

University of Kragujevac
Faculty of Education in Jagodina

Conference Proceedings No. 11

**Content and Language Integrated Learning (CLIL)
in Teaching English to Young Learners**

Jagodina, 2012

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in Teaching English to Young Learners**

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Editors
Radmila Popović
Vera Savić

Reviewed by
Radmila Popović

Proofread by
Esther Helaizen

Cover design
Miloš Đorđević

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Preface

"Content and Language Integrated Learning (CLIL) in Teaching English to Young Learners" is a publication based on papers presented at the conference "CLIL in Teaching English to Young Learners" held at the Faculty of Education in Jagodina on 4-5 June 2010. These papers discuss CLIL both from theoretical and practical points of view and aim to contribute to better understanding and to its wider and more successful implementation in Serbian primary schools.

CLIL is the term used to describe a methodological approach in which foreign language tuition is integrated within subject teaching. This is not a new approach in Europe - it has been practised for about three decades - but the term was first officially used in the 1990s. The 2006 EURYDICE publication "Content and Language Integrated Learning (CLIL) at schools in Europe" showed that CLIL programmes had been started in most EU member countries both at primary and secondary levels and as part of mainstream school education or within pilot projects.

Being based on an integrated approach, in which language learning and content learning happen simultaneously, CLIL differs from all other approaches to language teaching and learning. Research indicates that if it is properly implemented, its benefits are manifold. It can contribute to improving students' language skills and subject knowledge, but also promote multiculturalism, intercultural knowledge and understanding. It also fosters the development of diverse learning strategies and the application of innovative teaching methods and techniques. Moreover, content related instruction seems to facilitate students' cognitive development and learning in general.

In spite of a number of positive CLIL experiences in other educational systems, CLIL still has not become part of Serbian mainstream primary education, except for a few pilot bilingual education programmes carried out so far. Although the effects of these short-term projects have not been researched, and there are no national programme for educating CLIL teachers, there have been many individual examples of successful CLIL lessons taught by Serbian EFL teachers. A poll conducted among Serbian EFL teachers in 2010 indicated that the majority were interested in implementing this innovative approach in their language classrooms.

The papers in this book describe the individual efforts of language educators to implement CLIL principles in their teaching contexts. The

papers also express the hope of language educators to influence changes in language teaching and learning in Serbia by contributing to the introduction of CLIL in teaching young learners. It is hoped that this book can contribute to making individual CLIL experiences less daunting and more successful. The articles show that solutions may lie in using appropriate guidelines for the successful implementation of CLIL (Mary Spratt); in arousing children's curiosity in learning and applying a considerable amount of creativity in teaching (Nataša Janković and Marina Cvetković); in focusing on selecting, designing and balancing appropriate content and language support materials, activities, and tasks when planning a CLIL lesson (Vera Savić); and in reducing pupils' language anxiety in CLIL education (Radmila Đaković and Tijana Dabić). The authors give concrete suggestions for successful content and language integration in music lessons (Ivana Ćirković Miladinović and Ivana Milić); in one-to-one classes (Tatjana Glušac); in teaching very young learners (Tijana Vasiljević Stokić); or when teaching maths and science contents (Vesna Prvulović, Mirjana Marušić and Marija Jović). The papers further suggest that the success of CLIL in Serbian primary classes will result from good cooperation between content and language teachers (Biljana Pavlović and Jelena Marković) who create engaging hands-on activities (Jelena Čupić) or make use of a great variety of materials available on the Internet (Marija Kovač). We hope that this book will inspire further efforts in the field.

Vera Savić

Foreword

When the term Content & Language Integrated Learning (CLIL) was adopted in Europe during 1994, the experts involved strongly believed that it represented futuristic education founded on historically significant good educational practice. There was doubt about whether it would spread from isolated centres of innovation, or very specific regions, into mainstream education as a whole. There was also a large question mark over whether this type of educational experience would flourish in the larger countries of Europe. But there was consensus, amongst practitioners and researchers, that the initial research outcomes of various CLIL models were too positive for it to be side-lined as another passing educational ‘fad’.

My early educational life was based very much in the 1960s. At that time the young adult generation in many countries had a common mantra based on the word ‘why’? I learnt two additional languages at school, Latin and French. I was already rather old for starting language learning (about 13 yrs) and, thus, needed ever more skillful teaching and learning opportunities. But these did not materialize. The teaching of both languages was dry, dull, detached and woefully inadequate.

The reason ‘why’ we were learning Latin grammar, and memorizing sentences like ‘Caligula spoke with his sword on his knee’ was never explicitly clear. We saw it as a dead language being learnt because of academic tradition. If only the teaching had shown the relationship between Latin and modern languages; the intellectual benefits that result from knowledge of the language; and the relevance to modern society – then the situation might have been different.

French was in much the same category. We studied French with an ex-soldier who had probably spent some time in France during the 1940s. The entire French experience was tied up in the dull pages of textbooks we carried from room to room. We rarely heard the language because the teaching was primarily in English, and largely based on memorization of de-contextualized sentences such as ‘Sophie is a student at the Sorbonne’.

Things have now changed and the previous ‘why’ generations are being replaced by the ‘how’ generations. These are young people who need to feel an immediacy of purpose when they learn; young people who resist learning now for use later. ‘Learn as you use and use as you learn’, is very much a mantra of the new generations, and CLIL is particularly suitable for tapping into this modern learning mindset.

CLIL has often been a grassroots movement, energized by innovative educators, parents and students, or otherwise by equally innovative administrators and decision-makers, and has developed in different ways according to the needs and interests of those involved. There is great potential in now collecting different types of CLIL practice in order to both strengthen existing practice, and open doors for others to see what can be achieved, even when operating with limited resources. This is the strength of this type of publication which seeks to articulate and share insight and good practice on this fast-moving and exciting educational phenomenon.

David Marsh
University of Jyväskylä
Finland

Comparing CLIL and ELT²

Abstract: The article compares CLIL and ELT by looking at their definitions, aims, syllabi, language, methodologies and contexts of use. It also examines research on the effectiveness of the two approaches, and provides guidelines for the successful implementation of CLIL.

Key words: CLIL, EFL, methodology, research, implementation of CLIL.

Introduction

This article sets out to compare CLIL and ELT from the perspective of the English language teacher. CLIL is being seen more and more as an alternative to ELT (English Language Teaching), leaving many teachers wondering exactly what CLIL is and whether they should adopt it. This article aims to provide these teachers with some guidance by defining CLIL and ELT, looking at their respective aims, syllabus, methodologies, language and contexts of operation, taking a brief look at some CLIL materials, and finally examining research findings. We start by defining CLIL and ELT.

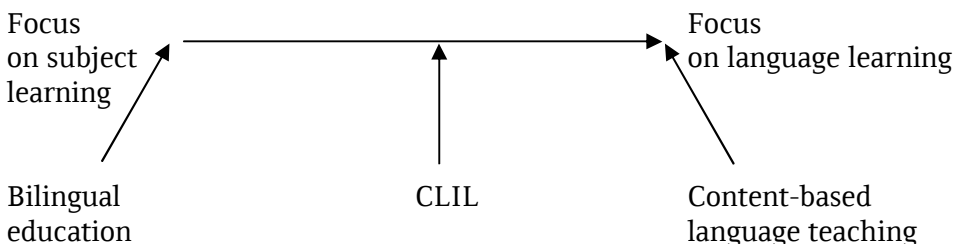
Definitions

CLIL (content and language integrated learning) is an approach to teaching and learning in which school subjects are taught and studied in a second (third/fourth) language. In CLIL “A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role” (Marsh 2002). So CLIL is different from foreign language teaching, as in CLIL a foreign language is the vehicle for a form of subject-based teaching. In other words, while language and subject learning are both the aims of CLIL, the main focus of teaching is the subject, not the language.

¹ mary.spratt@ntlworld.com

² A version of this article was first published in *English Teaching Professional* Issue 72, January 2011

This is a 'hard' form of CLIL, but not the only form. In practice, CLIL exists in different guises on a continuum with content-based ELT at the softer end and bilingual education, focusing exclusively on learning subject matter through the medium of a foreign language, at the harder end. We could show this continuum as follows:

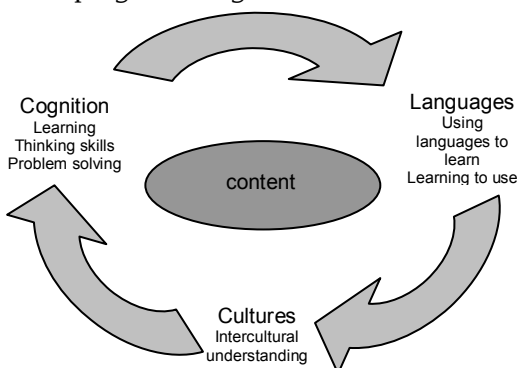


This article will refer to CLIL as taught at the mid point on this diagram, i.e. with the dual aims of subject and foreign language learning. It will use the term ELT to refer to learning or teaching English language as a tool for communicating in daily situations or about daily, social or professional needs.

Aims

Broadly speaking, the aims of CLIL are to improve both the learners' knowledge and skills in a subject, and their language skills in the language the subject is taught through. Language is used as the medium for learning subject content, and subject content is used as a resource for learning the language. More precise aims for CLIL are often specified in terms of Do Coyle's 'four Cs':

- **Communication:** improving overall target language competence
- **Content:** learning the knowledge and skills of the subject
- **Culture:** building intercultural knowledge and understanding
- **Cognition:** developing thinking skills



(Coyle 2007)

This diagram shows that in CLIL the content or subject matter is at the heart of what is taught. It determines what thinking skills, what language and what aspects of cultural understanding the teacher aims to teach.

The aims of ELT, as often stated in course descriptions and syllabuses, are to enable learners to learn the structures, vocabulary and skills needed for a particular purpose. This purpose will sometimes be related to some form of English for Special Purposes, but is more often related to daily or survival needs and general interest topics.

The different aims of CLIL and ELT lead to different classroom experiences in terms of syllabus, language use and teaching methodologies. They also involve different contexts for learning. We turn now to look at these.

Syllabus

The content of CLIL lessons varies according to the subject being taught through CLIL e.g. geography, maths, sports. However, it will centre on the 4 C's, that is on the facts, information and skills of the subject, subject-related concepts, the cognitive skills and language required to learn about the subject's concepts, and the cultural knowledge and understanding relevant to the subject. The syllabus will be structured around topics in the subject. In ELT, content is generally related to the learners' daily and survival needs and general interests, particularly at lower levels, with sometimes a more ESP focus, such as English for academic purposes or English for business, taking over at more advanced levels, and a more content or topic based focus at primary level.

Language

The language used in CLIL derives from the content subject. It is characterised by:

- a predominance of subject-related vocabulary
- language for exploring, discussing and writing about subject matter
- language for employing cognitive skills (e.g. defining, giving reasons for opinions, evaluating, hypothesising, drawing conclusions, exemplifying)
- language for carrying out learning skills (e.g. locating information, interpreting information, and classifying).

The language is not structurally graded though it may be simplified to some extent.

Grammatical or structural patterns occur in the context of achieving particular academic functions, eg the use of the passive voice to report on the procedure in an experiment, or the use of the past tense to relate a past event in history or geography. The teacher will probably not focus on

them overtly, they do not form the building blocks of a syllabus and are not usually subject to 'controlled' or 'freer' practice, but their use may be supported by scaffolding devices such as writing or speaking frames. Much of the language taught in CLIL is related to the development of cognitive academic language proficiency or CALP. In this kind of proficiency, identified by Cummins in 1979, we see academic, abstract use of language that is generally unsupported by situational context. It is the language used to carry out higher order thinking skills and can often be found in educational journals, articles and textbooks. In the context of CLIL it is the language which enables learners to access the content subject. The role of language in CLIL is, according to Coyle threefold:

Language **of** Learning - linked to an analysis of content, thematic, syllabus demands - grammar, vocabulary, structures, functions

Language **for** Learning - builds up learner repertoire linked to meta-cognitive skills & talk for learning in contexts real for the learners

Language **through** Learning- emergent knowledge building & skill development, cognitive development, BICS/CALP .

Coyle 2007

In ELT, the language focused on may be the grammar, functions, skills or vocabulary relevant to dealing with tasks, daily situations or an ESP focus. It is likely to focus on BICS (Basic Interpersonal Communication Skills). This kind of language, again identified by Cummins in 1979, is conversational and its meaning is reliant on contextual and interpersonal clues. In ELT, language itself or language skills are often the starting point for lesson planning, and daily contexts, tasks or topics are provided to give the language meaning and relevance. The language is likely to be graded to a greater or lesser extent, and is likely to form the basis for the syllabus and its progression

Methodology

The methodology employed for CLIL is not yet well or widely established. However, it generally focuses on developing in an interactive and dialogic way the knowledge, skills and cognitive skills involved in subject learning. This interactive methodology allows for exploration of the subject content and also for acquisition of language. Language is generally left to be picked up by exposure to it, and is not taught in an overt way, though there is some use of scaffolding devices such as speaking and writing frames, and word glossaries. In ELT, methodologies vary considerably along the cline of more to less communicative, with language taught either by acquisition or focus on form, depending on the point on the cline. Many ELT classrooms combine the two.

Contexts

The contexts in which CLIL and ELT are taught can vary considerably.

CLIL operates primarily in compulsory learning settings in primary, secondary or tertiary education institutions. ELT is taught in compulsory learning settings, too, but it is also widely taught in language school settings, spanning a greater age range than CLIL and learners with a wider range of immediate and/ or identifiable needs for the language.

The time allocations given over to the study of CLIL differ widely, from immersion contexts, in which students learn all or most of their school subjects in a second language, to drip-feed contexts, in which learners learn perhaps just one school subject in a second language for a few hours a week and possibly for a limited period. In compulsory schooling, ELT tends to be taught for approximately three hours a week, while at tertiary or language school level this can vary considerably.

In terms of teachers, CLIL can be taught by either a subject teacher or a language teacher. It can also be taught by the subject teacher and language teacher working together. Keith Kelly (XXX) has suggested that ideally a teacher teaching CLIL would have this profile:

- has subject specialism
- is proficient in the FL
- uses CLIL methodology
- uses language-appropriate materials
- integrates content and language learning during lessons
- has the skills needed to plan CLIL lessons
- is able to identify the language demands of subject materials
- is familiar with aspects of CLIL task design
- participates in professional development

ELT teachers, on the other hand, are generally required to have proficiency in English, a knowledge about the English language and a grounding in ELT pedagogy and methodologies. We can see that the abilities suggested for a CLIL teacher, even if ideal, go well beyond those required of an ELT teacher.

Finally, materials. There is a wealth of ELT materials available commercially, catering for different ages, contexts of learning and learning purposes. CLIL, which is younger than ELT, is yet to be supported by a similar range of materials. The large differences currently existing in teaching contexts, e.g. age of uptake, subject area, time allocations, no doubt make commercial materials less easy to produce. One result of this is that a CLIL teacher needs to spend considerable time making or adapting materials suitable for their learners. The two following pieces of materials provide simple examples of the different approaches we see in CLIL and ELT materials. We can see that the Computer vocabulary

exercises aim to teach or review vocabulary items related to computers i.e. they focus on language. The food groups exercises focus on teaching knowledge about food, using relevant vocabulary as a vehicle for doing this.

Computer Vocabulary Exercises

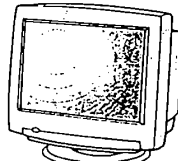
1 Translate these words.

- 1 modem
- 2 server
- 3 hardware
- 4 software
- 5 scanner
- 6 icon
- 7 file
- 8 document
- 9 share
- 10 online

2 Do you know the names of these objects? Write in the missing letters.



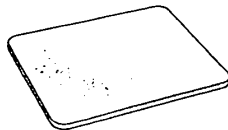
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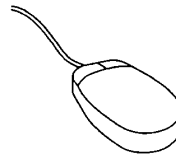
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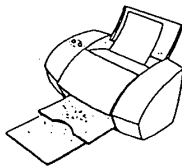
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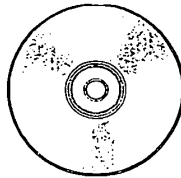
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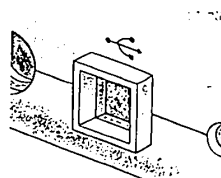
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7 p _ _ n _ _ _



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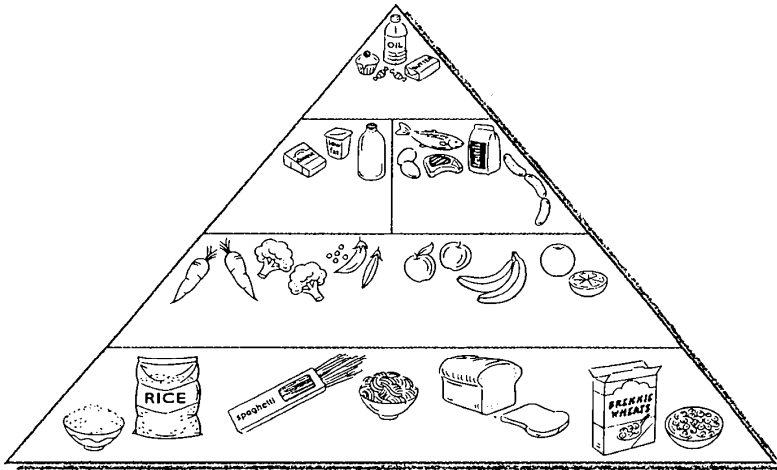


9 U _ B p _ _ t

Science - Food groups

- 1 Look at the food groups. Colour each food group a different colour.
We divide food into six different groups.

Fats and sweets = red Dairy produce = yellow Proteins = orange
Vegetables and fruit = green Carbohydrates = blue



- 2 Look at the list of words. Underline the words using the correct colours for the food groups.

macaroni oranges yoghurt fish cake onion cereals

pineapple chicken butter broccoli cheese

- 3 Read and circle True or False.

- | | |
|---|-------------------|
| 1 Sweets and fats are very good for us. | True <u>False</u> |
| 2 We don't need to eat fruit every day. | True False |
| 3 We need three to five portions of vegetables every day. | True False |
| 4 Bread and butter are in the same group. | True False |
| 5 Apples and broccoli are in the same group. | True False |

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Research

Teachers may want to find out more about the effectiveness of CLIL as compared with ELT by examining relevant research. Perez-Vidal, 2009 outlines some of the criticisms often levelled at ELT as being:

- Insufficient exposure to FL

- Insufficient classroom interaction
- Lack of meaningfulness of input and interaction
- Insufficient level of language processing

▪ Insufficient learner motivation

These points highlight that the ELT classroom does not provide the learner with sufficient exposure to the foreign language or sufficient interaction with others in the foreign language for learning to take place; and that the content of texts and tasks presented to learners may lack real meaningfulness and sometimes border on the banal or trivial. These factors lead to insufficient processing of language and to learner demotivation. This is a bleak picture of ELT, highlighting its negatives. Most ELT teachers will be able to counter these with the many ELT success stories that they know about and see in their students. However, we need to recognise that the negative points have been noted during the course of research.

CLIL too has been criticized. Some researchers have expressed concern about CLIL, producing evidence that suggests, for example, that learning subjects in L1 rather than L2 produces better exam results, greater progress in subject learning, better learner self-perception and self-esteem and greater classroom participation. (Tsui, 2005; Wannagat, 2007). There are also concerns that CLIL takes time from L1 learning at primary level, leaving children unsure in their mother tongue (Kirkpatrick, 2009); that teachers may sometimes have insufficient L2 proficiency to teach CLIL effectively (Ibrahim, Gill, Nambiar, Hua, 2009); and that weaker learners are disadvantaged (Clegg, 2009).

Some of the positive points about CLIL made in the research are that it

- does not negatively affect learning of a content subject; it can enhance it. (Zarobe, 2007)
- can enhance language proficiency. (Ackerl 2007; Hutter and Rieder-Beinemann, 2007)
- can enhance students' motivation, language retention, involvement and risk taking. (Coyle 2007)
- may help those boys who see language learning as 'something that girls do' to learn language. (Baetens Beardmore, 2009)

At first glance these findings seem contradictory. Other research however provides us with a means of reconciling these contradictions. John Clegg (2009) has compiled a list of factors that he claims are needed to make CLIL successful. Without these factors being in place CLIL will be less than successful, i.e. the success of CLIL depends on how it is implemented. The factors he identifies are:

- the need for language upgrading of teachers,
- training teachers in specialist pedagogy for working with low-L2 learners,

- ensuring quality of literacy and cognitive development in L1 in the early years,
- partly re-orienting training of language teachers towards teaching of language for subject learning,
- starting CLIL only after some years of good initial L1-medium education,
- writing textbooks with L2-medium learners in mind
- doing small scale piloting of CLIL in a small number of schools to develop policy and practice
- scaling up the implementation of CLIL only when it can be seen to be working
- teaching only part of the curriculum – one or two subjects – in the L2.
- developing a national centre of expertise in teaching subjects through L2 in the country's teacher education community, owned by subject teacher trainers – not language specialists – which would ensure that all relevant subject teacher preparation would be based on language-supportive pedagogy.
- being aware that schools in poorer neighbourhoods will have difficulties and support them accordingly.
- spending a lot of money on implementing CLIL
- giving yourself ten years for it to succeed.

