Nowadays in education the term Content and Language Integrated Learning is getting more and more popular all around the world, especially in Europe. As the continent where almost every country has its own language and the amount of immigrants is increasing year after year, Europe is paying special attention to language programs, which may help to unite all European citizens (Eurydice 2006, Mehisto, Marsh, and Firkols 2008).

CLIL has an undeniably positive influence on the foreign language learning process. It not only develops students' oral communication skills but has enormous influence on learners' thinking skills and learning strategies (Dalton-Puffer 2008). In comparison to the traditional way of teaching, it provides students with the required knowledge and gives them more time to practice foreign language to be better prepared for the future life (Nikula 2007). Despite all of the advantages, CLIL is said to have one serious disadvantage – the lack of resources and readymade materials.

Unfortunately, there are not many primary schools were CLIL is implemented. It seems to me that this situation takes place because teachers have mixed feelings about it or are afraid of CLIL. Implementing CLIL into for example Polish primary schools may seem to be unrealistic. It will require a great deal of special preparations: a lot of additional hangouts and materials, many carefully selected books, which in consequence will mean that teachers will have even more work to do.

The following publication tries to respond to those needs and present a few ideas where to look for interesting, stimulating and motivating for students CLIL resources. The author as student of Graduate Programme in Teaching English to Young Learners which specialize in the bilingual and CLIL teacher training would like to share her experience and thoughts gained while designing her CLIL unit. The main aim of this publication is to provide teachers with a wide range of books, useful links and ideas for teaching other areas of the curriculum in English. The selected materials are flexible and can be easily adapted to the students’ age, level and cognitive and linguistic competences.

The best CLIL resource books – the sources of lesson ideas and valuable addition to every primary foreign language teacher's bookshelf.

Today on the market there are hundreds of different coursebooks and resource packs designed for teaching foreign languages. Nevertheless, very few of them take into consideration requirements and needs of a CLIL programme. Choosing the right materials, which will be suitable for many children and develop their content and language knowledge, is not an easy work. The following books directly respond to this need by providing teachers with a wide range of activities for teaching other areas of the curriculum in English.

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**Designing a CLIL Unit**
22 June 2015

**Resources for CLIL and where to find them**
19 June 2015

Marta Niewiarowska,
a student of the Graduate Programme In Teaching English to Young Learners at the University of Warsaw

Curricular Content – Resources for Primary
The book is designed to supplement the main course book, to use it alongside the subject area or English class teaching. The materials are flexible and can be easily adapted to the students' age, level and cognitive and linguistic competences.

In the introduction written by Vanessa Relly, the reader is presented with four sections: "background, how to use this book, useful websites and assessment, self-assessment and portfolio". In the background section the author presents the reasons which contributed to the creation of the book. The how to use this book section offers a list of practical tips on how to integrate the subject content with the foreign language learning and get the best out from the students. The author suggests that the teacher should not forget about children's previous linguistic and subject knowledge and use it during the lessons. In the primary school, as the children are at the beginning of foreign language learning process, Vanessa Relly proposes that the teachers should focus initially on the listening and comprehension skills, which allows students to get used to the lessons and supports their silent period. The author also highlights the importance of creating a reassuring environment in which children can express themselves in many different ways, such as art, music, drama or writing.

The book's chapters are organised in the form of a mind map. The leading theme of the book, the centre of the map, is the growth subject. Then, the book is divided into four sub-themes: plants, humans, animals and living or not living. Each of the sub-themes contains a set of lesson activities which, depending on the level of students, may be developed into lesson plans. At the beginning of the every sub-theme there is a short lessons summary, which describes the lesson aims, both the language and content, list of activities and needed materials. The activities are organised from the introductory, pre-teaching tasks, through experiments, to art or information and communication technologies exercises. Moreover, the content of actives is supported by sets of worksheets, which are ready made and fully photocopiable. Each sub-theme also has the assessment part which lists informal and self-evaluation tasks for students.

This book will also find its supporters among children. Students will undoubtedly like the fun and interesting tasks. Furthermore, engaging content and appealing illustrations will not only attract their attention but motivate them to work too. The materials will be appreciated by the parents as well, because topics which refer to the learner's interests and nearest environment provide a solid educational foundation both for content and language learning.

Summing up, the Calabrese and Rampone's book is a valuable source of lesson ideas and is an important addition to every primary foreign language teacher's bookshelf, especially for those who want to implement CLIL in their lessons.

On display – Blair resource book series

The appearance of this books' series is timely and significant considering the lack of Content and Language Integrated Learning materials. The series answers these concerns and equips teachers with a rich source of display-based activities and project ideas, accompanied by teacher's notes and ideas for class projects. The wide range of topics may be easily adapted to students' age, level and learning style. These books will appeal as well to the teachers who are concerned about the realization of the national core curriculum premises. By providing an inspiring display-based approach students will have a lot of fun and in the same time learn both foreign language and required content.
The main goal of the series is to support teachers and educators with interesting and creative project ideas, which will encourage students to express themselves visually and present a record of their learning journey in a form of a school display.

The series' layout is organized in clear and reader friendly way and supported with a range of real life classroom displays. All of the activities are explained in details and provide teachers with the task procedure, list of needed materials and ideas for further activities.

The Internet – the place where free and open educational resources and ideas are shared

In my opinion the Internet is one of the biggest teacher allies. It gives teachers from all around the world opportunity to exchange their ideas and materials in one place. They can also find thousands of websites with exercises and activities for children, which can be quickly downloaded and use on English lessons. Nevertheless, despite the fact that there are numerous internet websites which provide free worksheets or flashcards for language teachers, very few of them pay attention to the content factor. Preparing to write my CLIL lesson plan unit, which was required during my teaching practice, I researched many different websites. A few, which I found the most interesting and useful I will describe in more details.

The first website, which I would like to recommend to the English teacher, is [http://www.activityvillage.co.uk/](http://www.activityvillage.co.uk/). It offers teachers over ten thousand pages of free children's activities, like colouring pages, kids' crafts, puzzles, Sudoku and educational resources. It covers many popular children's themes, as well as the main holydays of the year. It seems to me that not only English teachers may find this page helpful. Content and language integrated learning teachers will immediately like this website, because it contains exercises, which can be used for mathematics, science or art lessons. What is more, new materials are added to the website very often and concern the current events like the birth of royal baby or Mothers Day. The website's layout is simple and easy to navigate, so even an experienced teacher may work with it. Colourful and interesting worksheets and craft projects certainly will motivate children to learn English.

The second website which I strongly recommend for CLIL primary teachers is [http://www.primaryresources.co.uk/](http://www.primaryresources.co.uk/). This website offers teachers thousands of readymade worksheets, flashcards and PowerPoint presentations. The materials are divided into typical school subjects (maths, science, history, geography and physical education) and themes (like seasonal holydays, behavioural, rewards and motivational or bilingual resources). The resources which are created by teachers from all around the world are well thought out and colorfully designed. They will certainly be liked by both the children and teachers. What is more, the website is connected to other sites which offer free CLIL games and activities for interactive white boards ([http://www.primaryinteractive.co.uk/index.htm](http://www.primaryinteractive.co.uk/index.htm)) and a base of useful links ([http://primarylinks.co.uk/](http://primarylinks.co.uk/)). All of the sites are carefully organized and easy to use.

The third website, which I would like to recommend, is [http://www.esl-kids.com/](http://www.esl-kids.com/). It will be especially useful for designing introductory lessons, because equips teachers with basic lesson starter materials. Thanks to cleverly design worksheet making device the website allows teachers to create countless papers with vocabulary, games or useful classroom realias like puppets, cubes and masks. In addition the website provides educators with many flashcards, worksheets, classroom games and children's song lyrics. They are colorful and cheerful, so children will definitely like them. Moreover, the resources are organized into theme units, which make the website easy to navigate and use. The author of this page has also posted a lot of tips there and made a list of links, where teachers can find other useful materials.

The next website, which I think will be helpful for English teachers, is [http://www.teachingenglish.org.uk/clil](http://www.teachingenglish.org.uk/clil). The website is dedicated strictly to teachers. It provides both the theoretical and practical knowledge about CLIL. On those pages teachers will find loads of free teaching recourses. There are readymade lessons plans, activities, worksheets and useful teaching tips, which will make lesson organizing process much easier. The website includes also teachers'
development materials and information about conferences or seminars. It enables teachers to take a CLIL Essentials online course with the British Council too. As far as the resources are concerned they are divided into subjects units. I recommend this website especially to the upper primary teachers, because some of the materials may be too advanced for the beginners learners.

Figure 9: en.iscollective.com

The next fantastic source of CLIL materials is [https://en.iscollective.com/](https://en.iscollective.com/) website. The website brings together more than half of million ESL and EFL teachers who share their ideas, tips and worksheets for free. The site offers materials for different age group students from kindergarten children to adult learners. The really well designed searching device allows teacher to specify what kind of material (for what age group or level, what type of material, which subject or theme, what skill it should develop, etc). As far as the resources are concerned they may be easily adapted into CLIL teaching context.

Figure 10: techchildrenesl.com

The last website, which I found interesting and may recommend for CLIL teachers, is [http://www.teachchildrenesl.com/](http://www.teachchildrenesl.com/). As other suggested websites this has a lot various materials for teacher too. On the website teachers can find free flashcards, worksheets, games and songs. What makes this website unique is the content of materials connected with ecology. Children will certainly like this fun and entertaining activities and in the same time develop their ecological awareness.

The foreign language coursebooks – how to utilize and adapt them into the CLIL teaching context.

Today publisher houses offers hundreds of different foreign language coursebooks. Choosing the right one, especially for the CLIL context is not an trouble-free work. Teachers should take a lot of factors into consideration when choosing a coursebook; they need to think about their students’ level, needs and interests as well as the core curriculum requirements. Before making the final decision is good to do book research and analyze both their language and content. During my teaching practice in one of the Warsaw bilingual primary schools I have an opportunity to work with a few foreign language coursebooks, some of which were especially design to provide elements of CLIL instruction. Before conducting my own CLIL unit I analyzed their structure, language and content, and then adapted them to the class needs. I would like to present the process of adapting the coursebook to the CLIL context and describe it in more details.

The school in which I had my teaching practice few years ago decided to implement elements of CLIL into their teaching system. In this school students learn science and mathematics in two languages Polish and English. During lessons children use Macmillan Science and Macmillan Mathematics coursebooks.

Figure 11: Macmillan – Science

Figure 12: Macmillan – Mathematics

Their authors are David Glover for science and Paul Broadbent for mathematics book. The coursebooks are recommended for children in primary school and include many additional resources, like DVD, CD, workbooks and the teacher's book. My first impression about it was very positive. The book's units are divided into lessons which are based on the child nearest environment and previous knowledge. The coursebooks' exercises and activities equally stimulate all students' language skills and implement some elements of the subject's content. Although those coursebooks are really good, they are limited only to one subject's content and it is worth to expand it. Even the best coursebook will not replace creative and ingenious teacher. Despite the fact that the process of redesigning the lesson plan is time-consuming and sometimes complicated it is worth the effort.

