to understand their own progress in learning, identify weak points and strengths, as well as improvement strategies. This is why self-assessment is so important and beneficial. Even very young students should be encouraged to develop self-assessment skills.










One way of encouraging the development of self-assessment skills is helping students create their own reflexive **learning journals**. Learning journals (**Table 23**) encourage students to reflect on their own progress and problems and at the same time develops thinking skills and autonomy. They are also useful for the teacher to check information when he/she has the opportunity to do so.

Table 23. Example of a learning journal

My learning journal. Topic: Different parts of plants
What I know
What still confuses me
What I want to know (what interests me)

Another way of encouraging the development of self-assessment skills is to use a comparative self-assessment sheet for CLIL classes where the student’s self-assessment can be compared to peer and teacher assessment. The example in **Table 24** is adapted from Babocká (2015: 183) and includes examples from the lesson detailed in **Table 22** (Lesson 1 on The World of Animals: Habitats, Abilities):

Table 24. Example of comparative self-assessment grid

Comparative Self-Assessment Sheet.				Lesson 1/ The World of Animals: Habitats, Abilities					
Tick the box that applies	Self-assessment			Peer assessment			Teacher assessment		
									
I know the names of 8 animals									
I know how to match 8 animals to 4 habitats (Farm, forest, house, savannah)									
I can describe the actions of 8 animals									
I can write the names of 8 animals									

Portfolio assessment can also be used successfully in primary CLIL. It comprises the results of learners’ work: test results, drawings, notes, projects, etc. A portfolio can be a paper and pen portfolio or an electronic portfolio, depending on the teacher and students’ preferences. It is

very useful for children, parents and teachers to understand the process and progress of learning.

8.4 Review check

Can you define content and language assessment descriptors?

How well can you integrate content and language learning in assessment tasks?

When planning assessment descriptors and materials reflect on the issues in **Questionnaire 5**. Use the questions to guide your thoughts on how you can plan assessment descriptors for both language and content; and on how you can design formative assessment materials.

Questionnaire 5. *How well can you integrate content and language learning in assessment tasks?*

a) How many of the activities I have designed for my CLIL classes can I adapt into assessment materials?
b) How do I make sure that the students have learnt the topic of the lesson: Have I designed linguistic, content, communicative, cognitive, and cultural learning objectives?
c) Which descriptors would I use in order to develop students' content subject-specific competences and communicative competences in English in an integrated way?
d) Which of the following cognitive and discursive operators have I used to describe learning skills and competences: observe, argue (give reasons), distinguish, describe, measure, match, order, classify, compare, explain, carry out, analyse?
e) Am I satisfied with the assessment materials I have designed? How do they meet students' different learning styles? Give examples.
f) Have I created opportunities for student self-assessment? How? Which?

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10 Review Check on the Guide

The Guide can be used during a face-to-face in-service training course with teachers, but also independently by teachers. This questionnaire may be used to evaluate the Guide by teachers **who have attended the face-to-face training and by those who have not attended the in-service face-to-face training and have just read the Guide.**

Evaluation of CLIL Guide

Instructions: Grade the items below on a scale from 1-5.

To what degree does the Guide demonstrate the following?

Criteria	Strongly Agree	Agree	Average	Disagree	Strongly disagree	Not Applicable
	1	2	3	4	5	
Content						
1. The purpose of the guide is clearly presented.						
2. The guide meets its intended objectives as defined by the C4C project.						
3. The overall content of the guide is well-organised.						
4. There is a clear relationship between all the parts of the guide.						
5. There is a good balance between theory and practice.						
6. The examples provided are helpful.						
Technical quality						
7. The guide's style is appropriate for the audience						
8. Paragraphs are coherently sequenced with clear relationships.						

09. No grammar, spelling and punctuation mistakes exist.						
10. The tables and diagrams are clear and well explained.						

Please write your personal opinions:

1. Name 3 strengths of the Guide.
2. Make 2 suggestions on how to improve the Guide.
3. Name the 2 most interesting things you learned from the Guide.
4. Any additional comments?

For a deeper analysis of your views on the topics above, answer the question below with all detail possible.

5. Please give us your overall assessment of the CLIL Guide.
 - a. Do you consider the Guide to be a useful tool for teachers in your country? Why?
 - b. Do you plan to use the Guide in your teaching practice in the future? How and why?
 - c. Which do you consider to be the benefits/strengths of the Guide? Why?
 - d. Which do you consider to be the weaknesses/challenges of the Guide? Why?
 - e. How would you improve the Guide?