David Graddol, the author of *English Next*, also focuses on implementation as being key to the success of CLIL. He says 'there is a potentially large downside to it. In many countries they just don't seem to be equipped to implement CLIL. When it works, it works extraordinarily well, but it is actually quite difficult to do well. My feeling is that it may actually take 30 or 40 years for a country to really to pull this one off.' (Graddol, 2005).

This article has, I believe, shown that CLIL and ELT are very different, and that CLIL cannot be thought of as a way of teaching English. It is a subject in its own right, demanding particular skills of its teachers and particular conditions for success.

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Nataša Janković¹
Marina Cvetković
University of Belgrade,
Faculty of Teacher Education

UDC 371.3::811.111
371.3
159.953.2/.5-057.874

Curiosity and Creativity – a Perfect Foundation for CLIL

Summary: Language instruction and teaching in general have recently undergone considerable changes, which has brought about new approaches to educational work worldwide. As a modern approach to language teaching, which rather favours the learners' potential than the teacher input, CLIL represents the best context for providing young learners with new knowledge in a meaningful way. Arousing children's curiosity in learning and applying a considerable amount of creativity in teaching can, therefore, represent a perfect foundation for CLIL. This paper presents a number of possible ways of organising cross-curricular classroom activities that received a positive feedback from other English language teaching professionals, pre-service teachers and young learners.

Key words: cross-curricular, young learners, integrated contents and skills, learning, teaching, practice.

Introduction

Language instruction in a foreign language and understanding foreign cultures has aroused a great interest among many nations throughout the history. Approaches to language teaching have changed in time and nowadays, we are faced with modern classrooms in which the message communicated has become much more important than the medium of communication, and the process itself more important than the product. As a modern approach to language teaching, which rather favours the learners' potential than the teacher input, CLIL "certainly raises the level of motivation and encourages students to use language in a meaningful way." (Kołodziejska, Simpson, 2000:11).

¹ natinik@eunet.rs

The main aim in a CLIL classroom is to introduce students to new ideas and concepts in curriculum subjects with instructions being given in a foreign language. The foreign language, in this particular case English, is used as the medium of communication. Since the emphasis is on both the language and content, the above mentioned authors find that selection, sequencing and balance of content and language are of great importance. And most importantly, they say: "learning (also language learning) is most successful in a meaningful context" (ibid.).

Young Learners and CLIL

For young learners of 7-10 years of age who are learning English as a foreign language, the most meaningful CLIL context seems to be that of Content-Based Instruction (CBI), a variant of the broader Content and Language Integrated Learning concept. Why CBI? As Fredricka L. Stoller (2004:267) rightly observes, there are "limitations in crafting a curriculum around a single content area". She offers the argument given by Davison and Williams (quoted in Stoller, 2004:267) who have noted that "restricting a curriculum to a single subject area limits language coverage, thereby disadvantaging the very students meant to be served by such curricula." As different from this most typical model of content and language integrated learning (*hard CLIL*), the approach proposed by the a.m. authors has become the so-called *soft CLIL*, in which topics from the curriculum are taught as part of a language course (Bentley, 2010:6). Therefore, we can conclude that incorporating non-language subject matter into a foreign language course seems a more appropriate approach to teaching young learners. Thus, we may expect to achieve a better synergy of English as a foreign language and other curricular subjects, which then provides a more fruitful learning experience for the youngest primary school learners in our environment. Bearing in mind the children's educational background and level of cognitive development, we shall make sure that the content and language skills offered and required are correspondent to different age levels and carefully graded (Janković, 2010a:263). In this paper, we shall present a number of possible ways of organising cross-curricular classroom activities, which received a positive feedback from our colleagues during the subject CLIL workshop.

A Jewish proverb says: *To learn you must want to be taught* (Wynn, 2009:6). Every child should be stimulated to wish to learn. It is very important to bear in mind that children learn best when they can make sense of their learning. This means that the teacher should encourage students to participate, gear classroom activities in a creative way and arouse children's curiosity and potentials for gaining new knowledge. When children experience the target language every day, both consciously and subconsciously, they acquire new vocabulary and structures and begin

to respond in the foreign language. Therefore, they should be prompted to interpret and reinterpret new contents through the use of the target language and encouraged to develop critical thinking. In that way, they can expand their knowledge in different content areas and master a variety of language skills simultaneously. A significant element of this learning process is their awareness that speaking another language is natural, valuable and worthwhile. In accordance with that, the main tasks for the teacher in a foreign language classroom would be developing communicative and linguistic competence, integrating contents and skills across the curriculum and promoting authenticity.

Language + Mathematics

Content-Based Instruction is adaptable to many instructional contexts at all age levels, from K-12 to academic courses. All school subjects taught at the level of primary education in Serbia can be subject to content and language integration.

Let us take mathematics, for example. According to Serbian Ministry of Education, the aims of teaching mathematics at primary school level, as stipulated in the Official Gazette, are:

- students' acquisition of elementary mathematical knowledge necessary for perceiving phenomena and interrelationships in life and the community;
- preparing students for the application of the acquired mathematical knowledge in solving various everyday tasks;
- preparing students for successful further mathematical education and self-education;
- contributing to the development of their mental capacities, scientific views and versatility.

Let us now peep into a CLIL-oriented classroom of young learners, aged 7-8:

A short time ago, these children were taught the concept of sets in mathematics in their native language. Now, they are having a foreign language lesson. The teacher shows them a big paper with a round shape drawn on it and asks the children what colour the shape is. They recognise the blue colour and the teacher pastes the paper on the board. As the next step, the teacher pretends to mistake another, green shape for a brown one, but the children correct her and soon, the green shape is also pasted on the board. The procedure is repeated several times with different colours that the children are already familiar with in English from before. After a few minutes, there are four big round shapes on the board: blue, green, brown and grey. The teacher then pre-teaches the word "set" in English, pointing at each of the pictures and repeating the new word in short meaningful sentences, like: 'So, this is a set. And this is a set, too. Is

this a set, too? Yes, it is. What's this? ... Another set? ...Yes. How many sets are there on the board now? ... Four sets, right.'

Then she asks the children to answer her questions:

T: 'Now, what colour is this **set**? Brown? ...Yes, this **set** is brown.'

T: 'And what is the colour of this **set**? Grey?... Yes, this **set** is grey.'

After having drilled the new word and revised the colours with her students, the teacher moves on to the next stage of language and curricular content integration. She asks:

T: 'Ana, what colour are your eyes? (Pointing at her own eyes to help the child).

Ch: 'Blue.'

T: 'Blue? Ok. So, **Ana's** eyes are blue. Then, I'll write **Ana's** name in the blue **set**.'

'Now, everybody, repeat after me: **Ana's** eyes are blue.'

(The children repeat as prompted.)

Soon, the children are engaged in a simple conversation with their English teacher, which may sound like this:

T: What colour are **Milica's** eyes?

Ch: Green.

T: **Her** eyes are green...

So, she **belongs to** the blue set, right? ... (The children deny it)...

No?

To which **set** then? Ah, the green ... green what...?

Ch: **Set!**

T: **Set...** right. (She writes the girl's name in it.)

Now, Pavle, what colour are the eyes of the boy/(girl) who is sitting **on your left / (behind you / in front of you)**...? **His** eyes go on...

Ch: His eyes are blue.

T: They are blue, fine. So, **which set does he belong to?** (Pointing at the sets.) The blue **set**. Come and write **his** name in the blue **set**. Yes, he **belongs to** the blue **set**. So, tell us, what colour are **Jovan's** eyes?

Ch: **Jovan's** eyes are blue.

The procedure is repeated with all the students in the class, their names being written by other children in the appropriate sets. During the procedure, the teacher encourages the children to use different possessive

forms and recognise prepositional phrases, which they have already learnt before. She also prompts them to understand some new language in the context, such as the verb 'belong to'.

T: Now, **let's count** the names in each set.

Ch: One, two, three, four, five, six.

T: So, how many names **are there** in the blue/green...**set**? Yes? There are ...

Ch: **There are** 6 names in the blue **set**. (The teacher writes number 6 below the blue set and the corresponding numbers below the other sets, after the children counting.)

T: Let's **sum up** all the numbers now. Six **plus** four is ...

Ch: **6 plus 4 is ten. 10 plus 7 is 17. 17 plus 2 is 19.** (The teacher helps them).

T: How many children **are there** in your class? **There are**

Ch: **There are** 20 children in our class.

T: So, is this the right number here? ... No? One name is missing, hm.

Why's that? What do you think?

Ch: Tanja is not at school today.

T: Ah, yes, Tanja is **absent**. And what colour are **her** eyes, who knows?

Ch: **Her** eyes are green.

T: Very good. So, who would like to write the **equations** on the board? (explaining 'equations') Yes, please. So, everybody, can you tell her the first **equation**, $6 + ?$...

Ch: $6 + 4 = 10 / 10 + 7 = 17 \dots 19 + 1 = 20$.

T: Is that the correct number now? ... Yes, it is. Excellent.

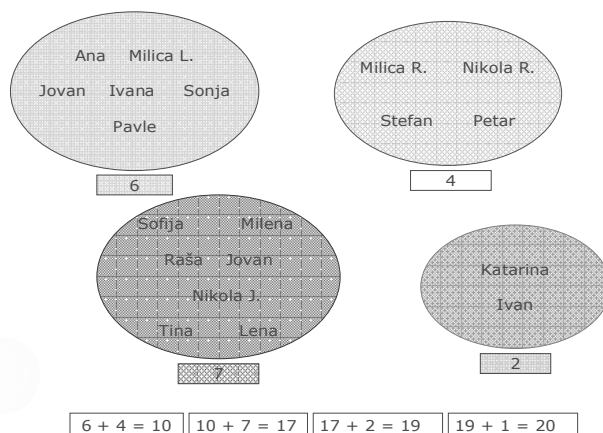


Figure 1. The final board layout

If we analyse this lesson from the methodological point of view, we shall see that the activities included a mixture of mainly simple linguistic, mathematical and artistic contents, as well as some elements of social, environmental and scientific education (SESE).

Within the ELT context, the focus was on the following integrated contents and skills:

- a. revising the old and introducing new cross-curricular vocabulary:
 - art – colours;
 - mathematics – 'set, belong to, equation, plus, sum up'; counting to 20
 - SESE – parts of the body (eyes); spatial orientation (on your left, in front of you, behind you)
- b. revising and practising grammar:
 - possessive forms – his/her, Saxon genitive,
 - practising the use of 'there are' and the Present Simple Tense
- c. developing linguistic and communicative skills; engaging multiple intelligences
- d. promoting authenticity

As the follow-up stage, the teacher can move on to activities in which children would be prompted to ask one another similar questions related to the topics they find interesting, e.g. colours of the clothes they are wearing, pets that they have or toys they have brought to school, etc. In this way, the integrated skills and contents will gradually gear classroom practice towards the authentic use of the foreign language among young learners.

Nowadays, we can say that the Internet is an unavoidable part of our lives. Cross-curricular activities can be found on it as well. Great masterpieces, for example, start with the basic geometric shapes of different objects and for the placement of such objects. The teacher can provide photocopies of some of da Vinci's masterpieces and the students can look for geometric shapes in the image (i.e. oval for heads, triangle for the placement of three figures, etc.) The website which offers great possibilities to connect mathematics and art in this way is: http://www.k5kaplan.com/connect2art/Leonardo_da_Vinci.asp.

English and Serbian

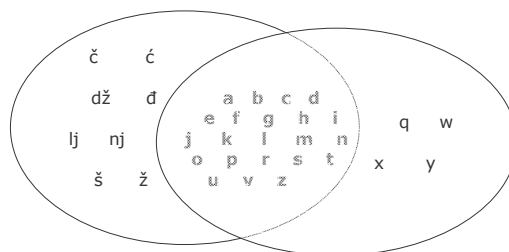
One may think that integrating a foreign and a native language does not sound very likely in the same classroom, except when it comes to instructions and the common dilemma whether and to what extent they should be given in either of the languages. Regarding the necessary language skills, for instance, experiential learning can be of great help: "If the children have already learnt how to read in one script that means they

have also mastered the necessary useful strategies that help them read the whole words or small chunks of text instead of sounding out isolated letters or syllables" (Janković, 2010b:60). However, it is not only the native language skills that can be translated into the foreign language classroom practice. Cross-curricular bonds can also be found in the linguistic contents of the two languages. Furthermore, they can be combined with the knowledge acquired in other school subjects.

For example, the practice with sets done in the math class above can lend itself very well to the initial stages of mastering writing skills in English. After having been taught all the letters of the Roman script in Serbian as well as the English alphabet, 9-10 year-old children can be asked to recognise which letters are the same or different in the two languages and to place them in the appropriate part of the set. When the children have already dealt with the corresponding notions in their mother tongue, the FL teacher may also find it appropriate to introduce the mathematical terms of a subset and an intersection.

The next task for them could be to work in groups and try to write as many words as they can in English, only using the letters common to both languages. To add an element of competitiveness and fun, the teacher can divide the whole class into two teams and make them oppose each other by using the common letters to write as many words as they can think of in Serbian (team A) or English (team B). As a follow-up stage, the teams can use the list of words in English to produce the whole sentences or even short stories. Another exercise interesting for practising orthography and perfect for developing communicative skills among peers would be playing the *Gallows-tree*.

The Same and Different in Languages and Maths



How many words can you make from the common letters in both languages?

Figure 2. Cross-curricular bond:
mother tongue - foreign language - mathematics

Communication around the World

CLIL "is not solely a form of language learning. It is an educational approach which is content-driven, and this is a fundamental reason why it has emerged as an educational phenomenon which complements both content and language learning, and is within the domain of each. CLIL is not simply education *in* an additional language; it is education *through* an additional language based on connected pedagogies and using contextual methodologies" (Coyle, Hood, Marsh, 2010). The knowledge gained at school is supposed to help children develop as people and cope with various life situations. Many of them will take different opportunities to meet new people and cultures. Therefore, it is not isolated language fragments that will help them most, but rather contextualised learning of useful language.

Another school subject very suitable for contextualised cross-curricular activities is geography. With a touch of creativity, the quality of learning can be significantly enhanced. One of the ideas for 10-year olds, for instance, would be to bring to the class a large world map and little paper figures of different nationalities from around the world. Using Blu tack, students can stick the figures in national costumes to the countries on the map where they belong. In this way, the children will learn the names of various nationalities, countries and continents in English, remember some of the national costumes and gain awareness of different skin colours and parts of the world they originally come from. At the same time, they will be having fun because the activity requires physical movement and some sticking work, which they are generally very fond of. Furthermore, they can be prompted to imagine that, while doing so, they are travelling "around the world" visiting new places.

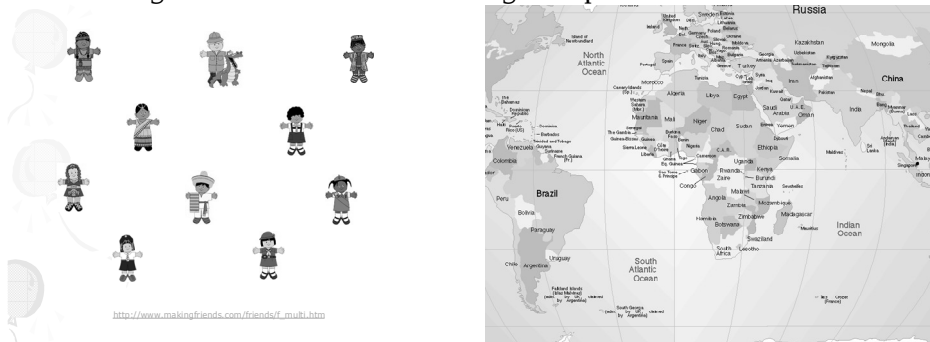


Figure 3. Learning about people around the world

Obviously, this kind of approach to teaching geography in English is student-centred and adaptable to various instructional contexts.

The language focus of this lesson could be on the following contextualised forms

- This is my friend from ...
- He/she comes/is from ...
- Where does she/he live?
- I would like to travel to ...
- Where are you going this year?
- I'm going to ...

As a follow-up activity, to practise their literacy skills, too, the students can be encouraged to write a letter to their pen pal from another country, or a postcard to their family from a foreign country they have just visited, which is a task very suitable for different interaction patterns (pair work or group work) and cooperative learning. Another useful and amusing lesson in geography could be working in English on the appropriate aspects of the planets, for example. They read the names of the planets and stand in the order in which the planets appear in the universe. The task may include talking about some scientific facts, practising ordinal numbers, describing imaginary creatures, information gap games, quizzes and many more creative activities. This kind of work also includes physical movement and a lot of interactive speaking practice and can, therefore, lead to children's spontaneous cognitive and linguistic development.

Such an approach to teaching contents and skills across the curriculum gives students an opportunity to use the content knowledge which they bring to class. Also, in this kind of interaction, their level of motivation will be increased as they can express their own ideas and choices and the work is based on communicative activities and integrated skills through interesting tasks.

One of the websites where teachers can find a lot of interesting materials for teaching geography or any other subject to young learners at primary school level is: http://www.lancsngfl.ac.uk/curriculum/literacyresources/index.php?category_id=42.

Entertaining research

A game-like approach to learning contents will always help with young learners. Entrusting them with a serious task will make them feel important. Arousing their curiosity in a meaningful way will lead to their cognitive development. Implementing cross-curricular strategies will pave the way for spontaneous learning. An interesting way of providing children with the elementary knowledge in the sphere of biology in a foreign language could be by combining their overall knowledge about different parts of the body with activities that will make them do a little research and then set them in motion.

Here is a possible model of such a lesson for 9-10 year-olds or earlier if appropriate:

Scientific stage

- Put up a big poster on the board with an image of a boy or girl and different parts of their body indicated on it (head, hair, ear, nose, mouth, chin, neck, shoulders, arm, chest, hand, fingers, knee, toes, heel, etc.). Ask the children to look at the picture carefully and to try to remember as many parts of the body as they can. Naturally, they will not know all the words in English, but the arrows which connect the English words with various parts of the body that they are already familiar with in their mother tongue will "switch on" incidental logical inferring.
- When the time set for this task runs out, ask them to go back to their places, sit down and close their eyes, and to think silently for a while trying to recall as many of these words as possible by visualising the picture they saw.
- While they are doing so, go around the classroom and display randomly numerous stickers with those English words in visible places all over the room (on the walls and windows, on the board and the door, on closets and coat hangers, etc.). To make the atmosphere more competitive, use several stickers for the same word.
- Then snap your fingers to "wake them up" and the game can start. Ask them to go around the room, take one sticker at a time and go back to the board to put it on the right part of the displayed body. In the meantime, you have changed the poster for another one, with the same picture, but without any words marked. Make sure that the picture is big enough and the stickers small enough for them to be able to mark all body parts properly. They should use all the stickers they find to label the body parts, although some of them may already have been marked by someone else.
- Finally, as they are still standing in front of the poster, ask a volunteer to choose one part of the body and check what the label says. It may be easier for them if you follow a logical order in this stage, moving in the description from head to toes. Help them pronounce the new words. Ask others to pronounce them, too. They may come across different labels on the same body part. Discuss whether the word provided is the right one or not. Take this ideal opportunity to use simple English for a spontaneous argumentative discussion at their own level.

Linguistic stage

- When their little scientific research has been completed and results discussed, add an element of amusement. Tell them that they are

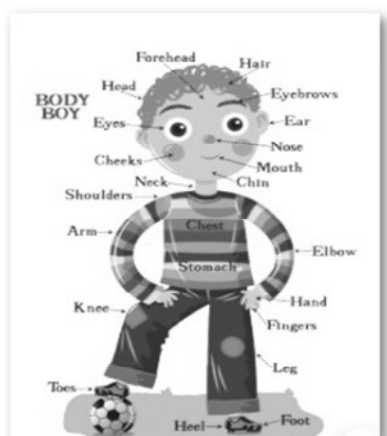
going to hear a famous song about body parts. But first of all, while listening to it, they must complete a simple "linguistic" task. Ask them to go back to their desks and work in pairs. As they listen to the song, they should arrange logically the papers that you give them. Now, they must pay special attention to the punctuation marks (explain the 'full stop', 'comma' and 'the capital letter') and follow the same orthographical rules as in their own language. These are the bits of the song lyrics that you give to pairs shuffled:

Head and shoulders, / knees and toes, / knees and toes,
Head and shoulders, / knees and toes, / knees and toes,
Eyes / and ears / and mouth / and nose,
Head and shoulders, / knees and toes, / knees and toes.

- When they complete this task, check if all pairs have the right combination. Discuss briefly the punctuation marks which were the indicators. Ask them simple questions like: *Why did you put this part here and not at the end?* Elicit answers like: *Because there is a comma here,* or: *Because there is a capital letter at the beginning.*

Music and Physical Education stage

- Now make it really fun. Tell them to stand in the middle of the classroom, farther from their desks (if possible in a circle) and to mime the song as they listen to it, showing the parts of the body mentioned. Naturally, they should enjoy it by singing, too. Do it together with them so as to make them bend and crouch when necessary. Play the version of the song which speeds up by the end and your physical education objective will be reached, too. Games like 'Stand up – sit down' and songs like 'Do the Hokey-cokey' can serve the same purpose, or be practical warmers.