As Cole, Hood and Marsh proposed in their book (2010) it is good to start working on a CLIL unit from designing a CLIL mind map. The map is a very useful tool because it not only garters all of the ideas in one place but also in clear way presents if all of the CLIL areas are equally developed. While designing my unit I focused on 4Cs Framework (ibid.) which takes into consideration following CLIL elements: content, communication, cognition and culture. The content part concerns the students’ knowledge and understanding development, the communication aims at expanding learners’ foreign language interaction competence, the cognition element reflect on the pupils’ engagement in problem-solving and higher-order thinking skills and the culture part tries to evolve children's culture awareness and identity (ibid.). The main theme of my CLIL unit was animals. After analysing the course book's requirements and gathering my ideas I designed the following animals themed mind map:
In the following step I took into consideration aims and objectives which I would like my student to attain after finishing the unit. My general aim for this CLIL unit was to develop students' communication skill, especially their ability to describe different animals. To attain this goal students had to reach objectives which are listed below:

**Unit Aims:**
- to develop students' communication skills
- to broaden students' knowledge about animals
- to create relax atmosphere in classroom

**Unit Objectives:**

**content**
- By the end of the lesson the student will be able to name different continents, habitats and describe what animals live on them. Moreover students will revise ways in which animals can move and the animal babies' names.
- By the end of the lesson student will be able to classify chosen animals to correct continents.
- By the end of the lesson student will be able to classify chosen animals to correct habitat: jungle, forest, desert, pole, farm, ocean
  - Learners will be able to:  
    - Describe an animal: name its movement style, tell if it can swim, fly etc.
    - match an animal to its baby Learners will be able to: give at least 4 examples of animals living in each of the continents
    - describe an animal: name its movement style, tell if it can swim, fly etc.

*At this point it is worth noticing how CLIL may easily fit into any national curriculum requirements. As far as the Polish Curriculum is concerned, my unit fulfilled the following demands:

- **Development of communication skills** – „w kulturalny sposób zwraca się do rozmówcy, mówi na temat, zadaje pytania i odpowiada na pytania innych osób, dostosowuje ton głosu do sytuacji, np. nie mówi zbyt głośno”
- **Reacts to instructions** – „rozumie proste polecenia i właściwie na nie reaguje”
- **Creates the animals book** – „wypowiada się w wybranych technikach plastycznych na płaszczyźnie i w przestrzeni; posługuje się takimi środkami wyrazu plastycznego, jak: kształt, barwa, faktura”
- **Development of science knowledge** – „rozpoznaje rośliny i zwierzęta żyjące w takich środowiskach przyrodniczych, jak: park, las, pole uprawne, sad i ogród (działka), wymienia warunki konieczne do rozwoju roślin i zwierząt w gospodarstwie domowym, wie, jaki pożytek przynoszą zwierzęta środowisku: niszczenie szkodników przez ptaki, zapylanie kwiatów przez owady, spulchnianie gleby przez dzdżownice”
- **Development of mathematic knowledge** – „wyprowadza kierunki od siebie i innych osób; określa położenie obiektów względem obranego obiektu; orientuje się na kartce papieru, aby odnajdować informacje (np. w lewym górnym rogu) i rysować strzałki we właściwym kierunku, sprawnie liczy obiekty (dostrzega regularności dziesiątkowego systemu liczenia), wymienia kolejne liczebniki od wybranej liczby, także wspak (zakres do 20); zapisuje liczby cyframi (zakres do 10)”
- **Development of IT knowledge** – „posługuje się komputerem w podstawowym zakresie: uruchamia program, korzystając z myszy i klawiatury” (Polish National Curriculum for Lower primary classes 2014)

Finally, when my CLIL unit had clear aims and objectives I could start designing the lesson plans. I have started from gathering readymade materials which I found in the Internet and the CLIL resource books (they are described above). In the Internet I found thousands of pages which offer animals themed sites. They contain many different animals themed resources like pictures, sounds, videos, games or even sites when students may take virtual visit to the zoo and watch animals live in their homes.
However, if I could not find materials which were needed, I designed them myself and it was rather an easy process.

Next I selected and adjusted the materials to my students’ needs. My pupils were very clever and liked to move around a lot, that is why I increase the difficulty level a bit and introduce many movement activities. At the end, on the base of my resources I planned individual tasks and exercises.

As it turned out the students liked the lessons very much. Moreover, they were eager to participate in all of the activities. Some of the learners become so interested in the topic of animals that they continue their studies at home.
Taking everything into consideration, I think that today Content and Language Integrated Learning is one of the most promising approaches in the educational scene. In comparison to the traditional way of teaching, it provides students with the required knowledge and gives them more time to practice foreign language to be better prepared for future life. As far as CLIL materials are considered it is only partially truth that they are hardly available. I hope that this short publication would help teachers and provide them with some useful ideas where to find CLIL connected resources.

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Keywords: CLIL, CLIL resources, EFL, foreign language teaching

Summary:
Nowadays, as the Content and Language Integrated Learning is becoming more and more popular in the field of foreign languages teaching, the need of CLIL materials is constantly increasing. For this purpose the aim of the following publication was to equip teachers with a few ideas where to look for readymade CLIL resources. The publication consists of three parts, in which regarding CLIL resources were discussed:

- The best CLIL resource books – the sources of lesson ideas and valuable addition to every primary foreign language teacher's bookshelf
- The Internet – the place where free and open educational resources and ideas are shared
- The foreign language coursebooks – how to utilize and adapt them into the teaching context

Biographic entry:
Marta Niewiarowska – in 2013 I graduated from University of Warsaw and hold Bachelors degree in the field of Primary Teaching and Early English Teaching. Currently, I am continuing this field of study at Master's Degree programme. My Bachelors diploma project Foreign language vocabulary acquisition through story-based CLIL raised the issues of teaching vocabulary through content and language integrated learning with the use of children's literature. What is more, since October 2014 I have been studying a second Master's Degree programme in the field of Bilingual Education – the Graduate Programme In Teaching English to Young Learners. At my studies I am constantly working on developing myself as a future teacher, researcher and decent human being.

Early childhood education focusing on natural science: The Project Approach and designing CLIL materials.

Monika Jakubicz

The aim of the study is to investigate how CLIL materials have influenced my lessons in both Magic Fish preschool in Warsaw, Poland and Gräsåkers preschool in Stockholm, Sweden. The aim of the classes conducted is creating projects on natural science or, more precisely, amphibians. In the research, I compare the two settings, which means pedagogical space in the two preschools, pupils' motivation and their attitude towards learning, the amount of help offered to me by mentor teachers and, finally, knowledge and experience I gain during my teaching practice in the two educational contexts.

CLIL materials
Designing CLIL materials is growing in popularity nowadays. The aim of CLIL teachers is to find something connected to real life and, then, adapt it to learners' level and needs at the same time. Sometimes, or rather usually, materials influence the flow of a lesson. In fact, colourful authentic ones could be much more memorable than pale coursebook pages. I decided to use photos of amphibians, apart from pictures, during my teaching practice. What is more, if it was possible, I would organize a trip to a place where the amphibians live in.
What happened?
This year, I started my experience in preschool. In fact, in preschools in two countries: Poland and Sweden. In April and May 2015, I conducted CLIL lessons about amphibians in the two settings in order to compare pedagogical space in the two preschools, pupils' motivation and their attitude towards learning, the amount of help offered to me by mentor teachers and, finally, knowledge and experience I gained during my teaching practice.

What was my aim?
While working with young learners, I was teaching them how to live with each other and the world. In fact, they were learning from their own experience, exploring, I listened to children and challenged them into learning more, through their curiosity. I was thinking of young learners as little scientists; therefore, I was helping them touch the world. During my teaching practice, I realized how children understand and see nature. I focused on the importance of places children live in, such as playgrounds, gardens, forests etc., and asked myself "What can they learn in those places?" Also, I asked myself "How to talk about the nature and the issue of sustainability?"

How did I teach them?
Although the focus was definitely on learning, not on free play, learning happened through playing, and the way of teaching appeared to be very effective. In fact, you learn what you enjoy or what you find fun! I decided to introduce the Project Approach and meaning-making in my teaching science to young learners (YL). Since children have a strong disposition to explore and discover, the Project Approach builds on natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and much more. This kind of authentic learning extends beyond the classroom to each student's home, community, nation, and the world. It eventually makes learning real life; therefore, children become active participants in and shapers of their worlds. The Project Approach, a specific kind of project-based learning, brings a number of advantages to any classroom and represents best practices in 21st-century education. It fits securely within both a long history of innovative teaching and learning practice, dating back, at least, to the 16th century, and within the framework of today's growing body of research on what students need to find success and fulfillment in the current, and future, world. I conducted two project-based lessons during my teaching practice: about the life cycle of a frog and about the differences between amphibians.

What did I do exactly?
In my teaching practice, I introduced 'collaborative learning with and from each other' rather than 'comparison and competition with others' (Harlen, 2013: 79). I motivated YLs to use self-assessment of what they have learned and discouraged them from dependence on other's judgement of what they have learned. Also, I allowed for children's mistakes and learning from them. Last but not least, I did not discuss whether students reached the right answers but discussed pupils' own ideas and meaning derived from activities; thus, I evaluated their effort rather than outcomes. During my teaching practice, I did a lot of pedagogical documentation, which was listing children's words and actions. In fact, the pedagogical documentation become pedagogical when I used it, which means I discussed it with both YLs and their parents. I informed them of children's efforts, the learning process and pupils' engagement in doing activities. When I was documenting their learning process, I captured it without any interest in the outcomes. The things which were important were the following:

1. Utterances – the children's verbal speech
2. The doings - what they were doing
3. Reflection about the process

The questions pupils asked were crucial since most of them were a source of further investigation. While observing YLs, I was thinking both retrospectively, which means looking back, and prospectively, in different words – looking forward.

What motivated me?
I decided to be a CLIL teacher; thus, to focus on both the English language and science, with the use of technology due to the fact that "[o]ur interactions with technology and science are both profound and lifelong. Every part of life is affected by the results of scientific investigation and the product of technology. Our earliest sensory experiences involve teaching, tasting, smelling, listening to, or looking at the products of scientific and technological activity. Our natural inclinations to explore and to try things out play a profound role in our early learning (Siraj-Blatchford, 2003: 1). Also, I used the Project Approach in my teaching because "[a]s a way of learning, the project approach emphasizes children's active participation in the planning, development and assessment of their own work; children are encouraged to take initiative and responsibility for the whole work that is undertaken (Kratt, 2003: 3).

Magic Fish
The preschool in Warsaw is a bilingual one, which means there is the 'two teachers, two languages' approach present. One of them is, indeed, the Polish-speaking one while the second is the English-speaking teacher. The class I was teaching and observing during my teaching practice was grade 0. The 6-year olds are really fluent English speakers thanks to immersion, through which they were taught for 3 years since now. Their understanding of the foreign language is more than satisfactory since they answered all the questions I asked them in English during my teaching practice. In fact, there was no need to adapt the language to typical 6-year old English learners' level due to the fact they are extraordinary!

Gräsåkers
The preschool in Stockholm is Swedish; thus, all the teachers and caretakers working there are supposed to communicate with children in the official language of Sweden. Although Swedish is the mother tongue for the majority of preschoolers, some of them learn, or rather acquire, it as a second language. What struck me the most was the fact that the first day I came there I met a native English speaker, who was expected to learn Swedish in order to talk to pupils in their home language! From my experience, I would say that in Poland such a situation is highly improbable due to both the need for English-speaking English native speaker teachers and the belief in the benefits of bilingual education observed nowadays.

The children I was teaching there in April and May 2015 were of similar age than those from Magic Fish since they were between 3 and 6 years of age. However, I cannot call them fluent English speakers, which has its roots in only little or no English input in the monolingual preschool.

Pedagogical space
"What does it mean to be in this place?: It is a question which reveals insights into thinking, as well as into the subject matter of the environment (Clark, 2010: 11)". In Magic Fish there are an active board, a CD-player, an overhead projector and a computer in the classroom. However, still, the preschool lacks in a board to write on and a TV set. In Gräsåkers, on the other hand, there is no sign of ICT. Instead, we can observe a lot of Art there in the form of pictures hanging on the colourful walls. The desk arrangement in the two settings is similar and very meaningful, which means children can sit near huge tables in the way they are able to see each other and communicate with the whole group.