To sum up, we can conclude that there are various instructional approaches that can integrate content- and language-learning objectives. Applying whole language strategies in a foreign language classroom can definitely facilitate the learning and teaching processes.

Figure 4. Body parts

Music, Art and Craft and Science

"Nowadays, following all the teaching trends, good teaching helps students understand how to actively acquire, use and extend knowledge in an ongoing process of learning" (Cvetković, 2009). A task which typically makes young learners active participants in the learning process willing to cooperate is singing. Songs can serve various teaching purposes. In the previous example, a song was used to wind up the lesson and practise some of the new content vocabulary while doing physical exercises at the same time.

Another song can be a perfect lead-in for a cross-curricular lesson. A song full of different sounds (*toot, swish, ding*) or movements (*go round, open and shut*) can open up opportunities for discussing where in the nature or our environment we can hear the same sounds or see similar movements. Or else, lyrics can be as simple as this:

Hot potato, hot potato x 3 ... potato, potato, potato, potato.

Cold spaghetti, cold spaghetti x 3 ... spaghetti, spaghetti, spaghetti, spaghetti.

Mashed banana, mashed banana x 3 ... banana, banana, banana, banana.

Children can be asked to listen and draw the kinds of food that they hear mentioned in the song. The teacher can then divide them into three groups and ask each group to draw a big picture of one of the three kinds of food. Colouring their food is quite likely to be well accepted as an idea. So far, the teacher has mainly been giving instructions on what the students should do. Now, he or she can prompt the children to talk about the colours and shapes of the food in their pictures. After this artistic phase, a discussion may start on some basic scientific facts about each kind of food, e.g.:

Where does the potato grow? - Under the ground.

Where does spaghetti come from? – From Italy.

Where does the banana grow? – On the tree.

The conversation can further develop into naming various sorts of fruit and vegetables and other food they like or dislike. In a game-like atmosphere, their answers can turn into "shopping lists", which would be practical for working on their literacy skills. Bringing pictures of food to class and doing some cutting work would also be good for developing fine motor skills and speaking practice, with the focus being on either grammatical structures (present continuous, e.g.), extending vocabulary (e.g. descriptive adjectives, seasons, etc.) or developing communicative competence. Next, they will be asked to role-play a market situation and pretend to be buying some food. Naturally, the concepts of measures and

money will be used, too. This kind of interactive work is also practical for including elements of social personal health education and discussions on healthy and junk food and the interrelationship between food and personal hygiene, etc. Obviously, CLIL provides numerous opportunities for making good use of and upgrading children's knowledge and skills.

Conclusion

"When students are not able to grasp course concepts and objectives through conventional methods like the lecture, learner-centred teachers seek out and employ alternative methods. Many seasoned teachers of English language learners have learned to modify the delivery of content material to make concepts accessible and comprehensible for their students. The goal is to turn on the light of understanding so that it is reflected in the work of the classroom." This observation by M. A. Snow and D. M. Brinton (1997:35) can serve best to summarise the motives for the appearance of a more modern approach to teaching English that has spread around the world. According to a research they conducted, elementary school teachers are more likely to use innovative classroom activities and take a learner-centred approach than high school teachers. Professionals working with young learners have a particularly important task to exert greater flexibility and seek ways to adapt the curriculum to their students in order to make the learning of new contents and the foreign language a positive, stimulating and successful experience for them. The best learning results can be achieved if the teaching and learning are experienced in a meaningful context.

Content and language integrated learning aims at contextualised learning, with students being encouraged and motivated to apply the content knowledge they bring to school. Although there are various models of CLIL, they all have the same ultimate goal – teaching students new ideas and contents in a foreign language which is used as the medium of communication, and developing the best learning strategies. Classroom practice is based on communicative activities and integrated skills through a vast variety of tasks supported by cooperative and experiential learning.

Teaching scientific or linguistic, mathematical or geographical, or musical or artistic contents becomes thus a more natural experience for young learners. Students are encouraged to venture into the use of the new language in a spontaneous way. From the early stages of their school life, they learn how to combine all their cognitive strengths and a variety of skills in order to gain new knowledge and fruitful experience. Elements from different school subjects are jointly used to help students gain broader knowledge. Whether children prefer scientific subjects or art and craft, whether they are better at oral communication or writing tasks, whether they are rather kinaesthetic, visual or spatial learners, in this kind

of cross-curricular context, they can all find their best way of learning. Various interactive patterns are applied to facilitate their work, practical exercises are used to supplement course books, simple project work and research are introduced at an early stage to teach them how to develop their best learning strategies, and songs and games and role-play give the process the special flavour so needed among young learners. That is why arousing children's curiosity in learning and applying a considerable amount of creativity in teaching is a perfect foundation for CLIL.

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Effective CLIL Lesson Planning: What Lies Behind It?

Abstract: The paper studies the process of designing an effective lesson plan for integrating content and language teaching. The methodological approach of Content and Language Integrated Learning (CLIL) requires identifying and providing a number of components that can contribute to conducting a successful CLIL lesson. The paper focuses on the complex process of CLIL lesson planning, with special emphasis on selecting, designing and balancing appropriate content and language support materials, activities, and tasks. It also stresses the skills a teacher needs to apply the 4Cs Framework (content, communication, cognition and culture) (Coyle, Hood & Marsh, 2010) in order to facilitate learners' linguistic development and acquisition of content knowledge. These theoretical principles are then exemplified with an integrated Science lesson conducted in primary grade 3 in a Serbian state school. Finally, the paper contrasts benefits and challenges of primary CLIL and produces arguments for implementing CLIL in the young learner classroom.

Key words: CLIL, young learners, lesson planning, teaching science.

1. Introduction

CLIL (Content and Language Integrated Learning) is the term used to describe a methodological approach to teaching foreign languages in which foreign language teaching is integrated with subject teaching. This is not a new approach in Europe, it has been practised for about three decades, and the term was first officially used in the 1990s. The 2006 EURYDICE publication "Content and Language Integrated Learning (CLIL) at school in Europe" shows that CLIL programmes have started in most EU member countries and are being developed both at primary and

¹vera.savic@open.telekom.rs

secondary levels as part of mainstream school education or within pilot projects.

Although it has become a global phenomenon, CLIL is still not widespread: it does not exist on general basis, but is rather offered to a minority of pupils in individual subject syllabuses. CLIL is mostly implemented in secondary schools and the learners do not necessarily need to be proficient in English to cope with the non-language subject (Graddol, 2006: 86). Foreign language teaching is usually integrated with artistic subjects, physical education or science subjects, either through bilingual/multilingual education, or in classes in which selected subjects are taught through a foreign language, or in classes with specific forms of extended language teaching and teaching of other subjects in a foreign language (*ibid.*).

In Serbia, however, there have only been several pilot projects of bilingual education and they have not developed into consistent CLIL curricula. The effects of these short-term projects have not been researched, nor is there any national programme for educating CLIL teachers. These unfavourable conditions have not discouraged individual attempts made by EFL teachers to teach subject content at diverse levels, usually in cooperation with subject teachers. My personal experience with primary integrated language teaching is limited to facilitating lesson planning and to observing a few lessons conducted by trainee teachers in local primary schools in the course of trainee teachers' teaching practice. In spite of being so limited, this experience is valuable in terms of learning how to satisfy all conditions necessary for conducting a successful CLIL lesson.

2. Characteristics of CLIL

The above definition of CLIL points to its basic characteristic: „the acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than language lessons themselves“ (Eurydice 2006, 8). A more precise definition is given by Coyle, Hood and Marsh (2010, 1):

„Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.“

Having dual focus in a CLIL lesson means that learning subject content and improving language competences happen simultaneously, making

CLIL „neither an approach that belongs to language learning nor one that belongs to subject teaching. It is a unique approach which develops when the two teaching methodologies are merged“ (Ioannou-Georgiou and Pavlou 2010, 5). Ioannou-Georgiou and Pavlou (ibid.) argue that implementation of this approach results not only in improvement of language skills and subject knowledge, but also promotes multiculturalism, intercultural knowledge and understanding, the development of diverse learning strategies, the application of innovative teaching methods and techniques, and increases learner motivation. Moreover, content related instruction supports how the brain makes connections and how learning takes place, thus facilitating students' cognitive development (Curtain & Dahlberg 2010, 3). These characteristics of CLIL make it potentially beneficial in promoting learning in general.

Nowadays CLIL appears in many different forms and models and under different names, depending on the context in which it is being implemented. Ramirez Verdugo (in Ioannou-Georgiou and Pavlou 2010, 16-17) distinguishes four broad CLIL varieties which go from content-oriented to language-oriented: 1. immersion, from partial to total, where some, most or all subjects are taught in a target language; 2. subject courses, where curricular subjects (like citizenship, environmental studies, design and technology) can be taught through the target language; 3. language showers for pre-primary and primary children, where there is a regular, short and continuous exposure to CLIL in one subject area taught in the target language for 15 or 30 minutes several times a week; 4. language classes based on thematic units, where lesson plans involve a topic-based approach including specific content from other curriculum subjects. Often, two terms are used to distinguish two broad varieties of CLIL: soft CLIL, which refers to contexts where topics from the curriculum are taught as part of a language course, and hard CLIL, in which almost half the curriculum is taught in the target language (Bentley 2010, 6).

All these varieties are based on integrated approach, can be adapted to specific conditions and language levels, and promote the development of learning skills. These core characteristics make CLIL adaptable to teaching young learners.

3. CLIL in teaching young learners

How can CLIL be beneficial in a young learner classroom? Shin (2006) claims that content-based instruction responds favourably to the way young learner's learn: they are active learners and thinkers (Piaget, 1970), learn through interaction with other people (Vygotsky, 1962) and actively construct knowledge through their own activities and through scaffolding they get from adults (Bruner, 1983). Content-based instruction “provides a

meaningful context for language use, and encourages language use for interesting and engaging purposes” (Shin 2006). This is supported by movements towards communicative competence and language proficiency that can be developed if students feel the need to exchange information with one another and with the teacher. “Foreign language instruction for children can be enriched when teachers use thematic units that focus on content-area information, engage students in activities in which they must think critically, and provide opportunities for students to use the target language in meaningful contexts and in new and complex ways” (Haas, 2000).

Since CLIL draws its pedagogical approach from the communicative language teaching approach and is influenced by Krashen’s theory of second language acquisition (Krashen 1982, in Crandall 1994), a CLIL lesson focuses on meaning and language use, not on grammar rules and forms, provides language input that is just above the students’ level, and gives enough opportunities to use the language in meaningful communication without pressure. This makes CLIL particularly suitable for teaching young learners. Young learners benefit from activities that promote language use and focus on the process of communicative interaction. It is best achieved with task-based learning which further fosters young learners’ autonomy, creativity and discovery learning. The CLIL teacher’s task is to provide all elements necessary for conducting a successful CLIL lesson. As most of these indispensable components are related to lesson planning, the planning process deserves special attention.

4. Planning a CLIL lesson

Integration of content and language teaching poses a number of questions and challenges for the EFL teacher. The biggest challenges lie in incorporating development of both students’ subject and language knowledge and skills (dual focus), selecting and adapting materials to meet the specific teaching context, and designing activities to meet the CLIL purposes: to communicate subject content orally, to develop listening and reading strategies, and to support written or physical production (Bentley 2011: 57). Yet another challenge lies in providing learners with relevant language support in order to enable them to produce, read and listen to many different text types (genres), to focus on subject content and tasks, and encourage thinking and learning.

It is crucial to carefully plan a CLIL lesson, taking into account the CLIL context and teaching aims and objectives by applying the 4Cs Framework: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (intercultural understanding and global citizenship) (Coyle, Hood & Marsh 2010, 41). The 4Cs Framework is a theoretical framework that can

contribute to maintaining the balance between the language and the content. Coyle, Hood & Marsh (ibid.) argue that proper integration of content learning and language learning in a specific context results in effective CLIL through:

- progression in knowledge, skills and understanding of the content;
- engagement in associated cognitive processing;
- interaction in the communicative context;
- development of appropriate language knowledge and skills;
- the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and 'otherness'.

The planned pedagogic integration of contextualized content, cognition, communication and culture distinguish CLIL from other approaches, such as content-based learning or bilingual education (ibid., 6).

4.1. Steps for planning a CLIL lesson

There are several important factors and considerations that must be taken into account when planning an integrated lesson: the teacher should think about content-area skills and concepts that can interrelate most effectively with the language goals, about the language competences that are needed for studying the content, about the cognitive skills necessary to perform the tasks related both to the content and the foreign language, and finally about the potential for integration of the content with language goals and cultural concepts and goals (Curtain & Dahlberg, 2010). It is essential to achieve a balance of language, content and culture.

As a result, the first step in planning is related to choosing the content area. The concepts may come from any of the academic subjects in the curriculum: science, mathematics, language arts, social studies, health, music, art, physical education, or civic education. The teacher has to find out which concepts lend themselves best to teaching in English. This decision can be made in cooperation with the subject teacher or the class teacher who teaches respective academic subjects to the class.

The next step is choosing a theme or topic. The theme should be motivating, interesting and relevant to the learners and to the teacher. It must be connected to real-life situations and provide a context for meaningful, authentic discourse and interaction and thus facilitate the development of appropriate, useful and real-life language functions and communication modes, and connect to the target culture(s), wherever possible (Shin, 2007, p. 4). Moreover, the theme should take into account progression in learning, encourage the use of both higher order thinking skills (e.g. problem solving) and lower order thinking skills (e.g. remembering and understanding) (Coyle, Hood & Marsh 2010, 76). These elements determine the learning outcomes in the content area.

After having decided on the content, the teacher needs to consider communication and define language learning and using. Coyle, Hood & Marsh (ibid.) suggest defining content-obligatory language (e.g. key words, phrases and grammar), as well as language functions needed for the discussions and performing language tasks. These elements determine the learning outcomes in the language area.

It is now important to make a list of the activities that will facilitate achievement of goals and outcomes in the above two areas. The tasks should appeal to learners of different learning styles (visual, auditory, kinaesthetic, or tactile, to mention the most prominent ones) and provide the context for real-life communication. A big challenge is to make activities really communicative, focused on genuine exchange of information. Information gap activities are appropriate for young learners as they give them a reason to think, talk, exchange factual information, and use language for practical reasons. Moreover, activities like games, stories, songs, rhymes, graphing activities, role plays, dramatisations, dialogues, and presentations in pair and group work, can easily engage students in both the content and the language.

Activities should provide the balance of all four skills, starting with pre-listening or pre-reading activities that prepare students for listening and reading input, and proceeding with listening or reading input activities, building listening or reading skills, and finally involving speaking and writing activities. Shin (2007, 5) argues that activities should be organised and ordered by:

- varying the task and language skills
- choosing the activities that are the most useful to particular group of learners
- ordering the tasks to mirror the real life application of the tasks
- connecting one activity to the next (from receptive to productive skills)
- sequencing the content in order to recycle language and scaffold students' learning.

This stage of planning should also involve listing resources and materials. The teacher has to make sure if there are appropriate materials available and if any adaptations or simplifications should be made and how. If there are not sufficient materials available in English, the teacher has to provide them by searching the Internet, translating from native language or designing them alone or with students. Materials are crucial for making the new concepts and new language comprehensible. This is usually achieved with the use of contextual clues, like visuals and concrete objects (realia), supported with concrete, hands-on and activity-oriented teaching. A wide range of resources (posters, flashcards, dictionaries,

visual or graphic organisers, etc.) that can be provided through ICT and the Internet, can greatly contribute to making the subject content comprehensible.

Finally, assessment should be an integral part of a CLIL lesson. Due to the fact that CLIL has a dual focus, assessment should incorporate assessment of language competences and assessment of content knowledge and thus “account for the goals and objectives of two different subjects, including knowledge, competences, skills, attitudes, and behaviour, for both language and content” (Massler 2010, 115). Therefore, assessment task should be devised to help learners to show both the content and language they have learned, with the teacher’s help, if necessary. Massler (*ibid.*, 126-127) suggests adapting or varying the assessment tasks, the amount of time for completing the task, and the amount of scaffolding, and using alternative assessment techniques, such as performance-based tasks, portfolios, journals, self and peer-assessment, and projects. Effective assessment contributes to success in CLIL and to effectiveness of a CLIL lesson.

The above procedure of CLIL lesson planning may seem too complex, but it is important to keep in mind that it is achievable. I will present the above theoretic considerations of a planning procedure applied by a trainee teacher under my supervision.

4.2. Integrated Science lesson

The lesson was taught in 3rd grade (children aged 9) by a trainee teacher qualifying to become a class teacher and a YL English teacher. The process of lesson planning was supervised by teacher educators (experts in science methodology and in language teaching methodology) and facilitated by two school teachers-mentors: the class teacher (teaching science) and the English teacher (normally teaching English to the class). This team planning and cooperation of experienced experts was a guarantee that the lesson would be very carefully planned. The trainee teacher was highly motivated to work hard in order to prepare well for the CLIL lesson. The biggest challenge was the fact that the children had never experienced a CLIL lesson before and it was not easy to predict their engagement and motivation to use English in learning the science content.

The topic was very carefully chosen: Land Habitats. It is part of the science curriculum in grade 3, provides an interesting content that can be discussed using simple language, and does not require teaching many new concepts. The dual focus involved two sets of lesson objectives. In science the objectives were:

- to introduce the basic concepts of land habitats
- to revise the concepts and factual knowledge related to types of habitats

- to brainstorm the names of animals and plants that live in a particular habitat and to classify them according to habitat types
- to review food chains.

So, the content-related concepts involved: land habitats (forest, field, garden, park), animal names (bird, fox, bear, wolf, rabbit, bee, spider, butterfly, fly), plant names (tree, grass, vegetables, fruit, flowers), food chains, man, nature.

Language objectives involved: pronunciation of new vocabulary, the function of describing (using the present simple tense), negotiating, suggesting, agreeing, disagreeing, presenting results, integrating the skills (listening, reading, speaking and writing), group interaction, discussion.

Cognition contained development of lower and higher order thinking skills: recall of factual information, defining, classifying, predicting, comparing.

Culture concerned raising awareness of preserving the environment, keeping food chains and stressing man's role in creating different land habitats.

The activities involved different classroom dynamics, from whole-class activities to pair and group work: class quiz, describing food chains in pairs, creating a poster of a type of land habitat in groups. The materials included pictures of habitats, animals and plants, poster paper, and a Power Point Presentation with quiz questions and tasks. The materials were appealing and children enjoyed selecting and distributing pictures of animals and plants in their posters, and then describing the posters. They were fully engaged all the time, though a little shy when using new vocabulary in front of the whole class. The trainee teacher provided adequate scaffolding by monitoring group work and checking the progress of each group. The appropriate selection and distribution of animals and plants in the posters gave an immediate feedback about the children's understanding and using the content concepts as well as language knowledge and skills.

The lesson proved to be a success because we understood from the very beginning that "holistic learning experiences are constructed through rigorous attention to detail in planning and teaching" (Cameron 2008, 184). We should stress the trainee teacher's expertise in both content and language methodologies as an important factor that contributed to the effectiveness of teaching this CLIL lesson.

5. Conclusion

A CLIL lesson poses a number of challenges for the teacher. The main drawbacks of using CLIL are related to teacher competences required to teach both the content and English and to apply appropriate pedagogical practices involving problem-solving, negotiations, discussions and

classroom management. Integration of English with content teaching requires teachers to be competent in another curriculum subject and in English and in their respective pedagogies.

The lack of appropriate CLIL materials and resources can be a serious problem in preparing a CLIL lesson. Selecting and adapting content and CLIL teaching materials can be too time consuming, while the need to develop materials can become a big obstacle for planning for success.

From the language development point of view, there is in a CLIL lesson a need to simplify language, give simple and clear instructions when introducing activities and tasks, and sometimes accept students' use of L1 to describe complex processes or define rather sophisticated concepts. Children may be discouraged by lack of comprehension and inability to express themselves in English.

However, in spite of all these potential drawbacks and challenges, there are many benefits that cannot be overlooked. Curtain and Dahlberg (2010) conclude that using content-based instruction in teaching young learners is beneficial because it:

1. makes instruction more comprehensible because the theme creates a meaningful context,
2. changes the instructional focus from the language itself to the use of language to achieve meaningful goals,
3. offers a natural setting for narrative structure and task-based organization of content,
4. involves learners in real language use in a variety of situations, models and text types,
5. involves activities or tasks that engage the learners in complex thinking and more sophisticated use of language, which supports how the brain makes connections and how learning takes place,
6. avoids the use of isolated exercises with grammatical structures, practised out of context,
7. connects content, language and culture to a 'big idea' (with enduring value beyond the classroom).

Coyle, Hood and Marsh (2010) see CLIL as a fusion of subject didactics which opens the possibility of integrating foreign language learning with content learning with benefits like: achieving the best results in the shortest time, raising levels of proficiency; interdisciplinary teaching strengthens cognitive processing through problem solving, facilitates learning by responding to different learning styles, enhances motivation and involvement of students by providing authenticity of purpose. As Graddol puts it (2006), CLIL offers a holistic way of teaching and learning.

Surely, CLIL's effectiveness derives from language use in meaningful context. Careful lesson planning and thorough knowledge of the content is crucial to achieving objectives in both areas. Language development

happens in terms of vocabulary development, and natural development of four skills. However, in a CLIL lesson students do not only learn to use English, but use English to learn the subject content.

Examples of good practice can be very encouraging for the EFL teachers who are wondering how to begin. We have found that some class teachers can be trained to be very successful CLIL teachers owing to their wide knowledge of primary subjects content, respective methodologies and experience in working with children. They are never short of creative ideas how to develop CLIL materials, incorporate EFL objectives into subject lesson plans, design classroom activities that aim to develop both students' language competences and content knowledge. Neither are the EFL teachers. What is more, their readiness for learning, working with peers and sharing own experiences is a proof that they are more than ready for the CLIL challenge.

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Radmila Đaković¹,
Tijana Dabić,
University of Novi Sad
Faculty of Philosophy

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Foreign Language Anxiety and CLIL

Abstract: It is a well known fact that CLIL creates a suitable environment for learning, but productive skills (speaking and writing) may occur as a problem for student experiencing foreign language anxiety. Thus studying subjects in English may vary from enthusiasm to anxiety and worry depending on students' success or struggle with the language. In this paper the authors will present results from qualitative research with 6th grade students experiencing foreign language anxiety. The authors will emphasize the important role of language anxiety in *all* foreign language learning environments, along with other affective learning factors such as the learner's attitudes, motivation and foreign language self-concept. Authors will invite language educators to consider ways to reduce pupils' language anxiety both in traditional language teaching and in CLIL education in order to promote a relaxed and supportive classroom atmosphere.

Key words: Foreign language anxiety, CLIL, primary school

Pupil A: "I am so insecure in everything I say or write... I am not so afraid of getting a bad mark, but... I feel uncomfortable ... everyone will laugh at me."

Pupil B: "It happens to me all the time, I often forget everything I know, so I get nervous ... I start panicking ... I feel terrible, as if I don't know English, as if I don't know anything, and it makes me feel stupid."

Pupil C: " It's not the same definitely [English and other classes in traditional language learning environment], I mean, it's much easier to speak Serbian because I know what to say, I can't make the mistake ... an nobody laughs at me... because, I'm not sure in myself, I don't know all

¹ rada.djakovic@gmail.com

English words, and I can't make sentences very well, and these other subjects, it's easy for me because I can talk freely."

These three pupils are 6th graders from Novi Sad, aged about 12. In their school reports, their overall English proficiency is judged to be good (grades 3 and 4 for Pupils A and B, respectively) or even very good (grade 5 for Pupil C). However, their relation to English in the classroom is problematic.

The explanation seems obvious: these pupils suffer from foreign language anxiety. This article focuses on foreign language anxiety, first as a theoretical concept, then as a subjectively experienced phenomenon in foreign language learning environments.

What is foreign language anxiety?

In Serbia, the generation of 6th grade students (born in 1996.) who enrolled primary school in 2003 has been learning English from the 1st grade of elementary school. According to a primary school education plan, the main goal of learning English in primary school is to develop the basic communicative skills of students as well as their interest in learning foreign languages. For primary school students, English is a new foreign language rather than their mother tongue and emphasis on oral aspects of language means that students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class. Horwitz, Horwitz, and Cope (1986) pointed out, since speaking in the target language seems to be the most threatening aspect of foreign language learning, that the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student. To ensure the success of English education in primary schools, foreign language anxiety is a significant issue which cannot be ignored.

Defining foreign language anxiety

Horwitz, Horwitz, and Cope (1986) describe three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. According to McCroskey's (1978) definition, communication apprehension is an individual's level of fear or anxiety associated with either real or anticipated communication with other persons. Horwitz, Horwitz, and Cope (1986) submit the construct of communication apprehension to their conceptualization of foreign language anxiety. They think interpersonal interactions are the major emphasis in the English class. In a foreign language classroom, language learners' oral tasks include not only learning a second language but also performing the language. Therefore, communication apprehension in a foreign language context is different from that in other context. Oral

communication consists of two components: listening and speaking. Speaking is anxiety-provoking in foreign language activities (MacIntyre & Gardner, 1991). Daly (1991) and Young (1986) find that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty understanding others. Because of the lack of control of oral communication, communication apprehension emerges (MacIntyre & Gardner, 1991).

Over the past few years, foreign language educators have found that anxiety plays a role in success or failure in the foreign language classroom. In addition, a lot of researchers indicate that high levels of anxiety can interfere with foreign language learning (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991). Actually, anxiety can be either facilitating or debilitating. Facilitating anxiety motivates the learner to adopt an approach/attitude and s/he is willing to confront the new learning task. On the other hand, debilitating anxiety motivates the learner to assume an avoidance attitude and s/he therefore tends to escape from the new learning task (Scovel, 1978). The factor of task difficulty may cause the learner to develop a facilitating or a debilitating anxiety. MacIntyre (1995) suggests only when "a given task is relatively simple," could foreign language anxiety be facilitating. In such a situation, anxiety may improve performance through increased effort. But once the task is too difficult, anxiety will impair performance.

Although anxiety could be facilitating or debilitating, it in most cases "negatively affects performance in the second language" (MacIntyre & Gardener, 1991).

Language anxiety and language achievement

Some studies have shown the existence of a negative relationship between language anxiety and language achievement (MacIntyre, 1995). Thus it is of utmost importance to pay attention to affective factors in foreign language learning (Arnold & Brown, 1999). In this way teachers can make a significant contribution to effective language learning. The task of teachers is to enable their students to express themselves freely (without fear and anxiety) and to be responsible and productive members of the society in which they live. In order for that task to be successfully accomplished, it is necessary to pay attention to the cognitive and affective needs of students. Anxiety as one of the most common negative emotion that occurs in learning a foreign language is found both in children, and adult students. Takada (2003) found that the main cause of anxiety in Japanese students learning English as a foreign language is the fear that they will not be able to keep pace with their peers in the classroom. Arnold & Brown (1999) added that the anxiety is probably the most affective

factor to disrupt the learning process because it is associated with negative feelings of anxiety, frustration, doubt, apprehension / fear and tension. Uncertainty and violence in behavior can also be considered a form of anxiety. Hence, anxious students easily develop an aversion to language study, which, again, weakens their language achievement and finally their linguistic self-confidence. On the whole, the relation between language anxiety and language achievement is highly *recursive* in nature. Still, the question *how* language anxiety affects language learning, needs further research. Language anxiety literature easily creates the impression that language anxiety is a problem primarily for low achievers. It is important to remember that good and successful language learners may also suffer from language anxiety. The three interviews above, for instance, introduce good learners whose anxiety seems to be linked to perfectionism and weak foreign language self-concept.

Research background

Foreign language anxiety, or language inhibition, has been investigated in Finnish schools either in combination with other affective language learning factors (Laine, 1988) or as a construct of its own. This early research showed that a considerable number of adolescent and young adult Finnish foreign language learners suffered from language anxiety. This picture of foreign language anxiety, dating mainly from the late 1980s, served as an invitation for the researchers to conduct a study in the present language learning environment, where the educational goals further emphasize active communication in the foreign language. Further, since 1990s a new foreign language learning environment has become available in many schools throughout Europe: Content and Language Integrated learning, or CLIL for short. In CLIL classes, pupils receive a substantial part of the teaching through the foreign language. This kind of teaching relates to various school subjects and it supports implicit learning of language. Thus, it is of great interest to study the foreign language anxiety in CLIL classes. Only a few researchers have conducted studies about language anxiety in enriched language education of that kind (MacIntyre, Baker, Clement, & Donovan, 2003). This Canadian study carried out by MacIntyre and others, proved the existence of foreign language anxiety among immersion students. However, as it is commonly expected that frequent foreign language usage will result in reduction of foreign language anxiety and the increase of self-confidence in foreign language communication, the author has decided to compare it to one of the recent studies (Pihko, 2007).

Pihko (2007) compares the effective outcomes of foreign language teaching in the two different learning environments from two perspectives: (a) language learners' motivational orientation, (b) their

foreign language self-concept and (c) their feelings of foreign language anxiety. The research was conducted among elementary school Finnish learners of English, aged 13-15 who had been studying in traditional language classroom since the age of nine, and CLIL learners of the same age. CLIL learners, in addition to having studied English in traditional language teaching since the age of nine, have been taught various subjects through English (30-50% of their school teaching). The Finnish study was carried out by means of a Likert-scaled questionnaire which was adapted from previous researches (Horwitz, Horwitz, & Cope, 1986) and which contained a few open ended questions which correspond to the interview questions from the research carried out with the Serbian 6th graders.

Results

As it was expected, CLIL students had a lower level of foreign language anxiety than their peers in EFL education. The study showed that CLIL students were more willing to use English in classroom communication, and they felt less tense when they spoke English in class.

In addition to these general, and quite predictable findings, the study revealed several interesting aspects of foreign language anxiety in the EFL and, in particular, in the CLIL learning environment. This means that students confirmed the existence of fear of critical evaluation from the teacher and/or peer students. However, this aspect of foreign language anxiety, when dealing with CLIL students is present mostly in content classes, because of the wide range of topics which impose great linguistic and lexical demands on students. Pihko (2007) indicates that language anxiety may be a problem even for successful language students - which most CLIL students typically are. According to the results of her study she pointed out an interesting observation – for CLIL students, especially for girls, language anxiety was clearly connected with the presence of more talented peers with excellent English skills. This observation suggests that teachers, both in CLIL and traditional classes, should have particularly sensitive pedagogical approach.

Conclusion

CLIL findings from the study made by Pihko (2007) are similar in results with the Canadian study mentioned above (MacIntyre, Baker, Clement, & Donovan, 2003), which found that immersion students may suffer from language anxiety as much as students in traditional language teaching. The present CLIL results, from the study with Finnish students (Pihko, 2007), indicate that subject teaching through foreign language may be affectively very demanding for a large number of students. Thus, it may be presumed that CLIL students who suffer from foreign language anxiety are in a difficult position. First of all, they face anxiety provoking

situations more frequently than student in traditional language teaching classroom; second, such anxiety may interfere with both language learning and content learning.

If the qualitative research carried out in Serbia is taken into consideration (research was carried among students in traditional language classes) it is clear that language anxiety affects learner's attitudes, motivation and foreign language self-concept. Students' own experiences show that even language anxiety can easily dishearten the student and interfere with classroom activity in a negative way. Therefore, it would be extremely useful to carry out another study with CLIL students in Serbia in order to investigate the effect of language anxiety in our country. It would help language educators to fully understand the significance of language anxiety and to find the way to reduce it in order to promote a relaxed and supportive classroom environment.

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Ivana R. Ćirkovic Miladinovic¹
Ivana M. Milić
University of Kragujevac
Faculty of Education in Jagodina

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Young learners and CLIL: Developing language skills in ELT Classroom Integrated with the Contents of Musical Education

Abstract: The English language is very present in the modern society, not only in the informal communication but also as the obligatory subject from the first grade of primary school. For that reason we think that certain elements of this foreign language may be integrated successfully into many other school subjects. On the other hand, Musical education as a school subject is specific for its motivating contents and provides many possibilities of integration with other school subjects, areas, and contents. Among those contents we may certainly choose the English language. The focus of our presentation is the listening activity which aims to boost students' skills in the English language. Music works which are presented to young learners have the power to form a specific relationship with students - listeners and will certainly affect their emotions and their mood. Planning and creating a CLIL class is very demanding in terms of taking into consideration students' previous musical experience, age, and the level of musical knowledge. For that reason authors will present in this paper one of the possibilities of integrating the music content and the English language in teaching young learners.

Key words: Correlation of the teaching contents, the English language, school subject, Musical education.

Introduction

Languages seem to be a fundamental aspect of the cultural identity of every European. Schools in which the teaching of certain subjects in the curriculum may be offered in a foreign, regional or minority language have existed in Europe for several decades. According to David Graddol (2006),

¹ Ivanaivica@nadlanu.com

the availability of English as a global language is accelerating globalization and globalization is accelerating the use of English.

The acronym of 'Content and Language Integrated Learning' (CLIL) has become the most widely used term describing both learning another subject such as geography, mathematics or biology through the medium of a foreign language and learning a foreign language by studying a content-based subject.

According to Graddol (2006) CLIL is an approach to bilingual education in which both curriculum content and target language (i.e. English) are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject. Therefore, it means teaching curriculum subjects through the medium of a target language.

Early language learning

Early language learning helps learners develop positive attitudes towards other cultures and languages as well as laying the foundation for language learning in later life. Owing to the children s' lack of inhibition, young children are usually enthusiastic participants in oral exchanges, making early language learning a great developer of receptive and productive oral skills, as well as of enjoyment for language learning and communication.

The profile of a good teacher in early language learning includes not only language competence but also the specialist skills and knowledge of a primary teacher. The teacher has a central role as he/she is likely to be the main source of input in the target language. He/she is also bringing an intercultural dimension to the learners, helping them learn about languages (i.e. developing language awareness, as well as developing strategies for language learning which will help in later education. The teacher also has to be able to understand the needs and capabilities of the young learners including the stage of mother tongue language development they have reached.

CLIL lesson

A CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language (Ćirković -Miladinović, 2007). In the CLIL curriculum, it is the subject matter which determines the language needed to learn. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989). CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The

experience of learning subjects through the medium of a target language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curricular subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different educational contexts.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, both receptive and productive skills
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically rather than grammatically
- Learner styles should be taken into account in task types

Hence, CLIL aims to create an improvement in both the foreign language and the non-language area competence.

Some CLIL experts believe that one of the advantages is that target language is acquired in a rather natural and effortless way. Namely, students are surrounded with their peers who seem to be at the same level in language proficiency and they understand each other very well. Also, they add that young people who learn content through target language tend to look at their own language and culture with more objective eyes.

Successful teacher “will think of his first class as the beginning rather than the end of his education” (Anderson 1967:277). Therefore, proper teaching methodologies in CLIL classes will be in demand in order to deliver the curriculum in the most efficient way possible.

One rationale for teaching languages to young children is the idea that they find it easier to learn languages than older students (Maldonado, 2006). English for young learners (EYL) also provides a foundation for transition to CLIL or even to English-medium in secondary school. In most cases CLIL is used in secondary schools and relies on basic skills in English being already taught at primary level.

In this way the CLIL approach develops confident learners and enhances academic cognitive processes and communication skills. CLIL encourages intercultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. In the target language, learners reach proficiency levels in all four skills of listening, speaking, reading and writing far beyond what is expected in terms of teaching English to young learners.

In terms of CLIL implications on learners, gender issues must be considered too. It is believed that girls are better in learning languages while boys are better in learning sciences such as mathematics, physics, chemistry etc. so in this way through CLIL learners become more successful in learning both the content and the target language and they get better results in exams.

Teaching music in target language

CLIL approach offers a wide possibility of integrating different subjects across the curriculum. One possibility is to teach music through the medium of a non-native language, English. The experience of learning subjects through the medium of a target language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. Music motivates students to participate in different activities such as singing, playing an instrument, performing, listening to a piece of music, and develops students' musical creativity as well. The main aim of the listening activity in music teaching classroom is increasing the love towards a piece of music. It is also important to develop students' esthetical ability to evaluate music and to recognize music elements during the listening activity. Further, listening to a specific piece of music enables creating a habit of a careful, active listening that will bring to improved musical memory. Active listening facilitates creative writing either in composing a piece of music or writing lyrics in English. The focus of this paper is the listening activity which aims to boost students' literal skills in the English language.

Music works which are presented to young learners have the power to make a specific relationship with students - listeners and will certainly affect their emotions and their mood. In order to motivate students to make literal works as the result of listening a specific music composition we should choose a composition carefully. Music has to be attractive for listeners with the intention to increase their creative imagination. In particular, if the listeners are young learners it has to be dynamic, to possess striking rhythm, prominent tempo, rich harmony and the interesting melody. The purpose is to create the atmosphere in which the students will experience and understand, and in some way, identify with the music work. Only in this case we may expect that students will be able to express their feelings and thoughts in writing. Planning and creating a CLIL class is very demanding in terms of taking into consideration students' previous musical experience, age, and the level of musical knowledge.

Now, authors will present one of the possibilities of integrating the music content and the English language in teaching young learners. Authors

would like to point out that this is just one of the possibilities of integrating contents of these two school subjects, the list of ideas is endless.

As a warming up activity in this class we ask students to recognize the animals by the sound they produce and to say their names in English. Better students will revise while poor students will expand the vocabulary by mentioning the names of animals: tortoise, hen, rooster, elephant, turtle, lion, etc. The variation of the warming up activity: students may try to reproduce the similar sounds of the animals they hear on the tape. In this way students will do the breathing exercise and be prepared for singing a melody. The purpose is to prepare students for the listening activity of the composition "The Carnival of the animals" which is a musical suite of fourteen movements by the French Romantic composer Camille Saint-Saens. For this class authors have selected two movements *Tortoises* and *Hens and Roosters*.

The lead in activity will precede the main input part of the lesson to help to arouse interest, set the scene, and establish the context. For example, students will be asked to give a short description of animals they know. This will help learners to brainstorm around a topic.

Presentation- Students listen to a piece of music of two movements. Firstly, they listen to a movement called *Hens and Roosters*. This movement is centered around a pecking theme played in the pianos and strings which is quite reminiscent of chickens pecking at grain. We can recognize strings without cello and double-bass, two pianos with clarinet. The clarinet plays small solos above the rest of the players at intervals. At this point, we do not give students the explanation of the music elements in this piece of music. Secondly, students listen to the movement called *Tortoises* which is a slightly satirical movement. It opens with a piano playing a pulsing triplet figure in the higher register. The strings play a slow rendition of the famous 'Can-Can' from Offenbach's operetta *Orpheus in the Underworld*. The slow pace of the melody shows very slow movements of the tortoises and their heavy treads but it also shows their very long life which again symbolizes slow alternation of the events. As we can later see in students' literal works, they do not mention tortoises but analyzing their literal works we may say that they had experienced and understood the music. "Tortoises" makes good use of the well-known Can-Can playing the usually breakneck-speed melody at a slow, drooping pace.



Controlled practice

At this point of time, students do not know the names of these movements because we want them to experience the piece of music, predict and justify predictions by expressing ideas in writing poems in English. In this way students will be put in the position to explore and find out the character of the musical composition by creative writing.

Free practice – Now students create their poems or prose. While listening to a composition students are divided into two groups, they are allowed to choose a group, the first group creates literal works according to the composition “Tortoises” and the second one creates according to the composition “Hens and Roosters”. When we give students a chance to write poems or prose after experiencing the musical piece of work we do not insist that their literal works should be poems, we expect that better students will choose to write poems while those poorer students will write a few sentences and in that way express their view of the musical composition. In this part of the CLIL class we stimulate students’ individual work and by doing so we show our students that it is possible to be creative in the target language. Therefore, individualization in CLIL classes is not only useful but it is also very important and necessary and it is by all means a precondition for a successful integration of the two school subjects.

Feedback - At the end of a lesson, students read their piece of writings and teacher comments on students’ performance, gives suggestions as to where students may improve their target language and praise what was done both in terms of improving the musical knowledge and the English language.

Students did not mention tortoises in their poems but they recognized and felt the music in the right way. They used adjectives or adverbs like hard, tired, hurt, clumsily etc. which together prove that students did experienced the music and recognized its main theme. Piano melody shows the end of the day and the coming of the night when giant tortoises are active. The sentence “It was a hard day” from student A’s poem indicates that students recognized from the melody that the day is coming to an end and that the night is falling. Violins, violas, and double-bass in a slow pace show again tortoises attributes and their slow steps. Students B and C choose to write about the movement called *Hens and Roosters* played in two pianos and strings with clarinet. The clarinet plays small solos in the high register and symbolizes the running of the chickens, hens and roosters around the grains they eat. Students recognized this in the melody. The lines “We run, we chase, Peck the grains quickly, Go, go now” etc. show that students did experience the melody in the right way and that the melody helped them to create and be creative in the target language.

These are some of the examples of students' literal works:

Student A wrote this poem:

It was a hard day,
I am so tired,
My feet hurt this way,
Clumsily, I make my stay.

Student B:

We run, we chase
will we, will we
win this race?

Student C:

Peck the grains quickly,
Go, go now,
They look at me so strictly,
Maybe, I don't know how.

Analyzing students' works, we have realized that there is a close meaningfulness among their literal works and the pieces of music they have listened to previously during the CLIL class. That brought us to the conclusion that students did understand and experienced emotionally the music. We may say that if students' experience the music emotionally they will comprehend and remember it. Furthermore, we may point out that although every child's creative piece of written work is precious and valuable, it is not practical to analyze it as a literal piece of work. Instead, the literal piece of work that children produce during these music classes may indicate their musical experiences, musical understanding and possibilities of comprehending crucial parts of the musical piece. For this reason, the interpretation of musical works through some other media, for example literature or art, is significant and necessary activity in primary school.