Learners' motivation and attitude
The pupils from Magic Fish seems to be highly motivated to learn both English and content. It is normal for them to communicate with one of the class teachers in the foreign language and they do not treat the everyday talk as obligation or a learning process. Their attitude towards the English-speaking
teacher and the language itself appears to be really positive; however, among fifteen children, there are two disruptive boys not always willing to participate.

Mentor teachers' help
The mentor from Magic Fish helped me a lot while conducting my CLIL lessons in the preschool. In fact, she helped me find and prepare CLIL materials. Also, she provided me with sample lesson plans to base mine on. What is more, she was eager to advise me both face-to-face and via e-mail.

In Gräsåkers there was a supervisor as well. She helped me with a lot of different things during my two-week-practice there. I was not only conducting English lessons, but also, and mostly, managing the class in everyday situations.

New knowledge and experience – the curricula of Swedish and Polish preschools and pedagogical documentation
I conducted my 5 classes on amphibians in two preschools in two different countries. The knowledge I got in the two educational settings is the comparison between them: the classrooms, the pupils, the teachers and the influence of CLIL materials on my lessons. However, the two most important things I learned were both the curricula of Poland and Sweden and the documentation of the classes conducted by myself.

According to Ministry of Education and Research, Swedish preschool curriculum “takes a holistic view of children and their needs and is designed so that care, development and learning come together to form a whole. Pre-school is intended to promote a broad spectrum of contacts and social community, and to prepare children for continued education.”

Similarly, the aim of Polish curriculum, as claimed by Foundation for the Development of the Education System, is “to create suitable conditions for the child’s individual development and preparation for school education. Pre-school pupils learn occasionally and spontaneously while playing.”

While doing the pedagogical documentation in the two settings, I realized that Swedish children are much more talkative than the Polish ones. On the other hand, Polish preschoolers seem to be much more fluent English speakers than the ones from Sweden. Such a situation may have its source in the fact that in Poland I was conducting my lessons in English as a second language without translating anything into children's mother tongue when in Sweden I was communicating with pupils in Swedish apart from the CLIL lessons about amphibians. During my lessons conducted in English in the Swedish preschool, I was supported by the Swedish-speaking supervisor of mine translating things, though. In fact, the only language the Swedish children were accustomed to was their native one. Therefore, it was extremely difficult for me to focus not only on content, but also on the target language, which was English. When I asked pupils What is this? my supervisor translated it into Swedish immediately, which resulted in learners answering in Swedish, which was not the aim of the CLIL lessons. Therefore, I decided to repeat things in English and make pupils drill them with me. Also, I elicited the answers in their foreign language, at least.

I totally understand the fact that Gräsåkers is a monolingual Swedish preschool while Magic Fish is bilingual Polish-English one, which makes a huge differences in the possibilities to communicate with children in English.

The influence of CLIL materials on my lessons
Thanks to songs about frogs, children were more motivated to learn. Authentic materials also boosted their curiosity. They became even more interested in natural science thanks to project work they were engaged in.

What is even more important, the pupils learning through CLIL developed the 4Cs: content, communication, cognition and culture. While singing the song “Five little speckled frogs”, they learned the natural science content:

- the habitat of frogs is water,
- frogs eat bugs

as well as Math, when doing the subtraction from 1 to 5 with the use of worksheets and acting out the content of the song, jumping one by one to the pool, or phonics, spelling the names of amphibians and tracing the first sounds of them: 'F' for 'frog’, 'T’ for ‘toad’ and 'S' for ‘salamander’, both in the air and on paper.

During my teaching practice I was communicating with children and they were talking to me and to each other. While in the Magic Fish I was speaking English all the time, in Gräsåkers, Swedish was the language of instruction and communication, apart from a few English lessons.

As far as cognition is concerned, I made learners understand the life cycle of a frog or the connection between the five little speckled frogs from the song jumping into a pool one by one and subtraction from 1 to 5.

In order to teach them about culture, I mentioned the existence of frogs, toads and salamanders in their home countries and asked if they have already seen those amphibians. Moreover, I compared the difference between the song in Swedish the Swedish children have already known to the English one prepared by myself.

Children from Gräsåkers were exploring the appearance of amphibians: a frog, a toad and a salamander by making them out of clay, with the use of worksheets. In Magic Fish, on the other hand, clay was replaced by plasticine.
During the teaching practice I aimed at making pupils explore the appearance of amphibians and the differences between them as well as the stages of the development of frogs. Also, I introduced songs about frogs. However, I must admit I did not manage to bring real animals to the classroom. That is why I decided to use ICT, a tablet, to show them the amphibians and discuss how they look, and guess why frogs, toads and salamanders look like that.

**What would happen if I chose differently?**

If I chose differently, I would try to find songs about more amphibians and more information about their growth. To challenge the children in their explorations even more, I would find the real amphibians during a walk by the river. Unfortunately, the two preschools were not situated near the places the amphibians live in.

The children in both preschools were highly interested in animals. Firstly, the learners were activating their schemata, which means associating the knowledge gained previously with the new one. Secondly, they were learning the English vocabulary. Thirdly, they were focusing on the content and making meaning.

If I carried out a similar project in a group of adolescents, I would introduce much more scientific vocabulary describing the process of the growth of a frog. Also, I would show the habitat of frogs, toads and salamanders on the map. In fact, I would make them explore by finding the places on the map themselves, with the use of the Internet or an encyclopedia.

Nevertheless, I would not change the topic of my lessons, which was 'amphibians' since the theme seems to be suitable for any age group. I believe that while preparing CLIL materials for his or her lessons, the teacher should take into consideration the fact that the topic and materials should be adapted to specific learners needs.

**References:**


http://www.government.se/sb/d/7172

**Teaching with a CLIL method: a reflective process of designing and conducting a CLIL unit**

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This article concerns the development of designing and implementing a CLIL unit during the teaching practice in the preschool. It describes the process of thinking about the topic and all the areas that CLIL includes: content, cognition, communication and culture. It is divided into three parts. The first one concerns the process of creating the unit. All the things that I had to take into consideration (like a particular group of students, the conditions in the classroom and the students needs) and how I used my knowledge about CLIL. The second part consists of my evaluation and reflection about the whole process of not only designing, but also conducting the unit. Moreover, I describe all the changes that I had to implement and the challenges that I met while
conducting the classes. The last part is a CLIL unit template that I have prepared with some materials that I used during the lessons. This article is a practical guide for the teachers who are considering to implement CLIL in their classroom. It gives a close look into the process of thinking, designing, conducting and also evaluating a CLIL unit. Furthermore, it is a real example of the whole process behind the CLIL unit.

Keywords: CLIL unit, reflection, evaluation, designing.

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**Introduction**

Content and Language Integrated Learning (CLIL) is an educational approach with dual-focus in which content and language learning and teaching is done with the use of an additional language, which is the foreign language, but it may also be the second or some form of heritage language (Coyle, Hood & Marsh, 2010). The focus is on both the content and the language at the same time and not only on one of those as on the usual lesson. CLIL not only shares some elements of a variety of educational practices, but is also closely related to them (Coyle, Hood & Marsh, 2010). This approach is different from the existing language-teaching approaches, because it not only is content-driven, but also it extends the learning experience. Moreover, CLIL’s flexibility allows it to be adapted to different contexts, but at the same time to be do to that it has to be rigorous and transparent in practice. The term itself is a inclusive, because it binds the essence of good practice from different environments where its principles have been adopted (Coyle, Hood & Marsh, 2010). For good CLIL practice we need to realize it through methods that will provide a more holistic educational experience for the learner. Furthermore, the potential of this approach it is extending across the continents (Coyle, Hood & Marsh, 2010). CLIL offers more holistic experience to students and also to the teachers by focusing on both language and content.

Creating the CLIL unit

All the teachers know that planning and preparing the lesson can be a very time-consuming task. As for the CLIL lessons, they are much more complicated and as a result the teacher has to be prepared to devote a great amount of time to plan them. Another thing that we have to bear in mind is the lack of ready made materials that can be used. There are some resources that were design for the English speaking students, but if the teacher wants to use them then he or she has to adjust them. Personally for me the best solution is to just create all the materials, because in that way I can be sure that they are appropriate for the students who are learning English as a second language.

First step in the process of planning and creating a CLIL unit is the consideration of the topic. It may sound simple, but it is a complicated part that should require a lot of thinking. Choosing an area for CLIL lessons is a conscious process. During that the teacher has to consider not only what topic is suitable for the students and a specific classroom situation. The other thing that we have to think of is the theme or topic that is broad enough to create a series of lessons out of it. I choose a water, because it can be looked at from different angles and it is also something that is well known to the children, but still there are some new things that they can learn.

If we have a topic then we can move to the next step which is the planning the various areas of the curriculum. In that part we should consider: general studies, mathematics, music, art, IT, PE and RE. In my unit I also thought about the extra activities that the teacher can do as a part of the lesson or just additionally. During this part I thought about different information that not only may be useful, but also interesting and new for the group of students that I had my practice with. During the planning I had to take into consideration important variables like students’ needs and the conditions not only of the classroom, but also of the preschool. This particular place had a very unique schedule of lessons. There were some situations that some classes had to be moved and then the English lesson had to be earlier or even shorter. I had to be prepared for any situation that could occur and at the same time I included it in my CLIL unit. Moreover, my unit had to be connected with the National Curriculum.

After a quite long time of planning and at the same time still thinking about the variables I was finally able to write down my ideas for each of the areas of curriculum. In the general studies I had: different types of water (oceans, seas, lakes, rivers, rain), kinds of water (salt and sweat), states of matter (solid, liquid, gas), the cycle of water, who needs water: humans, animals, plants – all living things) and the last, but not least various experiments (what floats and what sinks, melting the ice, pouring water into containers of different shapes. In the mathematics I chose counting the raindrops. The students were subtracting and adding cut raindrops which they later used for different activities. For the music part I thought about: singing the song about the water cycle, playing on glasses filled with water, being the rain (the students listen to the sounds of the rain first light and then heavy and thunderstorm – their task is to express and illustrate what they hear with their movement), game called “Drop, drop, stop” (the children listen to the sound of the rain and they move and when the sound pauses they have to stop) and the rain invocation. All of these activities are not only a great energizers, but also can help children to be more aware of their body. The next part was the art and here I had ideas like: creating a cloud (in this activity the students created a cloud and at the same time made a visual representation of the water cycle), drawing on water and making a raft (this activity is building on the knowledge from the previous lesson). As for the IT, the choice was much simpler, because we can always find some on-line games or videos that can explain the important processes that may be hard to explain with just words. The only problem with this part may be the lack of the computers in the classroom. In the preschool that I had my practice they did not have computers so it would be problematic to bring my own laptop. That is why it is so important to fist find out about the conditions of the classroom.

The two most difficult parts turned out to be PE and RE. After a lot of thinking I finally found some activities that are connected to these parts. For the PE these were: rain invocation, water in sports and all the TPR games used during the vocabulary practice. Finally the water in different cultures and countries as a part of RE (the children learn about the meaning of the water in different cultures like the Holy Water or Ganges). As the last part I was thinking about some extra activities that can be used as a project or outside the school. These were: a trip to the zoo to see animals that live in the water and animals that spend the most of their time in the water (the animals that they had a chance to learn about), a field trip to see different types of water (puddles, rain, small river or maybe even a dew) and as a homework the students could bring various types of water that they have at home and then during the lesson the whole classroom would measure the pollution of each one of them.