The purpose of developing language skills in ELT classroom integrated with the contents of Musical education is to put students in a position to experience and recognise the character of the melody, its flow, characteristic rhythmic figures or flutters, musical units, mode as well as to recognise the instruments, and the reason for the composer's choice of certain groups of instruments. Of course, it is impossible to discover how the composer felt during creating certain musical piece of work, but it is evident that music, as a powerful media, possessing the energy to transfer impulses, vibrations, messages and motifs to listeners. So, we may say that it is possible to recognize music motifs in students' literal works which, after all, was the aim of the CLIL class.

Conclusion

From a language point of view the CLIL 'approach' offers lots of possibilities to the EL teacher. CLIL aims to guide language processing and support language production in the same way as ELT by teaching students various learning strategies to use both spoken and written language. In order to express their emotions and in order to enhance literal and lexical creativity teachers may use music in the class for example.

What is different from ELT is that the language teacher is also the subject teacher, and that the subject teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL teacher training issue which can be accomplished in the classroom.

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Tatjana Glušac¹
University of Novi Sad
Faculty of Law and Business Studies

UDC 371.311.1
37.025
371.3::811.111

CLIL and One-to-One Classes

Abstract: More often than not children are nowadays overburdened not only with school obligations, but numerous extracurricular activities, one of them being private English classes. Owing to that, they sometimes lack motivation and their concentration span is rather restricted, which hampers their progress in language learning. Consequently, they lose interest for learning the foreign language completely or experience frustration as they witness no progress in their own learning. This presentation is based on one-year research in which CLIL was been used as a possible motivating factor in teaching one-to-one classes to primary school students. Even though the research is still in progress, the improvement of students' motivation and the progress in their knowledge of the language are quite obvious even at this stage of their research.

Key words: CLIL, one-to-one classes, motivation, primary school.

1. Teaching a class vs. one-to-one teaching

However contradictory it may sound, education in the new millennium seems to be more demanding than ever before. Teachers have at their disposal an abundance of teaching materials and teaching aids, advance technologies, the Internet, a myriad of ready-made lesson plans and the like which should all ease their workload. However, the real situation is quite the opposite. To meet their students' particular needs, teachers are obliged to update their knowledge and skills constantly so as to ensure they are savvy enough in applying advanced technologies and making use of numerous online teaching possibilities. Moreover, teachers are instructed more and more frequently to empower their students so as to enable them to pursue their own interests in learning and apply the acquired knowledge. It is the teacher's responsibility to provide for a safe

¹ tatjana.glusac@gmail.com

and secure enough learning environment, which is an essential prerequisite if smooth and equal students' progress is to be achieved.

More often than not, English language teachers in Serbia are faced with the challenge of teaching large classes (the number of students can sometimes be over 30). In primary schools students usually have two 45-minute English classes a week. When the stated facts are considered, it goes without saying that even in situations when time and classroom management are carefully planned, not all students have equal opportunities to practice and learn the language. Moreover, it is rather difficult to cater for different students' needs, interests and characteristics in large classes.

When the lack of adequate teaching and learning conditions (large classes or mixed ability classes for example) is coupled with the teacher's inexperience in teaching a large class, students achieve little, if any, progress.

On the other hand, when compared to one-to-one teaching, teaching a class provides the language teacher with more possibilities to introduce different work formats in the course of a single class. Students sometimes find it easier and more motivating to work in teams with their classmates than working solely with the teacher. Learning in a class can also be inspiring for many students as it is at young age that they like to compete, imitate and find inspiration in other students' work.

In comparison to teaching a class, teaching individual students may be much easier, yet more difficult in some ways. On the one hand, a single student has the teacher's undivided attention and the overarching goal of one-to-one teaching is meeting the student's needs, interests and wishes in order to provide stimulating enough a learning environment for the student to achieve the desired result, be it acquiring knowledge, improving a skill, a school grade, and the like. Moreover, it is easier to choose, design or adapt teaching materials to suit an individual student than a whole class.

Learning language in a group, i.e. class, provides opportunities for acquiring skills and types of knowledge other than linguistic – team work, cooperation, negotiation, meeting a deadline, project work, peer revision, etc. Individual classes, however, help students develop feelings of achievement, fulfillment and satisfaction due to reaching a personally set goal.

The teacher's and the students' roles change significantly depending on the teaching context. In one-to-one classes the teacher usually becomes more of a friend to the learner. The student, however, is given more opportunities to take an active role in making decisions about the classes. Moreover, the teacher engages in the learning process herself, so the student mostly uses the teacher as a resource, unlike the classroom

context in which students cooperate to obtain necessary information and pieces of knowledge. In such a situation, one-to-one classes can become mentally and physically tiring. To overcome the problem of exhaustion, it is of vital importance for teachers to have the ability to discern the moments during the course of a lesson when it is necessary to change the pacing of activities and/or even switch the roles.

When teaching a one-to-one class, the teacher has a higher degree of responsibility as s/he is to meet a particular student's needs and interests and help the student achieve specific results. What makes this teacher's role much easier is the fact that one-to-one classes are usually taken by highly motivated students, usually very gifted, whose thirst for knowledge is not quenched in the classroom. Moreover, one-to-one teaching is often applied when students have poor knowledge of the subject; they are usually determined and, more often than not, highly motivated to improve their existing situation.

2. Motivation for language learning

There has been ample research into motivation for learning a foreign language. Most researchers agree that motivation plays a vital role in the students' achievement. It is hard to imagine a teacher's handbook without a chapter on motivation. It is a widely discussed and researched topic, yet so complex, multifaceted and changeable.

In Wikipedia, motivation is defined as a psychological quality that leads people to achieve a goal. Spratt et al. (2005: 38) say that "motivation is the thoughts and feelings we have which make us want to do something, continue to want to do it and turn our wishes into action, i.e. motivation influences: why people decide to do something, how long they want to do it for and how hard they are prepared to work to achieve it". Harmer (2002: 51) defines motivation for language learning as "some kind of internal drive which pushes someone to do things in order to achieve something".

When the above-mentioned definitions of motivation are considered, it is evident that each student will have a particular driving force and it may change over time as they mature and set priorities differently. When applied to the teaching and learning context, it goes without saying that the language teacher has a great responsibility to maintain students' motivation at a high level, as it is the key to successful learning, to introduce appropriate incentives constantly to match students' different motivations, as well as to minimize demotivating factors.

In different discussions on motivation, different kinds of motivation are mentioned, such as:

Extrinsic motivation – depends on a number of outside factors, for instance: the need to get a certain grade, pass an exam, get a prize or award, and the like.

Intrinsic motivation – depends on the factors that come from within an individual, such as the love for a language, satisfaction of learning new things, etc.

Integrative motivation – grounded on the student's wish to integrate in the society in which the language learnt is spoken; the student shows admiration for the language, native speakers, customs, etc.

Instrumental motivation – based on the need to get something practical or concrete from learning the language, such as a job, a diploma, and the like.

Students' motivation for learning a foreign language can be under the influence of a great number of different people and situations. According to Harmer (2002), these factors include: (1) the society students live in (the attitude of the people around the student to learning a foreign language affect his motivation to learning a language), (2) significant others (attitudes of people close to the student (parents, siblings, etc.) will have a significant effect on the student's motivation), (3) the teacher (usually referred to as the most important person with respect to students' motivation for language learning) and (4) the method (the teaching style needs to match the student's wishes, needs, interests and background knowledge).

In his study of motivation for language learning, Gardner (1982) points out that motivation comes from attitude. Attitudes do not have direct impact on learning, but they provoke motivation. The attitudes crucial for language learning encompass the following: attitudes toward learning the second language, desire to learn the language and effort made to learn the language. All the three need to be present if a student is 'truly motivated'. Gardner further states that achievement results from attitude and motivation together. According to his socio-educational model, there are four important factors for successful language learning: the social and cultural milieu, individual learner differences, the setting and context. Moreover, the learning is also dependent on the following four individual differences: intelligence, language aptitude, motivation and situational anxiety.

Based on the aforementioned, it is beyond doubt that both students' personal characteristics and learning and living conditions affect their progress and success in language learning. Teachers can therefore not be held entirely responsible for students' motivation for language learning. They do, however, have a pivotal role in initiating, directing and maintaining their students' motivation in a myriad of ways.

3. Research rationale

In September 2009 four primary school children wanted to attend private English classes – two boys and two girls. They were all aged ten and did not know each other. The children were excellent students at school and had good grades in English as well. However, their knowledge of the language was not satisfactory to themselves or their parents.

The children had a few things in common:

- (1) They were overburdened with extracurricular activities (one of the children was engaged in seven different activities – swimming, tennis, volleyball, ballet, choir, German and English),
- (2) They were dissatisfied with their knowledge of English,
- (3) They were the brains of the class and were suffering from not being the best in English too,
- (4) They had developed negative feelings towards the language and were reluctant to speak,
- (5) They were not very motivated to learn,
- (6) They refused to be taught in the traditional way (using a course book).

The task set by the teacher was twofold: (1) help students achieve the mastery of the language by motivating them and (2) help students improve their English school grades. The only way to aid the situation seemed to be to rely on students' knowledge and motivation for learning other school subjects and build up English classes around the themes they were interested in. CLIL was the most appropriate solution even if it was not clear enough at that very moment whether it could be applied to teaching individual classes.

4. Organization of the research

The whole project had very extensive logistics as an attempt was made to cover as many aspects of CLIL as possible (discussed in detail in Section 6 of this paper). The organization of the project encompassed the following aspects:

- (1) Preparation of material as students did not want to follow a course book,
- (2) Exploring various other fields of interest to students (football, car/motorcycle parts, etc.)
- (3) Designing a syllabus as the classes had to be planned well,
- (4) Finding ways of initiating student cooperation,
- (5) Developing means for monitoring progress,
- (6) Finding an appropriate way of introducing grammar (students showed a strong dislike towards it),
- (7) Developing ways of revising.

As students rejected to using a course book, each of them was asked to have a standard, A4, notebook. During the first class, each of them needed to either to draw or paste a picture of a person they liked on the front page of the notebook. Next to the picture of a person, students were asked to write the person's personal data. The notebook was going to be the person's diary. The aim was to keep an imaginary person's diary and depict the person in different situations. At the end of each class, students were asked to select a topic they would like to cover next time. Both the students and the teacher had time until the next class to prepare materials needed. For instance, when the girls wanted to talk about clothes, their homework was to cut up from newspapers different garments and glue them into their notebook, i.e. 'diary'. During the class, students would learn the names of those pieces of clothing and then write a paragraph about the person's fashion style(s). Having done that, students would be asked questions regarding their own fashion preferences, for example.

If some new grammar items were crucial for executing the task, students would get a brief explanation whereupon they would keep a record of new grammar items at the back of the notebook. By doing so, grammar was not imposed on students. On the contrary, they felt a great need to learn new grammatical items so as to express their ideas, thoughts and feelings in the most appropriate and accurate way. The following was covered during the course of a year: Present Simple, Present Continuous, Past Simple, asking questions, plural of nouns and modal verbs.

When students would learn a new vocabulary item, they would be asked to write it on a slip of paper and insert it in their 'glossary box' (an empty shoe box was used as the students' glossary of new vocabulary). The students were very fond of the 'glossary box' idea as they decorated it and used it often instead of a dictionary. When a class was devoted to revision of vocabulary, slips of paper with words on them would be pulled put for dictation, writing sentences, writing a chain story, etc. Besides the graphical record of the word, different other pieces of information regarding a new word were recorded on the slip – pronunciation, part of speech and sometimes its Serbian equivalent.

It was the students' responsibility to initiate the topic for the following class and do necessary research and/or find adequate material. Topics covered included the following: best friend, family, home, cloths, cosmetics, shopping, at school, at the seaside, at a party, film scenario, in a gym, home town history, geographical description of their home town, a math problem and the like.

In order to achieve the exchange of ideas, knowledge and experience, as well as to have some other person recognize students' achievements, rather than the teacher, the pen-friend practice was initiated (girls wrote to each other, whereas boys wrote to each other). Student wrote letters to

each other and the teacher would deliver them. By doing so, they were additionally motivated to search for words and vocabulary to express themselves in the best possible way, as well as to be better than the pen-friend. Students were responsible for writing a letter on their own outside the class. In that way, the teacher was not at the student's disposal as a resource, but the student needed to find other sources of help, information or inspiration. They would usually write about themselves and their own families, as well as about their imaginary person.

Having all the aforementioned class preconditions in mind (absence of motivation, dislike of course books and grammar, etc.), it seemed that a diagnostic test of any kind would be a deterrent, rather than a stimulus. Hence, meticulous notes were taken for the whole duration of the project on student's mistakes, knowledge requests (when they themselves were in need for a word or a grammar item and asked for it), mistakes made, progress with respect to correcting the mistakes or their fossilization, the length of their utterances, etc.

5. Research findings

Using CLIL to teach individual students was beneficial in many ways. Not only did it help students improve their knowledge, but it aided them in acquiring different non-linguistic skills and taking responsibility over their own process of learning.

At the beginning of the research, the students had similar interests with respect to topics they wanted to cover – family, friends, home, school and the like. Over time, as they assumed control over their own learning and as they improved their knowledge of the language, their interests started to differ widely. Those new interests were not their imaginary persons' interests but their own that they simply ascribed to their imaginary persons. By doing so, they personalized learning and were proud they could express themselves, i.e. that they were now able to talk and write about what made them special and different from their peers. The 'personal' topics included: volleyball, ballet, football, cosmetics, film script, etc.

Keeping the diary gave students a chance to contextualize their knowledge owing to which it was better retained. The students themselves would choose topics to be covered in classes and thus followed their own interests. When covering a topic, the students would require from the teacher to provide them with particular pieces of knowledge so as to be able to express their ideas, communicate a message and fulfill the goals they set themselves. Knowledge was not imposed on them, but such situations were created that students had a real need to ask for knowledge to perform a task. At times, in revision classes, it was evident that such obtained knowledge was better retained and, hence, applied as students

would do grammar and vocabulary exercises flawlessly due to their improved command of the language.

As different topics were covered, some more formal and demanding than others, students often needed to prepare well for classes – find materials and information from different sources. Therefore, their other skills, such as skimming, scanning, summarizing, retelling, using different registers, etc., were improved. Moreover, they also developed a number of other skills that were not linguistic. The project was devised so as to make students assume responsibility for their own learning in that they were free to direct it and thus pursue their own interest. Moreover, they needed to realize that learning was a process, rather than a sporadic individual activity and that it involves extensive research, planning and preparation, critical thinking, analyzing, synthesizing, etc. As correspondence between the pairs of students was encouraged, they needed to meet deadlines (to respond to their pen-friend's letter on time), as well as to assume and execute certain roles as part of team work (when creating a brochure of their home town (they worked in pairs and to perform their task in time so that their partner could do their share of work).

CLIL classes also provided room for introducing extensive reading. It was for certain parts of the project (film script, Novi Sad brochure, etc.) that students needed to do thorough research to gather necessary information. For instance, a student wanted to write a film script was entitled "Four Musketeers", which called for conducting research into what weapons the musketeers used, what type of clothes they wore, the role of women in that time, etc. The student needed to consult different Internet sites, history books, books of tales, and the like. Most of the resources students used were in English.

Furthermore, students' English school grades improved over time, which boosted their self-esteem and motivated them to learn even more. It was with pride that they would talk about the easiness of performing school tasks, they would also eagerly retell parts of films they could understand without reading subtitles, conversations they had in English outside school and the like.

Gradually, it became quite evident that the students' level of anxiety waned. Their utterances became longer (from a few words in the beginning to a 3-4 minute utterances towards the end of the school year). Moreover, their spelling improved significantly and they were able to write longer pieces (from an ID in the beginning to a 5-page film script in the end).

6. CLIL or Non-CLIL

Content and language integrated learning (CLIL) was initiated in Europe in 1994, although its origins can be traced back to even 5000 years ago. Mehisto (2009: 9) defines CLIL as "a dual-focused educational

approach in which an additional language is used for the learning and teaching of both content and language". Hence, an additional language can be a medium of instruction in teaching other school subjects (hard CLIL), or some other school subject can be taught in a language class (soft CLIL). As CLIL is still quite a novel concept in most European countries, it is a hotly debated issue whose many aspects are being explored.

According to Mehisto (2009), CLIL entails several core features: multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding and cooperation. When discussing the possibility to apply CLIL to one-to-one teaching, each of the listed CLIL features needs to be considered individually.

As regards its multiple focus, CLIL entails the following aspects: supporting language learning in content classes, supporting content learning in language classes, integrating several subjects, organizing learning through cross-curricular themes and projects, and supporting reflection on the learning process. The one-one-one CLIL projects proved to be able to support most multiple focus requirements as a wide range of different topics were covered. However, the project failed to support language learning in content classes since the project was executed outside school and it did not support instructed reflection on the learning process. Namely, students were not instructed to reflect on their learning process; they rather did it spontaneously at times when they felt pride for what they had achieved or when they would perform better than their schoolmates.

As far as safe and enriching learning environment is concerned, it is evident that the one-one-one CLIL project managed to cover all but one of the aspects it includes. The project implemented provided conditions for using routine activities and discourse, displaying language and content through the classroom, building student confidence to experiment with language and content, guiding access to authentic learning materials and environments and Increasing student learning awareness. However, the project did not succeed in enabling students to use classroom language centers as classes were conducted outside school.

When authenticity is considered, the project managed to meet all the aspects of this CLIL criterion: students asked for the language help they need, the accommodation of student interest was maximized, a regular connection between learning and students' lives was made, connection with other speakers of the CLIL language and the use of current materials from the media and other sources were provided.

Event though it may seem that one-to-one CLIL project calls for very active participation and learning on the part of students, the project failed to meet two of the aspects. Namely, students did not always communicate more than the teacher as they (the student and the teacher) were the only

two participants in the learning process and hence their participation was more often than not equal. Moreover, students did not evaluate progress in achieving learning outcomes as they were not instructed to do so. On the other hand, the project enabled students to help set content, language and learning skills outcomes, students favored peer cooperative work, they negotiated the meaning of language and content with the teacher and other students and the teacher acted mostly as a facilitator.

With regard to scaffolding, the project managed to meet all the CLIL requirements in that it helped build on students' existing knowledge, skills, attitudes, interests and experience, it helped repackage information in user-friendly ways, respond to students' different learning styles, foster creative and critical thinking and challenge students to take another step forward and not just coast in comfort.

One-to-one CLIL project seems to be least efficient in terms of cooperation as it does not include more than two participants – the student and the teacher. It was impossible to plan courses / lessons / themes in cooperation with CLIL and non-CLIL teachers or to involve the local community, authorities and employees. Parents were involved in teaching about CLIL to a certain degree, but correspondence between pairs of students was initiated as a means of exchanging information, knowledge and ideas. Students liked the idea of having somebody else than the teacher prize them for their work, ideas and achievements. Moreover, their partner's letters would often serve as a valuable source of inspiration and motivation for further learning.

7. Conclusion

Even though CLIL is almost invariably related to classroom or cooperative learning, the research has shown that it can be successfully implemented to one-to-one teaching as most of its core aspects are covered even in that teaching/learning environment. If conceived and implemented well, CLIL yields success in one-to-one teaching in that it does not only contribute to students' progress in acquiring knowledge, but in developing many non-linguistic skills as well. The research has shown that CLIL can be successfully used for boosting student motivation for learning the language by making use of their sound knowledge of other school subjects in learning the language.

Like many other similar research projects, this one has also confirmed that student active participation, well designed, meaningful, purposeful and personalized learning yield most success.

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Tijana Vasiljević Stokić¹
Slobomir P University
Faculty of Philology
Bosnia and Herzegovina

UDC 371.3::811.111
371.382-053.4
159.953.5-053.4

Techniques for Teaching Very Young Learners

Abstract: When teaching very young learners, teachers should keep in mind many aspects concerning their young learners- their age, interest, level, intelligence, time, material and classroom. There is a big difference between very young learners themselves. What children of four can do is not the same of what children of five can do. Some children develop gradually, others in leaps and bounds. The aim of this work is to provide necessary information for English language teachers and point out certain activities and techniques when teaching very young learners. Providing very young learners with activities such as making, cutting, sticking, singing songs and playing games will be a great help for their teachers. There are some general guidelines for teaching very young learners, and they include: using English as the language of instruction, using short and direct sentences when speaking to them, speaking slowly, giving clear demonstrations of the response we require from them and being on eye-level when communicating with them. Teaching very young learners definitely means using visuals, teaching through situations and context, teaching through fun and games. In teaching any topic, teachers feel that the topic should be supported visually; through big colourful pictures, posters, drawings or flashcards, puppets, toys and real objects or by dramatising the meaning through mime, facial expression or gestures. Moon (2000:3) states that learning at the early age is connected to the following: motivation, listening and repeating, imitating the teacher, interactive work in positive atmosphere and translating into mother tongue.

Key words: foreign language teaching, teaching young learners, activities, games, interests, motivation.