After choosing the topic and the ideas for each of the areas of the curriculum we can move to the next step which is the 4 Cs framework. The 4 Cs stand for communication, content, cognition and culture. The content can be summarized as a progress in not only skills and new knowledge, but also in understanding. Coyle, Hood and Marsh (2010) describe it as a subject or the theme of CLIL. In this part we list all new concepts that our students will learn and understand. Moreover, we also include the skills that they will develop during the unit. The content part of my CLIL unit consists of: the water cycle, states of matter, importance of water for living things, types and kinds of water, water in various countries and cultures and water in everyday life and sport. As for the skills I listed that students will learn how to explain and describe different processes. Moreover, they will be able to make visual representation of the water cycle or to present it with using their movement. Cognition can be summarized as being engaged in higher-order thinking skills, but also understanding, accepting a challenge and ability to reflect on it and solving problems (Coyle, Hood & Marsh, 2010). Lower-order thinking skills are: remembering, understanding and applying. Analyzing, evaluating and creating are classed as higher-order thinking skills. However, it is not enough to just describe which lesson and activity is connected with which level of thinking. The teacher has to think about the questions that students are going to answer that are attributed to a concrete level. For remembering pupils can answer questions like: “What
The aims should be overall and that is why in my unit I wrote: to show the importance of water, to introduce the water cycle, to introduce different kinds and types of water, to experiment and test (creating). As for the questions I have: “What is...?”, “Can you select...?”, “How would you compare...?”, “Why do you think...?”, “What would happen if...?” and “How would you test...?”. This part was quite difficult, because it is important to encapsulate all the thinking skills from the lower-order to the higher-order. I managed to include five of them: remembering, understanding, analysing, evaluating and creating.

After considering and describing all the thinking skills, questions and verbs connected with them then we can move to the next step which is the culture. This part can be summarized as awareness of “self” and “others”, identity, citizenship and a process of pluricultural understanding (Coyle, Hood & Marsh, 2010). Here the teacher leads the students toward the understanding “others”, because it is likely that it will lead to deeper understanding of “self” (Coyle, Hood & Marsh, 2010). We need to show the pupils that their culture is not the only one and that there are different customs, clothes and even behaviours across the world. This knowledge will help the pupils to see the diversity of the world and may help them to better understand their own culture. This part is frequently being forgotten and that is why it may be difficult to describe. While planning the CLIL unit I was thinking about what aspects of culture can I include concerning the topic of water. I have to admit that I did not expect it to be such demanding task. After a long time of consideration I finally had an idea about introducing the meaning of water in different cultures and countries and the professions connected with it. To be more specific I wanted to get the children acquainted with The Holy Water in the Christianity, The Ganges River (which is also called Ganga) and its meaning to the people in India, The Nile River in the beliefs of ancient Egyptians and the custom of rain invocation in the culture of Native Americans.

The second part of The Language Triptych is language through learning. It can be described as a new language that develops over the process of learning (Coyle, Hood & Marsh, 2010). CLIL gives the students the opportunity to use a language in a different way that they would use it during the traditional language lesson (Coyle, Hood & Marsh, 2010). The communication should be divided into three parts according to The Language Triptych (figure 1: The Language Triptych).

These parts are: language of learning, language for learning and language through learning. Language of learning is the first aspect of Triptych. It describes the language that the students will need while approaching the new content (Coyle, Hood & Marsh, 2010). It is not only the key vocabulary and phrases that students will use during the lessons, but also grammatical demands of the unit. If the students are going to describe some processes then they should know how to do it (Coyle, Hood & Marsh, 2010). In my unit the students needed key words like: melt, froze, rain, oceans, rivers, seas, gas, fluid, solid, floats, sinks, raft, seed, plant, soil, Native Americans, The Ganges River (which is also called Ganga) and its meaning to the people in India, The Nile River, salt, sweat, water cycle, states of water. As for the structures they needed: “I can see...”, “I think...”, “This is...”, “It lives in...” and “They are...”. The pupils also were using the following language structures: describing, justifying, predicting, hypothesizing and comparing.

The last part of The Triptych is the language through learning. It can be described as a new language that develops over the process of learning (Coyle, Hood & Marsh, 2010). CLIL gives the teachers the opportunities to lead the learning (Coyle, Hood & Marsh, 2010). In my CLIL unit these were: extension of the explaining skills, hypothesizing and justifying. The students were conducting the experiments and they needed to be able to predict in their opinion how to do it and then test it and draw some conclusions.

The communication was the last part of the 4 Cs framework. Although the parts of the framework may be described and planned individually, they are not separate elements (Coyle, Hood & Marsh, 2010). Fundamental to planning is treating the 4Cs as an integrated whole. We need to relate the areas together for example communication with cognition. That would require a very careful consideration of activities for the classroom in order to assure that learners have the access to both the content language and the classroom language needed to fulfill the tasks (Coyle, Hood & Marsh, 2010). However, the content is the one which leads the planning process forward the road of learning. This helps us to avert limitation of the content while matching the linguistic level of the students (Coyle, Hood & Marsh, 2010). It is also very probable that during the CLIL lessons the learners will have to get acquainted with some forms of language that they would normally be introduced to later in a second or additional grammar lesson (Coyle, Hood & Marsh, 2010). CLIL requires very cautious planning for the improvement in all Cs and at the same time each of the 4Cs may progress at the different proportion which is depended on the context. Moreover, this allows the teachers to use a more holistic approach in their classroom practice (Coyle, Hood & Marsh, 2010).
hypothesis. Objectives on the other hand have to be more specific. They describe what the students will be able to do. After my unit the learners will be able
to: understand the importance of water, understand the water cycle and the states of matter, understand processes (melting, freezing etc.), hypothesize,
describe, answer the questions, compare things, understand meanings of water in different countries and cultures, group water animals and animals that
spend most of their time in water, understand that there are different kinds and types of water, test what floats and what sinks and create a raft. The next
part is a summary, which is a short description of the aims and the vocabulary that we want to introduce. In my unit I wanted to: show the importance of
water, introduce the water cycle, introduce different states of matter, show meanings of water in different countries and cultures, show different kinds and
types of water, experiment with the students (what floats and what sinks), introduce new vocabulary ( jellyfish, starfish, seahorse, whale, shark, dolphin,
ocotopus, beaver, frog, hippo, crocodile, melt, froze, rain, ocean, river, sea, gas, fluid, solid, floats, sinks, raft, seeds, plant, sprout, soil, Native Americans, The
Ganges, Christianity, The Holy Water, The Nile, salt, sweat, water cycle, states of matter). We also cannot forget about the materials and resources that we
are going to use during the lessons. I used flashcards, handouts, pictures, pen drive, CD player, cut outs (raindrops), pieces of paper, cotton wool, containers
(different shapes), water, big bowl, paper clip, piece of paper, rock, leaves, balloon, cotton wool, stick, pepper, cork, information about different countries and
cultures (Native Americans, Christianity, India, Ganges) and popsicle sticks. The materials have to address as many senses as possible to increase the
possibility to meet the needs of all the students. I tried to use as many realia as I could. Visuals are also very helpful and we definitely cannot forget about TPR
total physical response) activities which combine the auditory with kinaesthetic skills. Instructional strategies are the next thing that we have to think
about while creating the unit. These are the methods that teacher is going to use during the lessons. I chose questioning, presenting the information and
giving clues (leading the learners toward the answer). Those methods are useful in the student-centred classroom which was my goal.

The last three things that we have to describe are: assessment, evaluation and summary of the lessons. Assessment is the evidence that shows us if the
activity was successful or not. Evaluation on the other hand is our opinion about the unit. In that part we can list the activities that failed and the reasons why
we think it happened. I assessed my CLIL unit as a success. The students were answering my questions which led them to the answer. They were discovering
and constructing the knowledge. Their explanations, descriptions and hypothesises were very precise. The students learned the new vocabulary and were
able to use it during the activities. All these proved that I met the aims and objectives. As for my evaluation of the unit I think that I could improve few things,
but generally it was quite successful. I had to adjust few activities, because they did not took that much time as I presumed, but I was prepared for that. The
last part is the summary of the lessons. This includes the title and activities of each lesson.

After we finish planning the curriculum choice, the 4Cs framework and the overall unit then we can finally move to the last part of creating a CLIL unit which is
preparing the specific lesson plans. Each of the lesson plan is divided into two parts. One is the general information including: the title, length, information
about the class, overall instructional aims, objectives (for the content, language, cognition and culture), instructional strategies, justification for the lesson,
assessment for/as learning and teaching materials. The second part is the table in which we describe the stage, procedure (description of the activities and
instructional strategies) and the justification for the activity. In the content objectives we have to list the topics, facts and new understandings. In the
language part there are some sections like content-oxygen language objectives and content-compatible language objectives. The first one are the skills
that students need in order to understand the content. The second one on the other hand is about the skills that may be helpful during the lesson. The
cognitive objectives are divided into two parts: lower-order thinking skills and higher-order thinking skills. The last are the objectives for the culture part and
these concern the familiar concepts used in a new way and the unfamiliar concepts. However, it is not necessary to have the culture part in each lesson it is
good to find at least some aspect that can be match with it. The instructional strategies are the methods used by the teacher during each lesson like building
background, using scaffolding, integrating modalities. In the justification we have to explain why this lesson is important for the students. The next part is the
assessment for/as learning in which the teacher has to decide if he or she is going to assess the knowledge that students have or is he or she going to assess
them during the task. I chose the second one, because I wanted to see how much they remember and understand while doing the activities. The last are the
Teaching materials which are all the resources that we are planning to use for the lesson. Afterwards we can fill in the table with the stages (warm-up/ introduction/ presentation/practice/cooler), the procedure (description of the activities and instructional strategies) and the justification of each activity.
The part with the procedure has to be very precise. This is the last part of the process of creating a CLIL unit. After describing the curriculum choice, the 4Cs
framework, the overall unit and the lesson plans preparing all the materials that are needed we can finally move to the next step which is conducting the
lessons.

Reflections after conducting the CLIL unit

Being a teacher requires a great knowledge not only about the teaching and learning, but also about the environment of work. Moreover, the teacher has to
be prepared for all situations. During my practice I had a very specific situation and I always had to be prepared. This preschool had a unique schedule of the
day. There were situations were suddenly the English teacher had to make the classes shorter, because the children had some other classes moved to an
earlier hour. However, there were also situations she could devote more time to the classes.

Taking that into consideration while planning the CLIL unit I had some activities which were additional. I marked them with a star (see Appendix A). This
activities could be used if there was time, but at the same time if there was a need to make a lesson shorter then I could resign from them. It is a good idea to
have such activities prepared even if the someone has years of experience. Furthermore, I had to make some changes during the lessons. When there was
a situation where there was still some time left the children enjoyed the game so much that they wanted to do it again I had to change the amount of time
that was allocated to the activities. I always tried to adjust to the students' needs.

Sometimes they felt like sharing their opinions and sometimes they did not and I had to take that into consideration. Listening to the learners and making them
feel important can help us in creating and maintaining a good rapport. I used different instructional strategies that were letting and helping the
learners with the process of discovering new things and creating their knowledge. Moreover, they help the students to become more independent and can
even build their confidence. I used the questioning, building knowledge and scaffolding.