¹ stokic@gmail.com

Teaching English to very young learners (hereinafter referred to as VYL) has been a challenge for many teachers. When we say VYL, we refer to children of 4-5 years old. It is widely accepted by teachers that teaching very young learners is not like teaching adults as they have some particular physical and behavioural characteristics. Even if some teachers haven't taught this age range, just draw your attention on your general knowledge of the 4-5 years olds you know. Think of them as learners, as first language learners and then as learners of English.

There is a big difference between young learners themselves. What children of four can do is not the same of what children of five can do. Some children develop gradually, others in leaps and bounds.² It is not possible to say that at the age of five they can all do the same things. But it is possible to point out some characteristics of VYL which teachers should be aware of and take into account in their teaching. Therefore, in order to teach them effectively, teachers should recognize these differences of the age, use the most suitable techniques and activities in the classroom. In addition, as it is a demanding and challenging task, young learners need to be provided with an atmosphere which will help to stimulate their imagination and creativity through various activities appropriate to the world they live in.

1. General characteristics of VYL

When we consider of some of the general characteristics and needs of VYL, McIlvain (2001) suggests one of the following:

- They are still in the kindergarten, so they need to feel safe and secure in the school.
- They have a short concentration span.
- They need hands-on activities in order to learn effectively.
- They also need practical context and concrete reference in order to understand new learning.
- Their first language is still developing rapidly.
- They find it difficult to sit still (Boys, especially, have this problem. Biddulph (1998) points out, that this is partly because of a massive upsurge in testosterone levels around the age of four which lasts for approximately one year, resulting in high energy and sometimes aggressive behaviour).
- They need and enjoy lots of repetition (at story time or song time).

The following list shows general characteristics and language development of a young learner according to Wendy and Ytreberg (1990)

- They can tell the difference between fact and fiction.

² Scott, W.A & Ytreberg. H.L. (1996). *Teaching English to children*.

- Their basic concepts are formed. They have very decided views of the world.
- They ask questions all the time.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and do not like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

2. How do they learn?

Providing VYL with bodily-kinesthetic activities such as making things, singing action songs, playing games, doing hands-on activities is a great help for them to understand the target language due to the fact that they eagerly explore the language and learn through the physical activities.

Klein (1993:14) states that since it is almost impossible to cater to the interest of about 25 young individuals, the teacher has to be inventive in selecting interesting activities, and must provide a great variety of them. Bearing all this in mind, foreign language teachers should focus on the fact that young learners as well as teachers need to be motivated to learn. Moon (2000:3) points out that VYL learn a foreign language

- through being motivated, which depends on the teacher's style.
- by listening and repeating.
- by imitating the teacher.
- by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose.
- through translating sentences into their own language.

3. Different techniques for teaching very young learners

There are different techniques for different age groups. However, there are some general guidelines for teaching VYL. Some of them include: use English as the language of instruction, use short and direct sentences when speaking to them, speak slowly, give clear demonstrations of the response we require from them and be on eye-level when communicating with them.

The above techniques will be not enough without taking into account class discipline management. If the most important factors in a classroom are the teacher's behaviour and attitude, we also need to think of external problems like: problems at home or seeking attention. Since young learners are very sensitive to unfairness and to peer pressure, the teacher needs to be consistent in class discipline, as well as not to threaten or inflict physical violence. He must not have favourites, or pressurize them

in participating in lessons. The teacher must also give them equal attention they crave, and get them involved as much as possible.

Read (2003) suggests the following strategies to the English teacher of VYL:

- to change the games and activities every 5-10 minutes.
- to vary the pace during the lesson, mixing up energetic games with quiet ones.
- to repeat, review and revise. Use short games to review vocabulary and phrases you have already taught.
- to make lessons playful and full of physical movement. Children will find them more enjoyable, be more motivated and remember the language better.
- to teach in a relaxed and friendly atmosphere with plenty of encouragement.
- to avoid competition with preschool learners. It can be stressful and overwhelming to them. Play games where everyone wins, or where you do not single out a winner.
- to encourage and support young learners.
- to use chants, rhymes and songs. These are great for movement and frequent repetition of vocabulary.
- to focus on listening and understanding, building vocabulary and the acquisition of short phrases. Do not focus on reading, leave that to the older children.
- to concentrate also on speaking practice, starting with single words and short phrases, and gradually moving onto longer sentences and questions.
- to avoid abstract concepts and focus on concrete items that children understand and relate to. For example, start with familiar topics such as colours, numbers, greetings, animals, fruit, food and drink, families, body parts, shapes, clothing, the weather, days of the week and everyday sentences and phrases.
- to use please and thank you and be positive. Focus on positive behaviour rather than telling children what not to do.
- to be prepared - practise telling stories before you go into class and have the flash cards ready.
- to be flexible. If something is not working then change the game or an activity.
- to involve shy children - help them to express themselves.
- to use stories. Stories are a great resource for preschool learners, who will want to hear the same tales told repeatedly.

4. Teaching through visuals and activities

It is widely known that visuals are means of knowing the world that is older than linguistic symbolism. In terms of language learning, apart from VYL most of the learners are keen on learning visually and spatially. In teaching any topic, teachers feel that the topic should be supported visually; through big colorful pictures, posters, drawings or flashcards, puppets, toys and real objects or by dramatising the meaning through mime, facial expression or gestures. The benefits of the use of visuals in classroom are countless since pupils learn best by seeing and doing.

First of all, flashcards are simple, versatile, yet often underexploited resources. Flash cards are really handy resource to have and can be useful at every stage of the class. They are a great way to present, practise and recycle vocabulary. For children at the early reading age, flash cards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced well after the pictorial cards so as not to interfere with correct pronunciation.

VYL love to be entertained with puppets. As a teacher, you should select and create a personality for a particular puppet. For example, choose a puppet with a large head and facial features that will portray a commanding character, someone the kids can look up to and respect. The use of puppets in the early childhood classroom can be used for teaching proper behavior and making good choices. VYL are also entertained with puppets.

Teachers can present the stories in different ways. Firstly, they read it out loud, play it on a video/audiotape, show it in pictures only, etc. Secondly, children can “read” (look at) the book to themselves, then listen to the teacher reading it out load, or they can “read” (look at) the book while they listen to a recording of it. Teachers use stories in the classroom because they can offer opportunities for repetition and use of language in activities. Stories also help teachers develop all four language skills, plus cognitive and developmental skill in their pupils, and above all, they are highly motivating for VYL.

The use of various activities in the classroom to teach a foreign language has a great impact on learners. Particularly, VYL would love to learn by means of activities as such kind of attempts encourage them to explore something, which is quite stimulating, motivating and interesting. VYL learn by doing, by being actively involved in their learning. It creates opportunities for them to use their imagination and creativity.

There is a revised table of activities suggested by Thornton and Phillips (2001) that could be applied in the classroom for VYL.

- TPR activities
- Listen and do, listen and repeat, listen and draw...
- Find someone who is...
- Drawing, coloring in, cutting out, making things
- Playing games with masks, puppets, toys.
- Flashcards
- Labelling parts, sticking in pictures
- Mime and gesture
- Storytelling
- Songs

5. Teaching through fun and games

Children learn better if they are motivated and want to do it. Motivation is another issue in teaching VYL. Fun and games are definitely necessary in the English language classroom because they are motivating for children and again, because they are part of child's natural world. Phillips (2001:79) points out "games in foreign language teaching help VYL to see learning English as enjoyable and rewarding. Playing games will come naturally to them and make them feel they are in a safe environment where they can venture out and take risks.

Songs, rhymes, chants, and musical games are fantastic materials for the language teacher to use with young learners. They have the ability to learn indirectly through such kind of activities. In addition, VYL enjoy acting out scenes from a sketch or dialogue, imitating the voices of the characters.

6. Some advice for the teachers

a.) Noise

Some activities, especially those that involve speaking and moving children around the classroom might make lot of noise and excitement. When children are excited, they become noisy and they speak in their mother tongue. No matter how difficult it may seem at the beginning, noise in the classroom is acceptable if it is directly connected with the activity. Even if VYL use their mother tongue, if they are well stimulated with an activity and they talk about it, it can be one positive answer. On the other hand, when we talk about speaking activities, the only language to be used is English.

b.) Preparation

The most important thing for a teacher is to make sure that his children understood perfectly well his instructions, that VYL know all the words and that the aim of this lesson is clear to them. If everything is done correctly, the children will definitely enjoy the activities. Without any

preparation, children could have a negative experience and finally they could lose their self-confidence and become frustrated.

Before they begin with the lesson, a teacher should demonstrate it to his pupils. The first task should be completed together with one of the pupils so that everyone else knows what it is about. And a teacher ought to have an extra copy in case one of his pupils needs it.

For all the pupils that usually finish their tasks before it is time, a teacher should have an extra activity prepared. In that way, there would be less noise in the class and those VYL would not be bored. If an activity requests cutting the paper, selecting or cleaning something, those pupils could help their teacher.

A teacher should avoid an immediate repetition of an activity after doing it because VYL have already enjoyed it and they would find it pretty boring then. A repetition should be left for later, when VYL have more enthusiasm.

c.) Dynamic in the class

A teacher should move in the class while explaining something or doing an activity. In addition, in that way he is more available to his pupils and he shares his self-confidence with them. Furthermore, he supervises the children who need his help.

It is also advisable to move VYL seats. They should move and sit at different seats, although this makes lots of noise in the class. Weaker pupils could sit next to those better ones and vice versa.

7. Conclusion

Teaching foreign language to very young learners is not the same as teaching the adults since children have their special needs. The teachers should pay more attention to few important things regarding the activities. First of all, the activity should be interesting. An activity should include visuals, materials, sounds, mime and etc. Phillips (2001) points out that the activities ought to be clear enough and simple so that children can understand what they are expected to do. Secondly, activities for VYL are designed in such a way that children should be involved actively as much as possible. It is well known that children learn easily and more quickly if an activity requests their physical involvement. The activities develop children's self-confidence. It is important to bear in mind that children learn better if they feel safe, secure and satisfied and if an activity provides a pleasant atmosphere in the classroom.

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Biljana R. Pavlović¹
Jelena D. Marković
Primary school "Vuk Karadžić"
Kruševac

UDC 373.2.022(497.11)
371.3::811(497.11)
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CLIL in Serbian Classrooms

Abstract. CLIL (Content and Language Integrated Learning) is a buzzword in foreign language teaching methodology. "CLIL refers to any dual-focused educational context" (<http://www.clilcompendium.com/index.html>), which means learning a subject content by the means of a foreign language. Although CLIL is a fairly new concept in ELT, its roots can be found in earlier ELT practices. As a large number of children in Europe have already experienced this approach, it is considered to be largely successful although there are still doubts and opposing opinions.

Concerning teaching English, CLIL can fit into the English classroom. The 4 Cs (content, communication, cognition and culture) still remain elements of a CLIL lesson while all four language skills (listening, reading, speaking and writing) should be combined. It seems that from a language point of view this approach contains nothing new to the EL teacher and although we have not been conscious of it, some elements have already been present in Serbian classrooms, even with young learners. What is new is the need for larger cooperation between content and language teachers.

Key words: CLIL, the 4 Cs, Serbian EFL classrooms

Introduction

We first encountered the term CLIL in the Winter 2007 issue of MELT magazine and it sounded interesting. We made some inquiries and found plenty of resources on the Internet. The term was coined by David Marsh: "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (Marsh, 1999). This can be done by the English teacher using cross-curricular content or the subject teacher using English as the

¹ bilja.biba@gmail.com

language of instruction. Both methods result in the simultaneous learning of subject content and English language.

Teaching and learning in an additional language has been implemented in a variety of ways throughout the world, e.g. Immersion programmes in Canada, International Schools, Reading programs for Chiapas children - Mexico 1973, The Redwood City Project - USA 1975, The Rock Point Experiment with Navajo Children - USA 1976, The Culver City Bilingual Program - USA 1976, and the California Experiment – 1979.

In Europe over half of all the countries with a minority/regional language community resort to partial immersion as the preferred way of teaching both the minority and the state language. In the 1970s, a number of central and eastern European countries established a parallel system of bilingual schools aimed at pupils exhibiting high attainment. During the 1990s this system was made available to all pupils in the general education system. In the same period, several European Union countries launched initiatives involving CLIL.

Language immersion is a method of teaching a second language (also called L2, or the target language) in which the target language is used for instruction. Unlike a more traditional language course, where the target language is simply the subject material, language immersion uses the target language as a teaching tool, surrounding or "immersing" students in the second language. Essentially, English shifts from being used exclusively for language-based purposes and becomes a vehicle to teach and learn non-language content.

CLIL and Young Learners

Concerning young learners CLIL can offer a more natural situation for language development which builds on other forms of learning. This natural use of language increases a youngster's motivation and hunger towards learning languages. One of the major arguments for CLIL's importance and success in relation to both language and other subject learning is the naturalness of learning context.

Aims of CLIL

CLIL suggests equilibrium between content and language learning. The non-language content is developed through the L2 and the L2 is developed through the non-language content (Langé 2001:77). CLIL focuses on learning content in a foreign language, rather than learning the language itself.

The main aim of CLIL is to improve overall target language competence (English); that is, to

- Develop oral communication skills in meaningful and significant social situations;

- Improve not only students' competence in the target language, but also inculcate a positive attitude to other languages and cultures;
- Bring real-life situations into the classroom;
- Promote inter-disciplinarity;
- Gain a better knowledge of subjects;
- Enhance learner concentration, problem-solving, motivation, collaborative learning;
- Preparing for further studies and life-long learning;
- Achieving higher educational standards.

ELT vs. CLIL

According to Adrian Tennant, you do not need to teach differently from how you would normally do in your English class. You don't need to change the classroom layout, you can still use pairwork and groupwork, your students should still speak as much English as possible and you still need to check the answers at the end of each activity.

What is different is the focus. Unlike many language lessons you are not really focusing on a skill such as reading or writing. In fact, if there are texts there to read, they are simply there as a vehicle for the content (i.e. to present the information). You are certainly not focusing on grammar as this would take the lesson into the realms of an English Language lesson as opposed to a cross-curricular lesson.

The idea of a CLIL lesson is that English is simply used as the medium for expressing the ideas and information. The focus of the lesson is very much on the content. You might, on occasion, focus on vocabulary, but only in as much as the vocabulary is key to the subject/topic being taught.

However, you do not need to be an expert on a particular subject or topic to use a CLIL worksheet. Sometimes the best lessons are when you are exploring things together with your students. They might be able to explain things to you about the topic while you help them with the English used to talk about these ideas.

You need to decide when the most appropriate time is to use CLIL materials, but there are probably a few things to consider:

- Are your students studying (or have they just finished studying) a particular topic in another school subject. For example, have they have just been looking at 'Shapes' in maths or 'Ancient Egypt' in history?
- Do you want to get your students to focus on why English is used: e.g. get them to see that what the language is saying (the content) is as important, if not more important, than how it is said (the grammar)?

- Do some of your students struggle learning English while they are good at other subjects in school, e.g. science? If this is the case, you may find that they really enjoy CLIL lessons and benefit enormously.

Regarding the benefits of CLIL, research and feedback from teachers in primary school settings has demonstrated that, by taking the emphasis off learning language and placing it on learning content, the children's educational experience is enhanced. Teaching non-language content in English makes the use of the foreign language more contextualised, real and meaningful for children, as well as providing a variety of stimuli for a broader range of learners. In addition, dedicating time in content area classes in English allows children to receive additional exposure to the foreign language in a natural way without requiring extra time in the curriculum.

When it comes to the introduction of CLIL into the classroom, there are countless ways in which language and non-language practitioners can integrate language and content. Although there is no right or wrong way of implementing CLIL into the primary classroom, successful programmes frequently have clearly set goals and objectives, in combination with the English teacher and content area teacher working in conjunction with each other when planning and preparing materials and classes.

A number of primary level ELT books present themes such as the weather, maps, animals, and jobs which can be tied into content areas. Nevertheless, in most cases, the focal point tends to be on the language structures rather than on the content. In order to make these themes more appropriate for CLIL, teachers should make an effort to broaden the concepts and ensure that content becomes the main focus. For example, when addressing the unit on animals, teachers can centre the children's attention on whether the animals are omnivores, herbivores or carnivores, rather than placing emphasis on the language structures being presented.

Non-linguistic teachers can start off by familiarising children with basic vocabulary in English, tied in with the topic they are learning; or they can involve children by performing hands-on experiments and demonstrations in English. They can make use of realia, visual cues and graphic organisers whenever possible to help children understand content and can use the English language in the classroom as much as feasible. In addition, another excellent way to encourage children to work on topics in English at their own pace is through project work.

In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson.

In Serbian classrooms

Then we come to the crucial question of whether it is possible to implement CLIL in Serbian classrooms. It is present in some private and international schools in Belgrade, but the majority of Serbian pupils attend state schools. This situation makes CLIL an elitist approach although we proclaim education with equal opportunities. Certainly, this method needs verification by the Ministry of Education as well as permission for its introduction in state school.

It seems to be a long way to its implementation, but when we look deeper in the practice in Serbia we can realize that this approach is not entirely new. Some topics from other subjects are also covered in English classes. Shapes, domestic/wild animals, food we get from domestic animals (Appendices I, II, III), historical events, simple mathematics, etc. are often found in textbooks for young learners. Apart from that some mathematical concepts are being used for various language exercises: grids, class surveys, diagrams, charts and intersecting sets (Appendix IV).

It seems that from a language point of view this approach contains nothing new to an EL teacher and although we might not be aware of it, some elements have already been present in Serbian classrooms, even with young learners.

What English teachers can do in this situation to make room for CLIL is to study carefully study the lesson plans of their colleagues, content teachers, before making their own. Team work between English and content teachers is often met in our schools and team teaching is practiced, at least experimentally. None of these are new in Serbian schools, what is new is the need for greater cooperation between content and language teachers.

Conclusion

In short, teachers in Serbia need to adapt the integration of language and content to their own needs and circumstances. Language teachers, and non-language teachers, can and should work in collaboration to decide on subject areas, themes and topics that can be performed in English and set goals and objectives according to their particular situation. CLIL can be seen as an educational approach which supports linguistic diversity, and a powerful tool that can have a strong impact on language learning in the future. As such, it deserves space even in state schools in Serbia.

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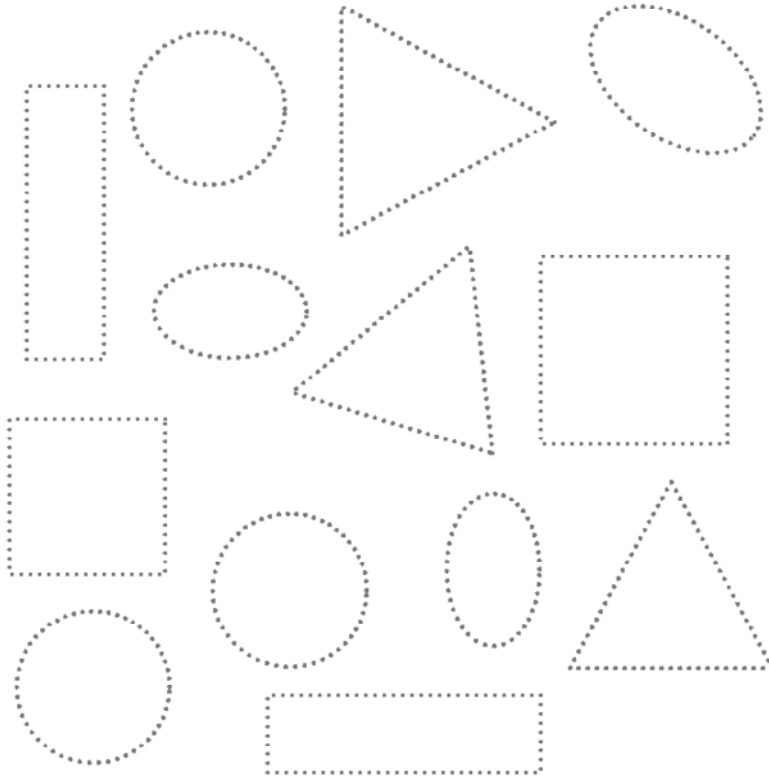
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Appendix I

Name: _____

www.KidZone.ws
learning shapes



Shapes and Colors: Trace the squares □ and color them blue.
Trace the triangles △ and color them green.
Trace the circles ○ and color them red.
Trace the rectangles ▭ and color them orange.
Trace the ovals ⬭ and color them purple.

How many?

Retrieved from http://www.kidzone.ws/prek_wrksht/shapes/mixed.htm

Appendix II

DOMESTIC or WILD ANIMALS ?



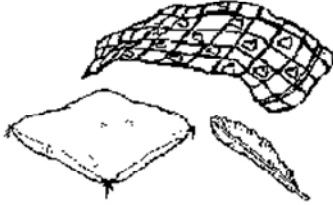
Appendix III

Name : _____

Date : _____

Different animals produce different things. Fill in the blanks below the animals with the correct alphabet of the products it produces. You may write the name of the products too if you wish.

a stuffing for quilt and pillow



b milk



c clothes, mitts, wood



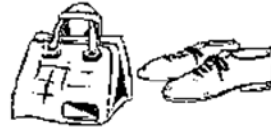
d eggs



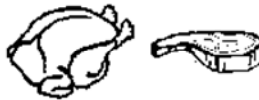
e cheese



f leather bags, shoes









g meat



h butter



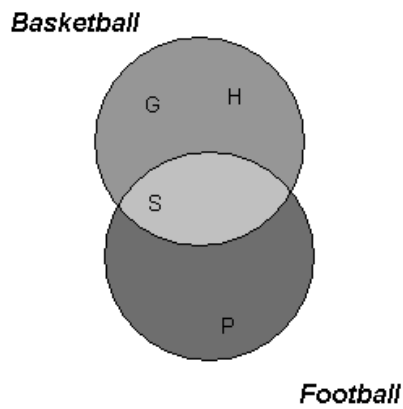
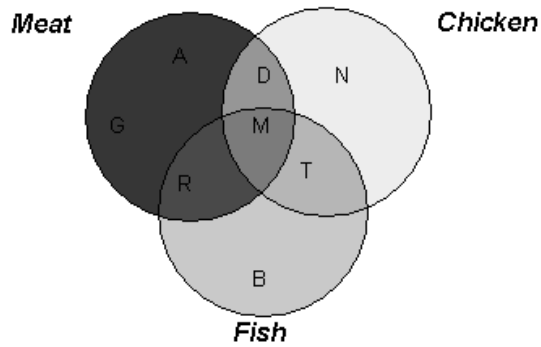
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 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____

Retrieved from <http://www.kiddyhouse.com/Worksheets/>

Appendix IV

LIKES AND DISLIKES



Mirjana Marušić¹
Primary school "Karađorđe"
Rača

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371.3::5

CLIL and Natural Sciences – Physics and Chemistry

Abstract: English language teachers who decide to apply CLIL in their teaching usually choose social studies subjects. It seems that they do not feel comfortable about integrating contents of natural sciences into language lessons. In this article I tried to find a way to bring natural sciences closer to them.

Key words: CLIL, teaching natural sciences, physics, chemistry.

CLIL, a method where students learn content through a foreign or a second language has already been implemented in over half of the countries in Europe. In Serbia it is still in its phase of development and is found sporadically in schools where teachers use this method in organizing one lecture or a whole module. However, the subjects are usually the ones where the teachers of language are familiar with and are comfortable to use, such as history or geography. Physics and chemistry are still not the subjects of great interest to teachers.

CLIL- Content and Language Integrated Learning is a dual-focused educational approach in which an additional language is used for the teaching and learning of both content and the language. That is, in the teaching and learning process there is a focus not only on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.² That means that the subject can be completely unrelated to language learning, such as teaching chemistry or physics in English in Serbia. It can be effective with all levels of students, from primary to adults, and it can cover a wide range of subjects. Although it is a new method, suggested for implementation in schools in 2005, some

¹ mim_marusic@hotmail.com

² Coyle, Hood, Marsh (2010), *CLIL- Content and Language Integrated Learning*, Cambridge, Cambridge University Press, p. 1

countries such as Holland already include CLIL in 90% of their secondary schools.

Although CLIL incorporates both language and content it is neither a language nor a content lesson, but stands somewhere in-between the two. A successful CLIL lesson should combine elements of the following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- **Communication** - Using language to learn whilst learning to use language
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.³

As far as language skills are concerned it should also contain all four language skills- reading, writing, speaking and listening.

It is suggested that CLIL modules do not last less than 20 hours⁴ and should be taught by experts in the field. However, whether the lessons were taught by experts or language teachers, both would require serious professional development.

As far as teaching natural sciences is concerned, the situation is even more dramatic. Few experts are willing to teach CLIL for fear of not having enough fluency in the target language (in our case, in English). The teachers of Languages show little interest because of not having enough knowledge of the content. The problem can be considered solved in Czech Republic, where Charles University, Faculty of Education in Prague is piloting a project where you can take up CLIL mathematics and science. "For the past four semesters Charles University, Faculty of Education in Prague is piloting modules of the CLIL research project. The departments of Mathematics and English studies joined effort to run a special optional course which aims to give students involved in pre-service teacher education insight into both theoretical and practical aspects of CLIL, and to provide them with initial qualifications for CLIL. The course covers language and cultural preparation, classroom observations, microteaching of peers with the use of innovative teaching methods and approaches, and a variety of related activities."⁵ In countries where there is no such a possibility, we can only rely to cooperation between a language teacher

³ [<http://www.teachingenglish.org.uk/think/articles/clil-a-lesson-framework>]

⁴ Lucietto, Sandra <http://www.icrj.eu/11-746>

⁵ Novotná, Hadj-Moussová, Hofmannová, *TEACHER TRAINING FOR CLIL - COMPETENCES OF A CLIL TEACHER* <http://scienceclilspc.blogspot.com/>

and an expert to make the subjects both interesting and useful for students.

Research has shown that female students show more progress in learning languages, while male students are more successful at leaning natural sciences. However, CLIL can offer the maximum to both. Male students should become more fluent in the target language, and female students show progress in physics and chemistry.

Even though CLIL is not obligatory in Serbian schools, it would mean much to teachers as well as students to start practicing this way of learning. It is recommended to start with a lesson or two per semester and later proceed to whole module. Cooperation between a language and content teacher is crucial at this stage, because there is no special training for CLIL in Serbia. The benefit of it is immense for students, all teachers, the school itself and eventually for the school system in general. It will demand a lot of devotion and preparation for the teachers, but it will be useful to have firsthand experience when CLIL is implemented in regular school system.

EXAMPLE: Make ten groups!!!!

- Distribute photographs of molecular structures around the classroom (Diamond, Glucose, Ethanol, Caffeine, Water)
- Ask Ss to look around the classroom and see if they can guess what is in the pictures.
- Give out envelopes with clues (it's made of). Check their guesses.
- Give out the formulas "Task to draw and write". Ss should write sentences modelling the ones in the "It's made of" and try to draw structures of the elements. We pick the winner.

ADDITIONAL MATERIAL: "It's made of"

Diamond is composed of 8 atoms of Carbon.

Glucose is derived from 6 Carbon atoms, 6 Oxygen atoms and 12 Hydrogen atoms.

2 Carbon atoms, 5 Hydrogen atoms and an OH group are combined to make **Ethanol**.

Caffeine is composed of Nitrogen, Oxygen and CH₃ group.

Water is made of one atom of Oxygen and 2 atoms of Hydrogen.

"Task to draw and write"

Salt: NaCl

Acetone: (CH₃)₂ CO

Vinegar (Acetic acid): CH₃COOH

Chalk (Calcium Carbonate): CaCO₃

Ether: CH₃-CH₂-O-CH₂-CH₃

Quartz (silicate): SiO₂

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Marija Jović¹
Primary school „Sveti Sava“
Batočina

UDC 371.3::57
37.026
371.64/.69

Animal Planet

Abstract: The paper presents a set of activities related to animals, a topic covered in almost every coursebook for young learners. It is a mixture of modern technological tools, interactive power point presentations as well as minimal resources activities. The activities range from basic animal vocabulary and most common adjectives to some more complicated yet interesting facts about animals to be united into an amazing animal magazine. Most of the content is related to subjects other than English language, such as The World Around Us, Arts and Biology. The paper aims to raise teachers' awareness of the potential of topic-based language teaching for developing young learners' language skills and content knowledge, and to inspire their creative use of technology to enhance young learners' motivation and facilitate language learning.

Key words: animals, technological tools, topic-based language teaching, young learners.

Introduction

After years of teaching the same vocabulary and using the same coursebook, don't you want to freshen up your lessons with some new activities? Whether you are using various internet tools, making original crafts, doing a project or connecting English as a second language with some other subjects, always make sure your students have fun.

Although some teachers keep denying that we need 21st-century skills for teaching, the fact is our students are 21st-century students and we have to be up to date. This paper, by exploring different activities, enables me to share some ideas and emphasize the importance of combining traditional approaches, activities and materials with modern resources. As a result, students are presenting, sharing, collaborating, and using higher order thinking.

¹ faithlessmarija@yahoo.com

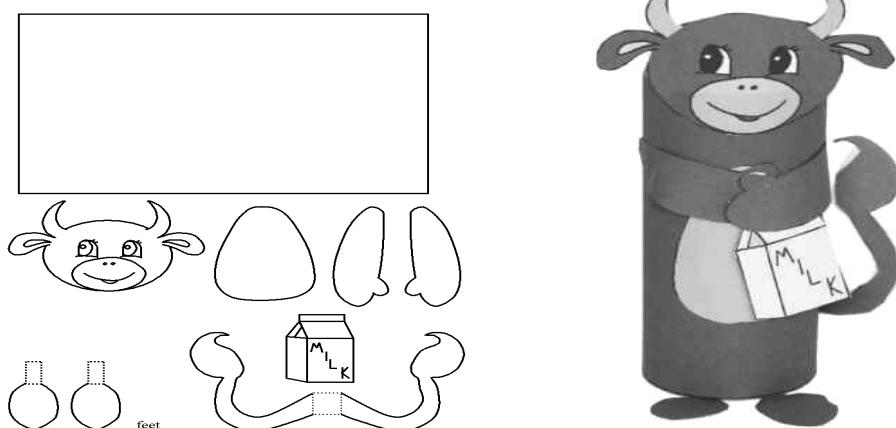
classroom. Students learn language in a fun way and gain confidence through repetition and voicing. You can find many examples on eflclassroom.ning.com

Crafts, crafts, crafts!

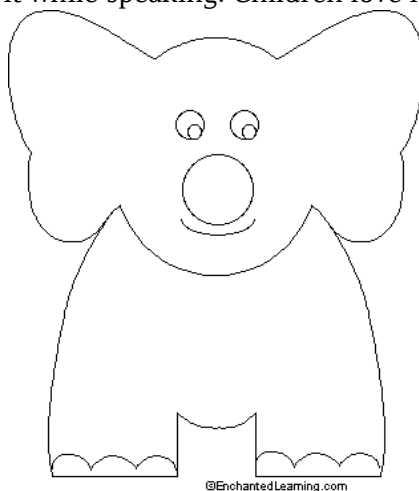
When teaching young learners, using crafts is almost a must. Except from allowing students to express their creativity, it also promotes pair and group work and fulfills the most important aim at this age - it makes English fun!

Examples:

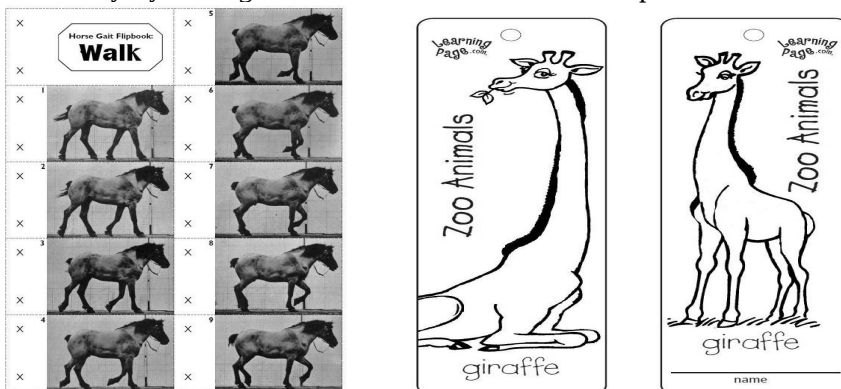
- 1) Make a cow using a roll of toilet paper and this pattern.



- 2) Draw and cut the elephant. Cut the circle where the trunk is supposed to be and put your arm through the hole. Use your arm to mime a trunk and to move it while speaking. Children love it!



3) Introduce flipbooks. Explain the way they work and revise animal vocabulary by asking children to make their own flipbooks.



4) Encourage students to read, by making marking books fun. Draw, cut and use bookmarks and revise not only animal but any other vocabulary.

A magazine

When consolidating certain topics we tend to ask our student to create a poster. Why not go a step further and create a magazine. In many ways a student magazine is the ideal project for language learning. There is a clearly-defined end product while there is also plenty of room for choice regarding content. The students can focus on individual interests such as animals, sport, computers, the environment, music, etc. - with obvious motivational benefits - while at the same time working within a clear structure to a common aim. The 'four skills' of reading, writing, listening and speaking are integrated naturally. Within the overall school context a magazine is useful in providing a focus for written work: students know that a particularly 'good' piece of writing might go into the magazine. This potential for communication with a real audience provides motivation and encourages attention to style and accuracy. Students have a chance to practise a variety of text types - articles, reviews, letters, crosswords, cartoons, graphs and tables. Decisions about content provide a forum for discussion and negotiation. Finally, in common with all project work, learner autonomy and co-operation are fostered as students try out different roles and learn to get on with their peers. To sum up, a student magazine:

- provides integrated skills practice
- allows students to contribute each according to their ability and interests
- provides a focus for written work
- encourages attention to style and accuracy
- encourages learner autonomy, co-operation and motivation

Here are some ideas for the animal magazine:

- **Animal Interview** - Students work in pairs. One student pretends to be an animal, the other one is an interviewer. The interviewer's task is to find out as much information as possible about the 'animal'. The best interviews enter the magazine.



- **Did you know?**- Instead of usual animal descriptions offered in coursebooks, encourage your students to do a little research, to use the internet, books, or ask other teachers and find out some interesting facts about animals.

- **My Uncle's Farms** - Students write about their visit to a farm.

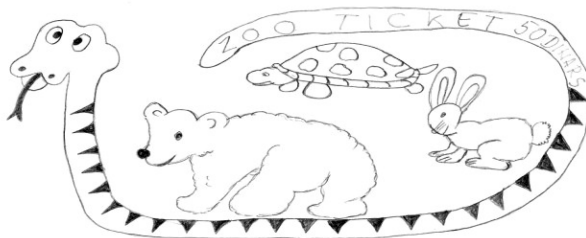
- **Crosswords** - Use online crosswords generators and make an animal crossword.

- **Animals Around the World** - Use the world map and mark the places where certain animals live.

- **Culture Channel** - devote one page of your magazine to the facts about culture.

- **Save the nature** - Children are key to the preservation of the environment. Do not forget to include their thoughts about ways of saving nature.

• Free Zoo Ticket - Ask those students that cannot write short notes and essays and thus keep up with their classmates to create a simple zoo ticket.



- Visiting Zoo
- Endangered species
- Different habitats
- Animal songs/poems
- A zookeeper at work
- Animal mothers and their babies
- Animal sounds
- Imaginary animals - Students draw and describe their imaginary animal.
- Classifying animals
- Use Wordle for cover

How can we update our magazine?

Go to edu.glogster.com to make traditional learning more dynamic, more interactive and more in tune with learners today. Create interactive posters or magazine pages. A Glog is an interactive visual platform in which users create a “poster or web page” containing multimedia elements including: text, audio, video, images, graphics, drawings, and data. The teacher can continue working with students through remote instruction, or also in a classic classroom.

animal conservation
by 50025.ansyzalshumide Last updated 1 month ago Public for all
By: Isabel Ma. Rivadeneira Sebastian Diaz

Jungle Animal Rescue Center

We state that animals that are in extinction can't be pets

Our mission is to conserve the Amazon and its wildlife, especially animals.
"Exotic Animals are not pets"
Don't disturb wildlife

Did you know???

- Most of animals that are taken from their natural homes are eventually set free, but die because they lose their natural instincts to survive, and the animals can be in danger of being killed by the local people.
- A 20% of animals people buy come from illegal markets.
- When you do illegal things to an animal, such as hunting, fishing, trapping, eating, etc is called animal poaching.
- One time a person from Ecuador bought a turtle from illegal traders, her carapace had two bullet holes because the owner used it for target practice.

Who wants to be a millionaire?

This is one of the best teaching games ever invented. This interactive power point presentation combines English language and fun. It is used for almost any kind of revision, however the fun part is it includes sounds, images and effects same as in the original version of this world famous quiz. Technically, 'millionaire' is played individually, but you can have teams competing against each other. This is a great lesson for revision as you can cover lots of topics quite painlessly. You can download it by visiting <http://www.teachnet.com/lesson/misc/index.html>

Conclusion

These are only some of the ways we can collaborate and share with our students. I want to analyze, create, evaluate, apply, understand and remember. I want that for my students, too.

I do not want them to feel like they are powering down when they enter my classroom. I want to meet them where they are and not expect them to meet me where I am. I am a teacher with tools available to me. I want to know how to use them. I am a continuous learner myself and I want and can learn these 21st-century skills.

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Vesna M. Prvulović¹
Primary school "Branko Radičević"
Negotin

UDC 371.3::811.111
371.315.2

Maths in English

Abstract: There has been a tendency lately for English language to come out of the language classroom and move towards other classrooms-maths, science, music and so on. This trend is actually a step towards CLIL. Lots of enthusiastic teachers would like to meet the needs of diverse language learners with different interests and priorities. Thus CLIL, according to which language is only a means to learning something else, comes as a natural solution. CLIL activities have been incorporated in ELT course books for a long time. These lessons are usually called `English across the curriculum`.

The aim of this presentation is to show a practical example of a CLIL lesson. Cross-curricular exercises from various sources have been shaped into a PPT presentation used in the 3rd grade classroom to introduce the English used for basic arithmetic. The 45 minute lesson consists of introducing the numbers from 20 to 50 and the words for sums, followed by practicing doing sums and problem solving. The aim of the lesson is doing sums in English, as well as doing sums in general, which is a part of the regular Maths syllabus for the 3rd grade. Each of the stages of the lesson is accompanied with a brief explanation.

The lesson was welcomed by the children in a mixed ability class, since the language input was rather simple and exact, and the Maths at their age is still 'non- threatening'. The majority of activities are done as a group or pair work, and there are many activities which can be set up as homework. Furthermore, it takes only a minute to practice doing sums during the succeeding lessons. The presentation will hopefully inspire participants to try out CLIL in their schools.

Key words: Maths, English, doing sums, activity, number.

¹vesnaprvul@yahoo.com.

Introduction

Teaching English for its own sake can become a bit monotonous in a regular classroom environment, so teachers should seize every opportunity to freshen the course and to expose their students to new challenges. CLIL can be good stimulation for the children, and by applying its principles children are tricked into learning the language without being aware of it. The majority of course books contain lessons dedicated to teaching other subjects of the curriculum such as Biology, Maths, Citizenship... Whereas the full implementation of CLIL would require profound changes of the school plans and programme, these small excursions into other subjects have proved to be good motivation for learning both English and other curricular areas.

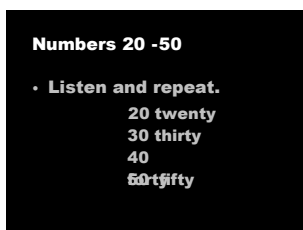
Maths in English – Stages of a PPT lesson

Stage 1: Introduction

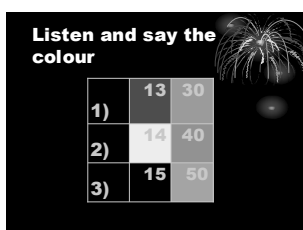


- The children are asked to revise the numbers shown in the presentation. The teacher can point at numbers in random order, and ask the whole group or individual children to say the number.

Stage 2: Pre-teaching



- The ten numbers from 20 to 50 are introduced. The children's attention is drawn to pronunciation of -ty ending.

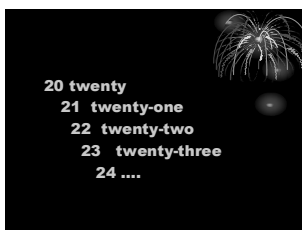


- The children are asked to distinguish between -teen numbers and -ty numbers by calling out the appropriate colour after hearing a number. Example:

Teacher: Number 1- thirteen.

Students: red

When the class is ready they can answer individually or ask each other questions.

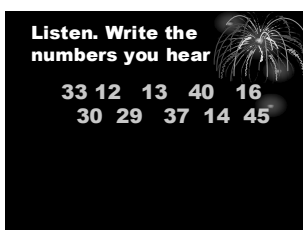


- The children look at numbers from twenty to twenty-four and the goal of this slide is for the children to see the pattern of forming the numbers between 20 and 50.



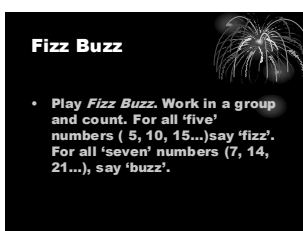
- By following the pattern they continue counting.

- The teacher asks the children first to point and then to say aloud numbers in random order. The children call out the numbers first as a whole and then individually.

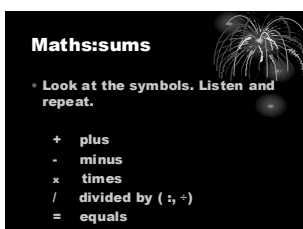


- Number dictation is used to consolidate the numbers presented. If there is time stronger students can dictate the numbers, or you can do this activity as a pair work. Make sure that children don't see the numbers while you dictate, and play the slide to check their work.