The questioning is connected with the waiting time. Usually when the teacher asks a question he or she waits less the one second and then either answer the
question themselves or just move to another (Black at al, 2004). This is the reason for the superficial level of the dialogue (Black at al, 2004). In order to avoid
that kind of situation I extended the waiting time. My goal was to involve the students into discovering and creating the knowledge and my questions served
only as a clues that led them to the answer. Moreover, a very important part is asking the students "Why do you think that?" or "How can you explain that?".
These types of questions according to Black at (2004) can help to create a interactive dynamic classroom and at the same time they can provide opportunities
to extend the learner's thinking by giving them immediate feedback. I used these kind of questions while the activity with the experiment. I
asked the students "Do you think it will float?" and then they all were able to express their opinion and predict what is going to happen. Then I let the
students test their hypothesis and see the results. After that I asked them "Why do you think it floats?" or "How can you explain that it sinks?". That gave them
the opportunity to really involve into the thinking process. I was surprised by how much the students knew and the way that they reach the conclusions.

The second strategy that I used was building knowledge. On every lesson I tried to build on what the learners already knew and go from familiar to unfamiliar.
The last teaching method was the scaffolding. I tried to give the students some small clues that would help them to get the answer. All these strategies were
to challenge the learners and help the to construct new knowledge. It is connected with the students' Zone of Proximal Development (ZPD). It is a zone in
which the students are challenged to use skills which are too difficult for them to master on their own, but accessible with the help of a knowledgeable
person (in this case the teacher, but it can also be a more capable peer). I helped them by asking the questions and giving some clues that led them toward
the answer and new knowledge. It was especially visible in the part with the experiment. I only helped the students, but they did all the thinking. In that way it is
more probable that they will remember the new informations. Generally I focused more on the content then language. I wanted the students to create knew knowledge and to develop autonomy. CLIL is the best solution to accomplish that goal.

Conclusions
First of all if we want to create a CLIL unit we have to be prepared to devote a great deal of time into thinking, planning and preparing the materials. The teacher needs to very carefully consider all the parts and all the variables that can affect his or her lessons. Thinking about and describing each part also requires some knowledge about CLIL and its principles. However, that kinds of lessons are beneficial for both the teacher and the learners. For the teacher it can a great challenge and a change. For the student on the other hand it can be something new, interesting and at the same time it can help them develop as an autonomous learner. They can create the knowledge and develop new skills or improve the ones they already have. Furthermore, as the pupils learn and make progress the teacher can feel satisfied for helping them. We also cannot forget that we always have to be prepared for the unexpected situations. Adjusting to the situation and what is more important to the students' needs is an essential skills in being a teacher. Despite the fact that designing and conducting the CLIL unit may be challenging and time consuming it is above all very rewording for the learner and the teacher. In conclusion, although it took me a lot of time to design, describe and prepare all the things necessary for the unit it was a real pleasure to work with the children and see them develop and construct the knowledge. I was only guiding them toward the answers that helped them to understand new informations. It was all a great experience that thought me a lot. I think that all the teachers should at least try and see if CLIL is the right approach for their classroom.

References

Appendix
Template for CLIL Unit Plan for TEYL

Unit name: Water
Subject/Course: English
Teacher: Karolina Żyra
School Year: 2014/2015
Grade: 6 years old
Possible start/end dates: 23.04/13.05
Addressing Learners' Diversified Needs: using multiple intelligences, different materials and tasks
Connections with National Curriculum (both language and content): in this preschool English teachers have to use a “Mother Goose Time” materials and one of them is about oceans and the animals that live there, the students will already know some things after this unit and the teacher can build on that knowledge. Moreover the Polish teacher is doing the topic of plants, so the students will know some parts of the plant in both Polish and English.

Unit Aims:
To show the importance of water, to introduce the water cycle, to introduce different states of matter, to show meanings of water in different countries and cultures, to show different kinds and types of water, to experiment and test hypotheses

Unit Objectives:

- To understand the importance of water
- To understand the water cycle
- To understand the states of matter
- To understand processes (melting, freezing etc.)
- To hypothesize, describe, answer the questions, compare things
- To understand meanings of water in different countries and cultures
- To group water animals and animals that spend most of their time in water
- To understand that there are different kinds and types of water
- To test what floats and what sinks, create a raft

Summary of the unit
To show the importance of water, to introduce the water cycle, to introduce different states of matter, to show various meanings of water in different countries and cultures, to show different kinds and types of water, to experiment (what floats and what sinks), to introduce new vocabulary (jellyfish, starfish, seahorse, whale, shark, dolphin, octopus, beaver, frog, hippo, crocodile, melt, froze, rain, ocean, river, sea, gas, fluid, solid, floats, sinks, raft, seeds, plant, sprout, soil, Native Americans, The Ganges, Christianity, The Holy Water, The Nile, salt, sweat, water cycle, states of matter)

Unit Materials and Resources:
Flashcards, handouts, pictures, pen drive, CD player, cut-outs (raindrops), pieces of paper, cotton wool, containers (different shapes), water, big bowl, paper clip, piece of paper, rock, leaves, cotton wool, stick, pepper, cork, information about different countries and cultures (Native Americans, Christianity, India, The Ganges River), popsicle sticks,

Instructional Strategies:
Questioning, presenting information, giving clues, building the background
The students were discovering and constructing new knowledge (in the experiment they were hypothesizing and then testing the hypothesis and drawing conclusions). Their explanations and descriptions were very precise (the water cycle game- they were able to explain and present). The students learned the new vocabulary and were able to use it during the activities (for example the game with grouping the animals- they were able to recognize the animal and evaluate if it is the right one). All the above prove that my unit met the aims.

Unit Evaluation:
I had to change the activity with the water cycle, because it did not take that much time as I though it would, but I had some additional ideas to use just in case. Generally I think that it was a success. The students constructed the knowledge and I just led them.

Summary of Lessons
Lesson 1 Title: Who needs water? 1.*Drop, drop, stop. 2.All living things need water. 3.People are from water. 4.What plants need to grow? 5.Animals and their need for water. 6.*I am a fish. 7. *Draw a fish.
Lesson 2 Title: Types of water. 1.What's that? 2.Water and animals. 3.Salt or sweat? 4. *Draw an animal living in water or an animal that spends a lot of time in the water.
Lesson 3 Title: Water cycle. 1.Water goes round. 2.Let's count drops. 3.Let's make a cloud.
Lesson 4 Title: States of matter. 1.States of matter (charades, *melt the ice). 2.Less, more or the same? 3.Floats or sinks?
Lesson 5 Title: Why do we need water? 1.Water in different countries and cultures. 2.Let's invoke the rain. 3.Creating a raft.
Lesson 6 Title: Water in sports. 1.Different meaning of water in sports. 2.Water sports- charades. 3.Health and water.
Lesson 7 Title: Water in everyday life. 1.Water in our life. 2.Water and professions. 3.Ecology.
Lesson 8 Title: Sounds of water. 1.What sounds water makes. 2.Being rain. 3.Playing on wine glasses.

Notes:
Lesson 6. 1. The teacher presents how we use water in different sports. We can swim in the water. We can jump into water. We can scuba dive in the water. We can sail or surf on the water etc. The teacher shows them some pictures. The teacher tells them about unusual water sports in different countries. 2. Charades. The teacher mimics some sports connected with water and the students have to guess the name and then the students show and the rest of the class has to guess. 3. The meaning of the water in health. The teacher asks students “Why do we need water?” And “What will happen without water?” Then the teacher explains that water is relevant for our body. That we should drink 2 l each day.

Lesson 7. 1. The teacher asks students “Where you can find water?” Then the teacher tells about water in our lives. That we can find it in our homes and vegetables and fruits. 2. The teacher asks the students if they know any professions/jobs connected with water. Then they look at some examples (fireman, plumber, swimmer, lifeguard, sailors). The teacher asks students if they know any of them. 3. The teacher tells the students how important is not to waste water, because it is so important. He or she asks the students what we can do if in order to save water. * additionally the teacher can take students to see the place were a fireman work.

Lesson 8. 1. The teacher asks the students what sounds can the water make (dropping, heavy rain). Then he or she gives the students a piece of newspaper. Students have to use it to make a sound of rain. 2. The teacher plays the CD with the sound of rain (first drops than louder and louder). The students have to move to what they hear. They have to “be” the rain (first move slowly and them faster and faster and be louder). 3. The last part of the lesson is devoted to playing on the wine glasses. The teacher has to prepare the wine glasses and fill them with water and show the students how to play and then the pupils can try. The children can also add some water and see if the sound changes.

Content-Thinking-Language Organization for TEYL CLIL Unit

<table>
<thead>
<tr>
<th>Content</th>
<th>Thinking</th>
<th>Language</th>
<th>Culture (Intercultural Knowledge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant, academic, real-life, deep content</td>
<td>Which tasks will I develop to encourage higher order thinking?</td>
<td>What language do they need to work with the content?</td>
<td>What are the cultural implications of the topic?</td>
</tr>
<tr>
<td>Content is the starting point for the planning</td>
<td>What are the language (communication) as well as the content implications?</td>
<td>What specialized vocabulary and phrases?</td>
<td>What are the familiar cultural concepts?</td>
</tr>
<tr>
<td>What will I teach? What will they learn? What are my teaching aims/objectives?</td>
<td>Which thinking skills will we concentrate on which are appropriate for the content?</td>
<td>What kind of talk will they engage in?</td>
<td>What are the unfamiliar cultural concepts?</td>
</tr>
<tr>
<td>Topic: Water</td>
<td>Levels of Thinking (Blooms): remembering, understanding, analyzing, evaluating, creating</td>
<td>Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What language tasks and classroom activities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language functions: answering the questions, describing, justifying, predicting, hypothesizing, comparing</td>
<td></td>
</tr>
</tbody>
</table>
Facts (nouns):
- water cycle
- states of matter
- importance of water
- types of water
- kinds of water
- water animals
- water in culture
- water in everyday life
- water in sport

Big understandings
"Students will understand that...")
- all living things need water
- there are different types and kinds of water, the water is going in a cycle in nature, there are different states of matter and it involves some processes, in different cultures and countries water has various meanings

Essential Question (high level thinking questions):
- "What are the connections between the animals and their need for water?"
- "What are the connections between water cycle and the water's states of matter?"
- "What floats and what sinks and why?"
- "What do we need to make a raft?"

Questions:
- "What is...?"
- "Can you select...?"
- "How would you compare...?"
- "Why do you think...?"
- "What would happen if...?"
- "How would you test...?"

Key vocabulary:
- jellyfish
- starfish
- seahorse
- whale
- shark
- dolphin
- octopus
- beaver
- frog
- hippo
- crocodile
- melt
- froze
- rain
- ocean
- river
- sea
- gas
- fluid
- solid
- floats
- sinks
- raft
- seeds
- plant
- sprout
- soil
- Native Americans
- The Ganges River
- Christianity
- The Holy Water
- The Nile River
- salt
- sweat
- water cycle
- states of matter

CLIL Lesson Plan Template for TEYL
Date: 23.04.2015
School: Preschool "Ciuchcia Puch Puch"
Teacher: Karolina Żyra/mentor teacher Magda Selwiak
Subject: English

Lesson title
Who needs water?

Class length
30-35 minutes

Class/student information
8 students/ 6 years old

Overall instructional aims
To introduce new vocabulary, to involve students by asking questions, to lead students to the right answer or a conclusion, to practice the new vocabulary,

Topics: water in our body, plant's growth, animals need water too, comparing different animals and their need for water (dog, fish), drawing a fish

Facts: people are made of water, plants need water to grow, all living things need water, there are some differences between animals and their need for water

New understandings:
Students will understand that: people are made of water, all living things need water, there are some differences between the animals and their need for water
Content-obligatory language objectives
Learners will be able to:
- describe the animals, answer the questions
Content-compatible language objectives
Learners will be able to:
- compare the animals

Language functions: describing, comparing, answering questions,
Key language structures: “It’s a…”, “It has …”
Key vocabulary: human, water, seed, soil, sun, water, tail, ears, eyes, scale, flower, fin

Cognition
Lower-order thinking skills:
- remembering, understanding
Higher-order thinking skills:
- analyzing, evaluating

Culture
Familiar concepts used in a new way:
Unfamiliar concepts:

Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)
unfamiliar and new information

Describe briefly
It is important to know that all living things need water. We are made of water and it is relevant for kids to know that and be able to justify that. Also the most important is to be able to see some patterns and connections and be able to compare.

Assessment for/as learning
Assessment during the task (observing students during the game if they understood and remember the order)

Teaching materials
Flashcards (human, plant, a dog, a fish, sun, seed, soil, water, flower), 3 handouts with different percentage of water in the human body, pen drive with the sounds of water dropping, CD player

Lesson procedure (describe the activities and instructional strategies)
“Drop. Drop. Stop”: children listen to the sounds of dropping water and they have to move around and when it stops they have to stop.
All living things need water-first the teacher asks students what they think the topic is and they guess, then in this activity the teacher asks questions to lead the students to the answer. The children have to think about their experience and they have to use their prior knowledge. Questions are suppose to activate their thinking.

This activity is not only a warm up, but also a way of introducing the students to the new topic.
In this part again the questions are used in order to maintain the students’ thinking and to keep them involved in the lesson. The teacher can give them some clues, but not the answer. It develops the pupils’ autonomy. Then they have to show that they understood by choosing the right handout. They also have to justify their answer. The pupils will learn that we are made of water and that we can prove it.
Presentation vocabulary and the pupils and practice repeat and then repeat using funny voices. Then the students have to put the flashcards into the right order from seed and the things it needs to the flower. Then the teacher plays the game “what’s missing?” with them. He or she asks them to close their eyes and takes one flashcard and the students have to guess. Animals and their need for water. In this part the teacher shows the students the flashcards with a dog and a fish. The students have to describe the animals. Then the teacher asks them why these animals need water and if there are any differences between them.

In this part again questions are used to maintain the thinking process and to keep students involved. The students use their knowledge in a new way and can discover new things. They know the animals and why they need water but they will notice that there are some differences between the animals and their need of water.

The students will learn new vocabulary about the animal that they know well. They will play a game to help them remember the vocabulary.

CLIL Lesson Plan Template for TEYL
Date: 28.04.2015
School: Preschool “Ciuchcia Puch Puch”
Teacher: Karolina Żyra/mentor teacher Magda Selwiak
Subject: English
Lesson title: Types of water
Class length: 45 minutes
Class/ student information: 8 students/ 6 years old
Overall instructional aims: To introduce different types of water, to introduce different animals and to group them, to show students examples of salt ans sweat water

Topics: types of water on our planet, different animals living in the water or spending most of their time in water, salt and sweat water examples

Facts: there are different types of water, there are various animals that live in the water or spend most of their time in water, there are two kinds of water – salt and sweat,
### Objectives

**New understandings:**
- Students will understand that:
  - there are different types of water and there are various animals that live in the water or spend most of their time in it.

**Content-obligatory language objectives**
- Learners will be able to:
  - describe, answer questions

**Content-compatible language objectives**
- Learners will be able to:
  - explain

**Language functions:**
- describing, explaining

**Key language structures:**
- "It's a ....", "It's ..."

**Key vocabulary:**
- shark, whale, jellyfish, starfish, seahorse, dolphin, octopus, fish, hippo, crocodile, frog, beaver, sea, ocean, river, lake, rain, salt, sweat

### Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)

- **Scaffolding (leading students to an answer, asking questions, giving clues)**
- Basing on their previous knowledge (using something familiar to introduce new concepts)

### Justification for lesson (why is it important to your students)

- Students know water animals and animals that spend most of their life in water. Water is everywhere and it is useful to know that there are different kinds of it.

### Assessment for/as learning

- Assessing students ability to use the previous knowledge during the task
- Flashcards with water animals and animals that spend most of their time in the water (starfish, fish, shark, jellyfish, dolphin, seahorse, octopus, whale, frog, hippo, beaver, crocodile) a map of the world, pictures (sea, ocean, river, lake, The Black Sea, rain)

### Teaching materials

- Flashcards with water animals and animals that spend most of their time in the water (starfish, fish, shark, jellyfish, dolphin, seahorse, octopus, whale, frog, hippo, beaver, crocodile)
- A map of the world
- Pictures (sea, ocean, river, lake, The Black Sea, rain)

### Stages and time

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time (min.)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>5-7</td>
<td>What's that? - Different types of water. The teacher shows the students some pictures with types of water (ocean, sea, river, lake, rain) and asks students &quot;What's that?&quot;. The children repeat the names using funny voices. The teacher also shows the students the map where they can find seas, oceans, rivers, lakes.</td>
</tr>
</tbody>
</table>

This activity is the introduction to the next activity, but at the same time it provides students with some content about different types of water. Pupils learn new vocabulary.
Presentation and practice 10 min.
Water and animals. In this activity first the teacher shows students the flashcards with the animals living in water and animals that spend most of their time in water and asks them “What's that?” Then the whole group practices the names by repeating them and performing some actions at the same time(jump on one leg, touch your nose). Then the teacher divides them into two groups. Each group has to take the specific flashcards and put them into their box (animals living in the water and the second group the animals that spend most of their time in water). Then the whole class checks if the groups did the exercise right.
*Then the students can switch the groups.

This activity provides new vocabulary for students and it also requires their thinking and using the prior knowledge.

Presentation and practice 10 min.
Salt or Sweat? First the teacher explains that there are two kinds of water: salt and sweat. Then the teacher asks students which type of the water is salt and which is sweat by showing the picture. Then the students play a game. The teacher shows the picture and explains that if the water in the picture is salt they have to jump on right side and if it's sweat than on the left side.

This part is giving students the knew knowledge of kinds of water. Students use their prior knowledge to decide if the specific type of water is salt or sweat. The game helps children to remember the new informations.

Art 10 min.
Draw animals. The students have to draw some animals (that lives in water or that spends most of the time in the water or both).

CLIL Lesson Plan Template for TEYL
Date: 07.05.2015
School: Preschool “Ciuchcia Puch Puch”
Teacher: Karolina Żyra/mentor teacher: Magda Selwiak
Subject: English
Lesson title Water cycle
Class length 30 minutes
Class/ student information 8 students / 6 year old
Overall instructional aims To introduce the water cycle, to practice mathematical skills (addition, subtraction), to make an art project – create a visual representation of the water cycle
Content Topics: water cycle, counting drops, making a cloud
Facts: water cycles in the nature
New understandings: Students will understand that: water cycles in the nature
### Objectives

#### Content-obligatory language objectives
Learners will be able to:
- count (using the names of the numbers).

#### Content-compatible language objectives
Learners will be able to:
- describe what the raindrop doing (going up, down, making a cloud).

#### Language functions: describing

#### Key language structures:
- "It goes up." "It makes a cloud." "It goes down."

#### Key vocabulary:
- raindrop, water cycle, goes up, goes down, makes a cloud, numbers (from one to twenty)

### Language functions:
- describing

### Cognition

#### Lower-order thinking skills:
- remembering, understanding

#### Higher-order thinking skills:

### Culture

#### Familiar concepts used in a new way:

### Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)

#### Describe briefly

- Building background (using flashcards to introduce new vocabulary), scaffolding (simplifying the concepts and processes to make them comprehensible)

#### Justification for lesson (why is it important to your students)

- The students can see the water cycle, but they do not understand it. After this lesson they will know how the rain originates and other processes in the water cycle. They will see the connections between the mathematics and the everyday life.

#### Assessment for/as learning

- The students will be assessed during the activity (showing or telling about the water cycle)

#### Teaching materials

- Flashcard (the water cycle), cut-outs (rain drops), materials for making a cloud (piece of blue paper and cotton wool, glue, cut-outs of raindrops)

### Stages and time

#### Lesson procedure (describe the activities and instructional strategies)

- The teacher asks some questions (How are you? Last time we talked about the monkeys right?) to see if the children remember the topic and to get their attention. Then the teacher shows them the flashcards from the last lesson (river, lake, ocean, sea, rain) and asks what's that?

### Justification for the activity (content, language, cognition, culture)

- This is the introduction and at the same time attention grabber and a short revision to see if the students remember the vocabulary.
Water goes round. In this part the teacher introduces the water cycle step by step. The teacher shows the picture with the cycle and explains how the water travels (first the water goes up and makes a cloud etc.). Then the teacher explains again, but with showing the gestures. Then the teacher tells it again and students show. The last part is that the teacher shows and asks some questions (water goes up or down?) and students answer. Then the teacher can use a cut out of a raindrop to show the cycle.

The next part is when the students pretend to be a raindrop and show what is the drop doing in each step. The last activity is the raindrop cycle. The students have the raindrops in different colours (white, dark blue, blue) and they have to built a water cycle from them (white for the cloud, dark blue for the rain and blue for the water in the river that goes up).

Let's count drops. In this activity the teacher shows the students the cut outs of the raindrops and asks them what it is. Then the teacher tells the students that it is raining and we have to count all the raindrops. The students count. Then the teacher can do some subtracting and adding to practice with the students.

In this activity the students can practice their mathematical skills like adding and subtracting and what is more they can see that we can use mathematics in everyday life.

Let's make a cloud. The teacher asks students to sit at the tables. He or she gives them a blue piece of paper and some materials (blue paper, cotton wool, glue, cut outs of raindrops). Then the teacher tells the students to glue the cotton wool to the paper. Then the students have to glue the raindrops inside the cloud (white), coming from the cloud (blue) and going to the cloud (dark blue).
### Objectives

**Topics:** states of matter, pouring the water into different containers, what floats and what sinks

**Facts:** there are different states of matter, if we pour the same amount of water to containers with different shapes the amount will stay the same, some objects float and some objects sink

**New understandings:**
Students will understand that there are different states of matter and they are connected to the water cycle, different shapes of containers are not going to change the amount of water, some things float and some things sink

**Content-obligatory language objectives**
Learners will be able to:
- describe, answer the questions
**Content-compatible language objectives**
Learners will be able to:
- hypothesize, make predictions, explain

**Language functions:**
- describing, hypothesizing, making predictions

**Key language structures:**
- “It’s a … (gas, liquid, solid)”, “I think it (sinks, floats)”, “It (sinks, floats)"

**Key vocabulary:**
- ice, steam, rain, solid, liquid, gas, floats, sinks, more, less, the same

### Language

**Lower-order thinking skills:**
- remembering, understanding

**Higher-order thinking skills:**
- analyzing, creating

### Cognition

### Culture

### Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)

Describe briefly

**Using scaffolding (asking questions, letting students to discover independently, leading them to an answer), building background (first theoretical knowledge and then practice)**

**Justification for lesson (why is it important to your students)**

Students can see the states of matter and after this lesson they will understand and be able to explain them. They will also learn how to make predictions and how to conduct an experiment.

**Assessment for/as learning**

Students will be assessing their own knowledge by making predictions and then seeing the results.

Flashcards (states of matter), jars or containers of different shapes, water, big bowl, paper clip, rock, piece of paper, leaf, pepper, stick, popsicle sticks, cotton wool, sponge, cork

### Teaching materials

### Stages and time

**Lesson procedure (describe the activities and instructional strategies)**

**Justification for the activity (content, language, cognition, culture)**
The teacher asks students what they were talking about last time. Then the teacher asks them if they remember the water cycle and then asks them to present it (the students show and describe each step).