Stage 3: Introducing sums




- The game *Fizz Buzz* is a lead-in stage for doing sums. The process is explained in the picture slide. The game isn't as simple as it seems, so it might be better to try it with a group of stronger students or to reduce it to *Fizz* part. Still, children do seem to enjoy it.



- Children listen and repeat the arithmetic symbols. You can point out that symbols for division vary in the textbooks, computers and calculators. After listening and repeating, point randomly at the symbols and ask the children to say the correct words.

Stage 4: Practice

Write the missing symbols




1. 24 7 = 17
2. 40 4 = 10
3. 5 × 5 = 25
4. 13 14 = 27
5. 7 7 = 49
6. 25 5 = 25
7. 30 13 = 17

* B Say the sums aloud.
Twenty-four minus seven equals seventeen.

- Show your students the sums without symbols. Ask them to write the missing symbols in their exercise books. Then present on the slide the correct answers. (Use entrance by mouse-click option in the PPT).

Ask the students to say the sums aloud in order to practice the English for basic arithmetic.


Listen and write the sums



- 24 - 12 = 12
- 16 + 5 = 21
- 40 : 4 = 10
- 6 × 8 = 48
- 7 + 10 - 3 = 14
- 3 × 7 × 2 = 42


- Dictate the sums for the children to write in their exercise books. By clicking show the answers on the screen and check the answers with the class. If there is time you can continue this activity as a pair work or a group work. You can also ask a volunteer to dictate sums.

Secret Code



A	B	C	D	E	F	G	H	I	J	K	L	M
11	4	18	8	12	24	3	14	10	22	1	9	20
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
6	5	17	25	2	26	13	15	21	1	23	7	9

- Secret code is a game by which you can revise numbers, doing sums and letters of the alphabet. This slide is used to revise numbers and the alphabet.




2 + 8	3 × 3	20 : 2	21 - 5	36 : 3
4 × 5	6 + 5	40 - 27	42 : 3	50 - 24

- Explain your students that they are going to have to do the sums in order to make out the secret code.

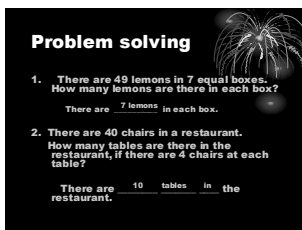
Make printed copies of the chart and give them out to your students, also make sure that everyone can see the letters and numbers chart (previous picture slide).

Example: The first sum is 2+8. Since the result is 10 we look in the alphabet chart and see that the first letter of the code is *I*.



2 + 8	3 × 3	20 : 2	21 - 5	36 : 3
10	9	10	16	12
I	L	I	K	E
4 × 5	6 + 5	40 - 27	42 : 3	50 - 24
20	11	13	14	26
M	A	T	H	S

- Our secret code is *I like maths !*
Secret code can be set up as homework, too. You can ask your students to make up their own message and make the code using your number/letter chart.



- Problem solving is a part of the regular maths curriculum for the 3rd grade. My students seemed to enjoy this part of the lesson, and the tasks could have been even more challenging. You can ask volunteers to come to the board and do the complete math procedure for the problem. You can also increase the number of the gaps

provided for the answers, use various PPT options for delaying the correct answers, and use interactive board if available.

The English for basic arithmetic can be practised in almost each following lesson. Instead of saying *Open your books, please, page 24.*, you can check their arithmetic and language skills by saying *Page 6 times 4, please*. The language for basic mathematical skills is rather simple as well as enjoyable, and maybe the best point of it is that even the children who aren't amongst the strongest in the language classroom, can cope well with Maths in English.

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<http://www.tlsbooks.com/turtlemath.pdf>

Marija L. Kovač¹
Grammar and economics school
„Branko Radičević”, Kovin

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Possible Solution to the Lack of CLIL Materials for Year 3 Students in Primary Schools in Serbia

Abstract: This article focuses on the ways teachers in Serbia could introduce themselves to CLIL and obtain some materials relevant to students in Year 3 in primary schools by using an available online resource. The aim of this article is to show a CLIL inexperienced teacher a possible correlation between the curriculums for English language and a school subject called "Priroda i društvo" and how they can use ready-made CLIL materials for their interdisciplinary classes. It is important to bear in mind that although teaching CLIL is not a requirement in Serbian education system at the moment, there is already a tendency towards insisting on multidisciplinary teaching and learning and finding correlations with other subjects. Based on the analysis of a survey of English language teachers (Savić 2010 and Kovač 2010) and of operational plans for subjects *English language* and *Priroda i društvo*, we aspire to present possible materials and encourage further teacher involvement into exploration of CLIL possibilities in teaching young learners.

Key words: Primary school, Year 3, teachers' challenges, online resources, Priroda i društvo, correlation.

Teachers' challenges with CLIL in Mind – where to start?

If we accept CLIL as the future of TEFL, then it becomes obvious that there is a need for English language teacher development. Teachers need to reinvent themselves and take a new look at the role they are going to play in developing students' intercultural knowledge and understanding, language competence, communication skills, interests, attitudes and confidence. (European commission) According to Savić, teachers in Serbia

¹ misskovac@gmail.com

are ready to face the CLIL challenge: in her research, almost all teachers (98%) would like to know more about CLIL. Here I would like to suggest using an online resource for acquiring the information needed, because 2009 research on professional development in Serbia (Kovač) said that, apart from seminars, teachers in Serbia are using the World Wide Web more and more in their professional development. The list of websites of interest to teachers who want to learn more about CLIL would include (in alphabetical order):

- British Council's Teaching English
(<http://www.teachingenglish.org.uk/think/articles/clil-a-lesson-framework>)
- CLIL Cascade network (<http://www.ccn-clil.eu/>)
- CLIL Consortium (<http://www.clilconsortium.jyu.fi/>)
- CLIL Debate
(<http://www.guardian.co.uk/theguardian/2005/apr/20/guardianweekly.guardianweekly13>)
- European Council article
(http://ec.europa.eu/education/languages/pdf/doc491_en.pdf)
- International CLIL Research Journal (www.icrj.eu)
- Perspectives from the Field (<http://www.icpj.eu/>)

Onestopenglish Website

The specific website we would like to recommend is the one by MacMillan English Campus, called Onestopenglish (www.onestopenglish.com), with a special section dedicated to CLIL. Attendees of CLIL in Teaching YL Conference in Jagodina 2010 were introduced to how this site can help them learn about CLIL and obtain some materials they could use in the classroom, as they believe (Savić, 2010) that CLIL approach requires new teaching materials.

Teachers can read about what CLIL, its Methodology (there are articles and teaching tips from respected CLIL professionals such as David Marsh, John Clegg, Keith Kelly, Philip Ball and Peeter Mehisto) and a free CLIL Teacher Magazine. Once they overcome their lack of confidence, they might be willing to try out ready-made CLIL materials on the site. These are divided into five sections, the first being *Young learners* (Animals, Arts and Crafts, Geography, History, Culture and the Arts, Mathematics, Science, Transport and Communication) where teachers from Serbian schools can search for materials relevant to them. Other sections are as follows:

- *Vocabulary* (wordlists, worksheets and Macmillan School Dictionary)
- *Animations* (interactive resources on Energy and Geography)
- *Secondary* (materials for students aged 11-18)

- *Image Gallery* (Science and Geography diagrams and illustrations)

Although teachers fear that they lack subject knowledge (Savić 2010) to do CLIL, most of the materials are very comprehensible and can be done either alone or co-teaching with subject teachers.

Correlation between the curriculums for English language and "Priroda i društvo"

Recently, teachers in Serbia have been encouraged to work together and find possible correlation between their subject and other subjects. Unfortunately, what it usually comes down to is an illustration of a story (correlation English and Arts) or a description of musical impressions (again English and Arts). It seems its easiest for teachers to rely on Art, but we have to bear in mind that correlation must have a deeper meaning – it is mutual relation of two or more things, i.e. in the case of CLIL content and language learning. The thinking behind it is that knowledge does not belong to separate subject but is multidisciplinary, it is knowledge as the whole, harmonious whole.

As teachers will certainly notice, there are various things Year 3 students learn in different subjects and there are possibilities to introduce CLIL. One opinion is that if language teachers benefit from teaching any subject in English it would probably students' language competences, but we shall now examine where English teachers and *Priroda i društvo* teachers can meet. This conclusion has been drawn from the comparison of a global plan for teaching *Priroda i društvo* to Year 3 students and a global plan for teaching English, using Oxford University Press coursebook Happy Street 1 as well as comparing the plan for *Priroda i društvo* and available resources on Onestopenglish site.

Possible correlations and CLIL Lessons:

1. Food groups
(<http://www.onestopenglish.com/section.asp?docid=500705&catid=100174>)
2. Map Symbols
(<http://www.onestopenglish.com/section.asp?docid=500699&catid=100171>)
What shops are there in your town? (Arts and Crafts section)
Map reading (Geography - The World we live in)
3. Deserts and rainforests
(<http://www.onestopenglish.com/section.asp?docid=500137&catid=100171>)
Marine Life, Herbivores, carnivores and omnivores, Animal Classification
And other pages from ANIMAL section

4. Lesson on Villages from *Priroda i društvo* and *Sophie's World: The model village*
5. Sports (Arts and Crafts) and *Sophie's World: School sports day* or *At the sports centre*
6. Properties of Materials (Geography - The World we live in) and a lesson form *Priroda i društvo* on the same topic
7. The weather and the four seasons (Geography - The World we live in) and Weather symbols and crossword with a lesson *Vremenske prilike i njihov značaj*
8. The Earth: Air and Water (Geography - The World we live in) and Water cycle (Geography) with Unit from *Priroda - Čovek –Društvo*
9. Prehistory (History, Culture and the Arts) and a lesson called *Život nekad i sad, Ko su naši preci*
10. Road safety, Means of Transport, Land Transport, Air and water transport (Transport and Communication) with *Road safety Unit 5* and *Saobraćajne veze naših krajeva i ponašanje u saobraćaju*

Further Considerations

The correlations we have suggested are just a beginning, as there are numerous other possibilities if we include other subjects and other websites. As CLIL in Serbia is still a novelty and there are a lot of things teachers are not certain about I would suggest a trial and error approach – every teacher could think of a possible correlation with a colleague they think they could co-teach with and give CLIL a chance. In time, they would improve and consequently, when the time for implementing CLIL comes and it enters our educational policies, teachers will be prepared. Another benefit would be a personal database of successful CLIL lessons that can grow into a teacher's resource book or even a CLIL curriculum if teachers agreed to share their knowledge and insights.

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Jelena Čupić¹
Sunshine English School,
Belgrade

UDC 371.3::811.111
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Making and Using Simple Musical Instruments in Teaching English to Young Learners

Abstract: The paper studies integration of music in teaching English to young learners. Songs, chants and rhymes are popular in EFL classrooms as sources of authentic language and age appropriate ways of drilling vocabulary and structures. The paper describes activities related to making and using simple musical instruments that enhance the effectiveness of English lessons and make them more enjoyable.

Key words: content-based learning, young learners, English lessons, musical instruments, music.

Introduction

The question this paper will underpin is: “Why not use English as the language of instruction to teach Music or why not teach English using Music and its content?” Getting to know different musical instruments and their characteristics, making musical instruments and using them to perform a well-known song, following simple instructions and arrangement in English can bring novelty and amusement in teaching Music through English in primary school.

Teaching and learning Music plays an important role in children's development and can be used as a strong motivational tool in content-based learning. Children are surrounded by music from earliest developmental stages and usually have very positive attitudes towards its content. They spontaneously engage in experimenting, performing and composing music using objects around them like their hands and fingers, pencils, cutlery etc. Learning music in primary school involves listening and appraising, performing and composing. They should all be taught in an integrated way as this is the way they come naturally to children.

¹ teacher.chupic@yahoo.com

Teaching English to very young and young learners is almost without exception accompanied by music and its content. Songs, chants and rhymes are popular in EFL classrooms as sources of authentic language and age appropriate ways of drilling vocabulary and structures. Vocabulary related to musical instruments appears in many primary English courses. This content could be explored more thoroughly by making meaningful links between the two school subjects: Music and English. Children are spontaneously interested in musical instruments as toys and this interest needs to be exploited in school. These 'noise makers' should be explored by listening to their sounds, analysing their parts and performing spontaneously as well as in a directed and organised way. Making simple musical instruments, using them to perform a popular song and compose can be very effective ways of teaching English through music to young learners.

Children and music

Even at very early stages of their development, children show sensitivity to simple rhythmic patterns and melodies. Sound-making activities (experimenting with pitch, rhythm and form) are the part of everyday play children engage in.

Most children come to school as competent music users and learning should start with the children's innate capacities and the experiences they bring to the classroom.

Aspects of teaching music in primary school

Primary school is not a place where future professional musicians are trained, but future music consumers and amateur performers. This is why music lessons should be enjoyable, without any pressure of making mistakes and obeying the rules.

Learning Music at primary school consists of: listening and appraising (age appropriate discussions about a certain piece of music), performing (singing and playing instruments) and composing (improvising and experimenting with rhythm and pitch). They are taught in an integrated way as this is the way they come naturally to children. All these activities can be done successfully both in Music and English classes.

Music and teaching English

Teaching English to very young and young learners is almost without exception accompanied by music and its content. Songs, chants and rhymes are popular in EFL classrooms as sources of authentic language and age appropriate ways of drilling vocabulary and structures.

Courses for young learners provide a variety of songs usually followed by gestures, miming and game-like movements. Children find these activities enjoyable and they can be used as powerful motivational tool.

Vocabulary related to musical instruments is a part of many children's courses and exploiting (making and using) musical instruments is a good way of exploring this content more thoroughly.

Children's instruments

Children are spontaneously interested in musical instruments as toys and this interest needs to be exploited in school. Instruments can be explored by listening to their sounds, analysing their parts and performing spontaneously as well as in a directed and organised way.

Carl Orff (famous composer and music pedagogue) created an influential method in teaching music to children, suggesting simplified versions of classic instruments suitable for children's performance. Children's instruments are grouped into several sections (Glover and Ward, 2004): instruments for striking (tuned and untuned percussion), scraping, shaking, blowing, plucking and electronic instruments.

Making children's instruments in English classes

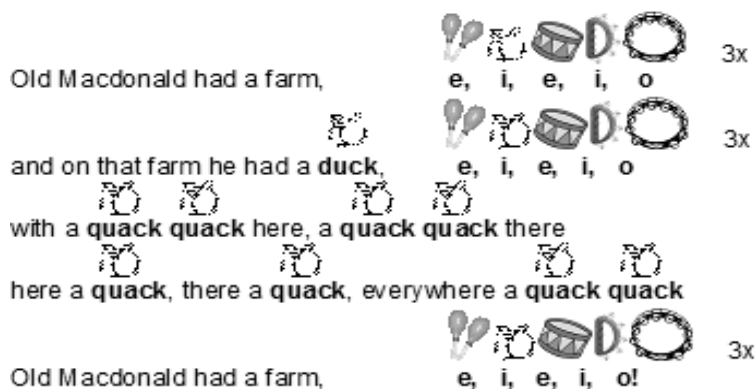
Children's instruments can be a very expensive investment for schools, so teachers often choose to make some of the simpler ones together with their students and still manage to organise a class orchestra.

Crafts are also very popular in teaching English to young learners as they are a source of authentic language. Making simple instruments provides teachers with a chance to make a meaningful connection with Music classes and students with a chance to follow instructions in English as the language of instruction to create instruments which they will use to perform their favourite songs and compose their own. Before these crafting activities, the teacher could look into the parts of instruments more closely with students, teaching them the proper names of these parts and thus preparing them to make some instruments themselves.

Making instruments will fulfill its purpose only if they are later used for performing and composing. It is possible (and easy) to adapt songs, chants and rhymes for children to play on their instruments by making simple arrangements for students' favourites.

Making arrangements

Arrangements can be made by assigning different parts of songs to different instruments. This can be easily done by drawing (inserting) symbols above the lines (lyrics) of the song (picture 1).



Picture 1: Part of arrangement for “Old Macdonald had a farm”

Each instrument plays the parts which contain the corresponding pictures.

Practising with arrangements

1. A brief overview of the teaching steps when practising and playing the instruments can be:
2. Sing while making simple movements to emphasise the beat of the song.
3. Practise each part of the arrangement (each instrument partition) with the whole class making movements which produce certain sound effects (similar to the actual sound of the instrument, if possible).
4. Put students into groups (according to the instruments from the arrangement) and practise with movements from the previous step.
5. Finally, replace the movements with the instruments and have your students play different parts of the song while singing.

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Appendix 1 – Instructions for making children’s instruments




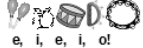
	Materials	Procedure
Drum	<ul style="list-style-type: none"> ♪ An aluminum box or a plastic cup for the shell ♪ Cellophane or suede for the drumhead ♪ String or ribbon ♪ Glue and sellotape ♪ Coloured construction paper, wrapping paper, markers, stickers, glitter glue etc. for decorating ♪ Plastic or wooden spoons, pencils etc. for drumsticks 	<ol style="list-style-type: none"> 1. Remove the lid from the box. 2. Put some glue around the rim of the box. 3. Put the cellophane (suede) on top of the box. Stretch it so it becomes very tight, glue and tie it with the string or ribbon. 4. Decorate the drum and the drumsticks.
Tambourine	<ul style="list-style-type: none"> ♪ Two paper or plastic plates for the frame ♪ Bottle caps for the jingles ♪ Hole punch ♪ String ♪ Glue ♪ A nail and a hammer ♪ Coloured paper, ribbons, stickers, paint etc. for decorating 	<ol style="list-style-type: none"> 1. Punch several matching holes on both plates 2. Flatten the bottle caps with a hammer and punch holes in the middle of them with a nail. Colour them. 3. Glue the two plates together by the bottoms. 4. Put parts of string through the holes on pairs caps and the plates and tie them. 5. Decorate the tambourine.
Shaker	<ul style="list-style-type: none"> ♪ Two plastic cups ♪ Dried beans or seeds ♪ Glue or sellotape ♪ Coloured paper, stickers, glitter glue, ribbons for decorating 	<ol style="list-style-type: none"> 1. Put some dried beans/seeds in the cup. 2. Put the cups together and glue or sellotape them together. 3. Decorate the shaker.
Jingle bells	<ul style="list-style-type: none"> ♪ Toilet paper roll ♪ Bottle caps ♪ String ♪ A hammer and nail ♪ Glue, coloured paper, ribbons, stickers for decorating 	<ol style="list-style-type: none"> 1. Decorate the roll with the paper and punch holes in it (nine or twelve pairs of holes per roll) and two more for the string. 2. Use the nail and hammer to punch holes near the rim of bottle caps. 3. Decorate the bottle caps. 4. Put the string through a pair of caps and through a pair of holes on the roll. Repeat with the other holes on the roll. 5. Put the string through the two holes to use it for holding the instrument. 6. Decorate the instrument.
Castanets	<ul style="list-style-type: none"> ♪ Cardboard ♪ 4 large buttons ♪ String or elastic ♪ Glue ♪ Hole punch ♪ Coloured paper, ribbons, glitter, stickers for decoration 	<ol style="list-style-type: none"> 1. Cut the cardboard into wide strips and fold the strips in half 2. Punch pairs of holes on both ends of each strip 3. Put some glue on the convex sides of buttons. 4. Put the elastic through the holes on the button and the strip and tie it. 5. Decorate the castanets.


Appendix 2 – An example of arrangement


Old Macdonald had a farm





Old Macdonald had a farm,
 3x
 e, i, e, i, o


and on that farm he had a duck,
 3x
 e, i, e, i, o


with a quack quack here, a quack quack there
  here, a quack quack there
 here a quack, there a quack, everywhere a quack quack
 3x
 Old Macdonald had a farm,
 e, i, e, i, o!





Old Macdonald had a farm,
 3x
 e, i, e, i, o


and on that farm he had a cow,
 3x
 e, i, e, i, o


with a moo moo here, a moo moo there
  here, a moo moo there
 here a moo, there a moo, everywhere a moo moo
 3x
 Old Macdonald had a farm,
 e, i, e, i, o!





Old Macdonald had a farm,
 3x
 e, i, e, i, o


and on that farm he had a dog,
 3x
 e, i, e, i, o


with a woof woof here, a woof woof there
  here, a woof woof there
 here a woof, there a woof, everywhere a woof woof
 3x
 Old Macdonald had a farm,
 e, i, e, i, o!




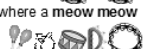
Old Macdonald had a farm,
 3x
 e, i, e, i, o

and on that farm he had a sheep,
 3x
 e, i, e, i, o

with a baa baa here, a baa baa there
  here, a baa baa there
 here a baa, there a baa, everywhere a baa baa
 3x
 Old Macdonald had a farm,
 e, i, e, i, o!

Old Macdonald had a farm,
 3x
 e, i, e, i, o

and on that farm he had a cat,
 3x
 e, i, e, i, o

with a meow meow here, a meow meow there
  here, a meow meow there
 here a meow, there a meow, everywhere a meow meow
 3x
 Old Macdonald had a farm,
 e, i, e, i, o!

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1. Popović, Radmila [urednik] 2. Savić,
Vera [urednik] [аутор додатног текста]
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