States of matter. The teacher shows the students the flashcards with the different states of matter and asks them what’s in the picture. Then they practice the names of the states by repeating them with funny voices and then doing some actions (showing the states). Then the teachers asks if the states are connected with something that they already know. The teacher elaborates on this connection and then the whole group plays a game. “What am I?” First the teacher demonstrates how to play a game. The students have to pretend to be one state of matter (show it with their body) and the rest has to guess. “The last game is called “melt the ice”. The students work in two groups. Each group gets an ice cube and their task is to melt it with their hands as fast as possible.

“Less, more or the same?” The teacher presents to the students containers of different shapes and pours water into one of them. Then he or she asks one student to pour the water into different container and asks students if the amount of water changed or if it’s the same. They do the same thing with all the containers and then the teacher asks students how is it possible. Then the teacher explains that it may look like the amount has changed, but it does not.

This part of the lesson gives students new knowledge and leads them to see the connections between the states of matter and the water cycle. The game helps them to remember the vocabulary.

This part of the lesson gives the students the opportunity to learn new things by experiencing them and hypothesizing. They can explore things with their own hands.
This part of the lesson is devoted to developing students thinking skills like hypothesizing. The children will learn how to experiment and they will discover things by themselves. They will predict, try and then learn from the result.

CLIL Lesson Plan Template for TEYL
Date: 13.05.2015
School: Preschool “Ciuchcia Puc Puch”
Teacher: Karolina Żyra/mentor teacher Magda Selwiak
Subject: English

Lesson title
Why water is important?

Class length
45 minutes

Class/student information
8 students / 6 years old

Overall instructional aims
To introduce the meaning of water in different countries and cultures, to introduce the rain incantation, to create a raft

Topics: water in different countries and cultures, rain invocation, how to make a raft

Facts: water has various meanings in different countries and cultures, The Native Americans used to invocate rain, what do we need to make a raft

New understandings:
Students will understand that: water has various meanings in different countries and cultures, The Native Americans used to invocate water, they need the things that float to make a raft

Content-obligatory language objectives
Learners will be able to:
- describe, answer questions

Content-compatible language objectives
Learners will be able to:
- explain

Language functions:
- describing, answering questions, explaining

Key language structures:
- “It’s a …”, “I need…”, “It (floats or sinks)”


Lower-order thinking skills:
- remembering, understanding, applying

Higher-order thinking skills:
- creating

Familiar concepts used in a new way:

Unfamiliar concepts:
- various meanings of water in different countries and cultures, rain invocation
Instructional strategies (building background, using learning phases, integrating modalities, using scaffolding, etc.)
Describe briefly
Using familiar concepts in a new way.

Justification for lesson (why is it important to your students)
The students will learn about different cultures and countries and the meaning of water there. The children will have the opportunity to perform the rain invocation. They will also use the knowledge from the previous lessons to create a raft.

Assessment for/as learning
The students' knowledge will be assessed during the activity- creating the raft.

Teaching materials
Information about water in different countries and cultures, materials for making the raft (popsicle sticks, paper, string), information about the procedure of rain invocation

Stages and time

Lesson procedure (describe the activities and instructional strategies)

Presentation
10-15 min.
The students will learn about different countries and their customs related to water.

Presentation and Practice
10-15 min.
This activity enables students to experience the new knowledge and not only listen or see. They will be able to do things, to learn them by doing and feeling.

Practice-Art project
15 min.
In this part of the lesson the students use the knowledge from previous lessons. They can share their ideas and use their creativity and then actually try and build it.

Appendix B
Sample of materials used during the lessons
Artur Stępniak is a PhD student at the Institute of English Philology in The John Paul II Catholic University in Lublin, Poland. His scientific interests are focused on Content Language Integrated Learning and Sociolinguistics. Currently, he is the headmaster of Bilingual Primary School Smart School in Zamość, where he also holds a post of methodological adviser in the field of teaching English.

Artur Stępniak is a PhD student since 2010. His PhD project is entitled “Implementing bilingual education and content language integrated learning in Polish primary schools.” It is conducted under the supervision of and in co-operation with dr hab. Anna Bloch-Rozmej.

Mr. Stępniak has been involved in teaching English to all age groups of students. Presently, he works with B.A. students in The Institute of English Philology at John Paul II Catholic University of Lublin and M.A. students in The Faculty of Education at University of Warsaw.

From August 2013 Mr. Stępniak hosts the position of the President of All-Poland Association of Bilingualism “Bilinguis”

**Short summary**

The article presents an approach to bilingual education that has been introduced in Bilingual Primary School Smart School in Zamość, Poland. It centers on showing the possible paths of implementing the CLIL approach into the process of integrated education in grades I-III of primary school. The lesson plans attached to the article make the process of correlation of both content and language transparent and serve the purpose of showing practical ways of including a dual-focused CLIL approach into the Polish national curriculum.

**Introduction**

Content and Language Integrated Learning (CLIL) uniquely combines learning content integrated with the learning of the language. Children educated bilingually learn the foreign language integrated with other subjects in a more natural way. This model enhances the level of mother tongue. It was also observed that children educated bilingually clearly have better results in mathematics. The researchers stress that the lessons conducted bilingually stimulate child's brain to work more efficiently and develop logical thinking, because its same areas are responsible for linguistic and mathematical processes.

As any effective educational process, bilingual education is a multistage and long term action. In order to fully achieve the planned effects, this model covers education from kindergarten to secondary school. Based on the natural ability of humans to learn, the launch of Bilingual Primary School “Smart School” draws from the well-known scientific knowledge of pedagogy and developmental psychology. Therefore, to achieve the best results it is very important to make optimal use of the period, when the children subconsciously learn the language in which they are “immersed”. In preschool, with the use of methods of play, interaction, listening and repeating, children naturally acquire the basics of a foreign language. These skills are then further developed during the primary education. In this phase, using both the elements of fun and teaching, students undergo a process of the integration of content present in the core curriculum with steadily widened linguistic skills.

Upon entering the stage of the gymnasium, which is characterized by the increase of self-reliance and awareness of the learning process, our students will expand not only knowledge in the scope of different subjects and more specialized vocabulary, but also gain greater linguistic independence. The last three-year stage in our model will be bilingual high school. Based on the three previous stages of bilingual education, young people will have a real chance to reach a level of linguistic proficiency. As a result, not only will they alternately use two languages in an automatic and subconscious manner, but also an autonomous ability to think in two linguistic registers (the so-called bypassing) will be evolved. By understanding this model of education as a coherent and gradual process it is possible to achieve the objectives underlying the idea of bilingualism.

**The Process of Bilingual Education in Smart School**

Bilingual education in Bilingual Primary School Smart School in Zamość is based on pedagogical innovation of our authorship, consisting of gradually introduced elements of English to primary education. The programme implements the recommendations of methodological assumptions indicated in a number of European Union documents. In addition to the significantly increased amount of English lessons (6 hours per week), students acquire new skills...
Bilingual education in Smart School is based on already developed and proven model of educational system that exists in many European Union countries. Bearing in mind the needs of the Polish educational market in the development of bilingualism, we actively participate in research in this field. Drawing on our experience and research conducted in the field of bilingual teaching and the implementation of the theory of multiple intelligences into education, Smart School has become one of the most active centers for bilingualism in Polish education. Being in constant cooperation with various institutions of higher education, the embassies of France, Spain and the United Kingdom, teacher training centers and the National Association of Bilingualism “Bilinguis”, we organize scientific conferences, training seminars and methodological workshops – both for novices in the field of bilingualism and the theory of multiple intelligences, as well as teachers, directors and founders of bilingual schools across Poland.

Key words: bilingual, Smart School, lesson plan, CLIL, bilingualism

Appendix 1 – lesson plan 6-year-olds
Appendix 2 – lesson plan 1A
Appendix 3 – lesson plan 1B
Appendix 4 – lesson plan grade 2
Appendix 5 – lesson plan grade 3

CLIL teaching in Poland and Finland – reflections from the study visit

dr Agnieszka Otwinowska

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dr Agnieszka Otwinowska-Kasztelanic is an assistant professor at the Institute of English Studies, UW. Her main research interests involve bilingual and multilingual language acquisition.

Abstract/ Summary

In September 2014, a group of Polish academic teachers taking part in the project entitled Bilingual education: MA in teaching English to young learners as a second and foreign language visited an academic partner in the Programme, the University of Jyväskyla in Finland. The following text is based on the presentations given at the Centre for Applied Language Studies in Jyväskyla and at the Faculty of Education in Warsaw after the visit. The aim of the text is to compare CLIL teaching in Poland and Finland. The first paragraphs will briefly explain the notion of CLIL and its advantages for teaching language and content. The text will then present some basic facts about Poland and Finland and show similarities and differences between the two countries. Then the article passes on to discussing the Polish and Finnish systems of education and language education, which are surprisingly similar. In the end, it presents how CLIL is dealt with in the two countries. It seems that despite the similarities of the language teaching systems, CLIL teaching in Poland and in Finland function in two very different ways: the Polish one is elitist and oriented mostly at secondary schools, the Finnish one is egalitarian and begins already in the pre-school or the lower-primary school. I will attempt to explain the paradox by pointing to the features of the Finnish system of education, as well as in the context of observations carried out in Finnish schools. The text ends with reflections and conclusions from the study visit.

Keywords: Poland, Finland, systems of education, language education, CLIL, teacher education, school observation and reflection

1. WHAT IS CLIL AND HOW DOES IT WORK?

A study visit to the Centre for Applied Language Studies at the University of Jyväskyla, famous for CLIL education (CLIL – Content and Language Integrated Learning) is quite a striking experience even for experienced teacher trainers. Finland is well-known for having the best CLIL-based programmes in Europe and is claimed to be highly successful in introducing this teaching method at all the levels of schooling, but the differences between Finnish schools and those in Poland are overwhelming. While in Poland – an in fact, all across Europe – CLIL is implemented only at the secondary-school level (Wolff 2007), Finland prides itself in the successful implementation of this form of education already at the level of kindergarten and primary classes. This paper will try to explain why Finland is so successful in CLIL implementation in comparison to other countries, including Poland. It will first dwell on the features of CLIL teaching and then move on to comparing language education in Poland and Finland. Finally, it will zoom in on the reasons why the Finnish educational context is so particularly suitable for CLIL teaching.
As opposed to other forms of bilingual education which originate in French immersion programmes launched in Canada in 1960s (Genesee & Lindholm-Leary, 2008), the notion of CLIL was introduced to European education in 1994 and has been consequently politically supported by the European Union and the Council of Europe. CLIL ‘refers to any dual focused educational context in which an additional language, thus not normally the first language of the learners involved, is used as a medium in teaching and learning of non-language content’ (Marsh, 2002: 15). It is stressed that CLIL is an umbrella concept which does not impose narrow methodology, but can be adjusted to various teaching settings and school types (Mehisto et al., 2008).

However, there are some distinctive features of CLIL which differentiate it from other types of bilingual education. As opposed to Canadian immersion, CLIL deals with teaching a foreign language that is not normally used in the community (in the European context it is usually English). Further, CLIL classes are often scheduled as content lessons and are usually taught by non-native speakers of the target language (Dalton-Puffer 2011). The core integrated components of CLIL (the so-called CLIL pillars), namely Content, Communication, Cognition, Culture (known as the ‘4C’s; Coyle, 2008), are all introduced and practised during lessons. CLIL modules can also be run with varying intensity, from Soft CLIL (language-led), where the topic is a part of the language course curriculum, through Mid CLIL where a subject is taught in a foreign language for a limited number of hours, to Hard CLIL (content-led) where over half the subjects in the curriculum are taught in the target language (Pawlak, 2010; www.cambridgeenglish.org).

Learning in CLIL is said to have numerous advantages. First, language learning becomes highly contextualised because linguistic input is embedded within relevant discourse contexts. Learners are exposed to language through stimulating subject-matter, they are encouraged to explore interesting content and are engaged in appropriate language-dependent activities. Therefore, CLIL should help learners raise their natural curiosity and promote their intrinsic motivation. As a ‘foreign language enrichment measure packaged into content teaching’ (Dalton-Puffer 2011:184), CLIL offers opportunities for using L2 naturally and to expand knowledge in subjects other than the language itself. CLIL teaching should help teachers be more flexible and adapt the curriculum to their own needs.

Since in CLIL education, language and content are taught at one go, there are also some obvious differences between CLIL classes and standard foreign language classes. These include different methodology, different roles of learners and teachers, as well as differences in the cognitive dimensions of learning. While regular foreign language classes focus on practising language skills and systems, the teaching in CLIL focuses on the content, and thus, learners must use their language competence and skills to absorb and practice content-related knowledge (Otwinowska, 2013). Whereas language classes promote informal interactions and face-to-face communication, i.e. Basic Interpersonal Communication Skills (BICS), CLIL often involves Cognitive Academic Language Proficiency (CALP), i.e. more academic language use (Cummins, 1979 and 2000). CALP is the ability to make complex meanings explicit by means of language itself, rather than by gestures or intonation. Therefore, mastering CALP, necessary to understand and discuss content in the classroom, places high cognitive demands on the learner, as CALP is more abstract, context reduced, and contains fewer non-verbal clues. This cognitive challenge is seen as one of the main assets of CLIL-based education, but is also regarded as a demanding way of teaching.

Still, the question remains why the implementation of CLIL is so common in Finland as compared to other European countries, Poland included. This question may partially be discussed in terms of the similarities and differences underlying the language teaching systems and bilingual education in the two countries.

2. LANGUAGE USE AND EDUCATION IN POLAND AND FINLAND

2.1. Basic facts

What clearly links Poland and Finland is both their current status of new members of the European Union (Finland joined the EU in 1995 and Poland in 2004), and their history (both countries were part of the Russian Empire for over 100 years). However, Poland and Finland are completely different in terms of language use and language education.

Figure 3. Poland and Finland in Europe
© Agnieszka Otwinowska-Kasztelanic, personal sources
Poland is a large central-European country with 38.1 million inhabitants. For centuries highly multilingual, Poland became monolingual in the 20th century, during and after World War II, which forced large-scale migrations, deportations and territorial changes. The Nazi policies of the German occupants swept away the Jewish communities, while the speakers of Belarusian, Ukrainian and Lithuanian were largely deported to the territories of the USSR (Komorowska, 2014). The official Polish (L1) is spoken by a vast majority of the society remains the main language of schooling, and its vernacular varieties are used by the lower classes. Nonetheless, there are 9 national minorities in Poland: Byelorussian, Czech, Lithuanian, German, Armenian, Russian, Slovak, Ukrainian and Jewish, as well as 4 ethnic minorities: Karaim, Lemko, Romany and Tatar. In north-western Poland there is a community using the regional Kashubian, which also taught as the minority language (Eurydice, 2012). However, the total number of national and ethnic minority citizens is estimated at between 0.8 to 2% of the population (GUS Report, 2011), which is one of the lowest scores in Europe.

Finland, on the other hand, has only 5.4 million inhabitants, which is no exception to other North-European countries. Historically and officially Finland is a bilingual country since politically, it long remained part of the Swedish kingdom. Nowadays, the majority of inhabitants (91% of the population) speaks the official Finnish, and Swedish is the second official language, spoken by 5.4% of the inhabitants. An official minority language, Sámi, is the mother tongue of about 1,700 people, members of the indigenous Sámi people of northern Lapland (Ruohotie-Lyhty, 2014).

### 2.2. Language teaching aims

In both Poland and Finland, foreign language teaching begins in primary school at the ISCED 1 level (ISCED – International Standard Classification of Education, UNESCO, 2012). In the first few years of schooling, at least two languages are introduced: the first foreign language (L2) from grade 1 in Poland and from grade 3 in Finland, whereas the second foreign language (L3) from grade 1 lower-secondary in Poland (7th year of education) and from grade 7 in Finland. Other languages may also be offered from grade 4 or 5. Although the education systems of the two countries are seemingly very similar because both are regulated by the recommendations of the Council of Europe and the European Union, the aims of foreign language teaching in Poland and Finland differ considerably.

In Poland the aims of foreign language teaching are regulated by the Minister of National Education and gathered in the National Curriculum (Podstawa Programowa). Teachers are supposed to use coursebooks approved by the Ministry and the lessons are predominantly coursebook-led. The three most commonly taught languages are English, German and Russian, with French, Spanish and Italian to follow, and all six constitute examination subjects (Eurydice, 2012). The aims of the Polish foreign language teaching (see Table 1) are stated in terms of CEFR levels to be achieved and exams to be passed after each ISCD educational level (Common European Framework of Reference, 2001).

<table>
<thead>
<tr>
<th>ISCD level</th>
<th>Educational stage</th>
<th>CEFR level (school-leaving exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCD1</td>
<td>Grades 1-6</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>ISCD2</td>
<td>Grades 1-3</td>
<td>A2 basic level</td>
</tr>
<tr>
<td></td>
<td>Lower-secondary</td>
<td>A2+ extended level</td>
</tr>
<tr>
<td>ISCD3</td>
<td>Grades 1-3</td>
<td>B1-B1+ basic level</td>
</tr>
<tr>
<td></td>
<td>Upper-secondary</td>
<td>B2-B2+ extended level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C1 bilingual level</td>
</tr>
</tbody>
</table>

Table 1. Aims of foreign language teaching in Poland (after Eurydice, 2012:108)

In Finland, the aims of foreign language teaching are given by National Core Curriculum for Basic Education. However, the document offers only loose guidelines to local communities. In practice, schools have wide powers to design and implement their own curricula, while Finnish teachers have a considerable amount of freedom in designing their teaching. There are two competing models of language teaching in Finland, and the choice between the two often depends on school tradition and culture, and the teachers’ own language learning experiences. While some classes may be book-led, and oriented towards teaching grammar, vocabulary and taking tests, most classes are pupil-centered and promote authentic communication, as proposed in the National Curriculum (Ruohotie-Lyhty & Kaikkonen, 2009; Ruohotie-Lyhty, 2011 and 2013).

As for the aims of foreign language teaching in Finland, there are no exams after the ISCD levels apart from the matriculation exam, which is often considered restricting by the teachers. It is generally assumed that the main aim of the basic school education is to assure that L1 Finnish and L1 Swedish young people are functionally bilingual in Finnish and English, or Swedish and English. They may not speak English at the advanced level, but they can make
themselves understood. Other languages taught in Finnish schools are Swedish, German, French, Russian and Spanish (Ruohotie-Lyhty, 2014). Concluding, the two language-teaching systems are organised in accordance with two different principles. Just as syllabuses can be process-oriented and product-oriented (Nunan et al., 1994), we can seek some parallels to process- and product-orientatedness in the Polish and Finnish curricula (see Table 2 for a summary).

<table>
<thead>
<tr>
<th>Poland</th>
<th>Finland</th>
</tr>
</thead>
<tbody>
<tr>
<td>• large population</td>
<td>• small population,</td>
</tr>
<tr>
<td>• officially monolingual</td>
<td>• officially bilingual, in practice: small Swedish-speaking minority</td>
</tr>
</tbody>
</table>

**Very similar systems of foreign language teaching following the EU policy**

<table>
<thead>
<tr>
<th>Poland</th>
<th>Finland</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goals: CEFR levels</td>
<td>• Goals: functional language use</td>
</tr>
<tr>
<td>• Exams after each stage</td>
<td>• No exams till the matriculation</td>
</tr>
<tr>
<td>• Teachers: follow course books</td>
<td>• Teachers: free to choose methods</td>
</tr>
</tbody>
</table>

Table 2. The aims of foreign language teaching in Poland and in Finland.

The Polish language teaching system is clearly product-oriented: after each of the education stages we are interested in the students' language level and their particular achievements. Thus, teachers often “teach for exams” and they are also evaluated in terms of their students’ exam results. On the other hand, the Finnish system is much more flexible, and there are no exams, apart from the matriculation. There are no strict guidelines concerning the students' required level of language proficiency and the teachers are trusted to choose their own teaching approaches. This system seems much more process-oriented than the Polish one and therefore much more suited for bilingual education and CLIL, which, as we said earlier, invites a lot of flexibility in the curriculum and a lot of freedom on the teachers’ part. In the following section we will discuss how this product- and process-orientedness is manifested in practice in Polish and Finnish bilingual education.

3. **BILINGUAL EDUCATION IN POLAND AND FINLAND**

3.1. Bilingual education in Poland

In Poland, the implementation of CLIL is usually termed as bilingual education (Roda 2007). This bilingual education involves teaching ethnic minority languages (Kashubian, German, Lithuanian, Slovak, Ukrainian, Byelorussian) and modern foreign languages. There are language immersion programmes for minority languages, and separate textbooks for the teaching of these languages. Minority-language teaching is organized in schools upon the request of parents, and a minority language may become a language of instruction, a second language of instruction (in bilingual education), or a non-compulsory subject. There are, however, some discrepancies in the attitudes and motivations to attend minority-language schooling at the different educational levels. While there are 601 primary schools for ethnic minorities, the number of lower-secondary school falls to 218, and there are just 27 upper-secondary schools for all minorities. This phenomenon can be called “an educational pyramid” (as presented in Figure 8) and can be attributed to an initial manifestation of ethnic identity in primary schooling, and a later a choice of the majority language of schooling as having strong impact on career prospects (Komorowska, 2014).

As for CLIL education with modern foreign languages, there are few such classes at the primary level, but the number of bilingual classes is growing in secondary schools (Figure 9). On the other hand, this type of education is considered elitist in Poland: there are strict recruitment procedures specified by each school, and applicants need to pass strict diagnostic tests of language competence and/or language aptitude. The schools are also located mainly in big cities. Moreover, CLIL pedagogy may not be applied in the entire school, but rather be restricted to selected classes (Czura et al, 2009; Czura & Papaja, 2013).
One of the main drawbacks in Polish bilingual education is that CLIL classes are often taught by content subject teachers who are not qualified in language teaching. Many teachers do not know how to keep the balance of language and content, how to present and practice language and adapt materials, as there is shortage of CLIL materials, especially for lower-level learners (Otwinowska, 2013; Otwinowska-Kasztelanic & Woynarowska-Soldan, 2010). Therefore, there is a strong need for educating CLIL teachers. Teachers often find themselves under the exam pressure because they know that their students are going to take rigorous examinations checking both: the content and the language knowledge.

3.2. Bilingual education in Finland

In Finland, officially a bilingual state, schooling is organised either in Finnish or in Swedish, which principle can be called parallel monolingualism (Heller, 1999). In general education, children with language and culture background different from Finnish and Swedish come mainly from Sámi, Romany and Sign-language L1s and they are offered language immersion programs in national languages (Bergroth & Palviainen, 2014). There is also a growing number of L2 Finnish learners thanks to immigration with children of English, Russian, German, French, Spanish, Estonian backgrounds. Language immersion multilingual programs begin in kindergartens, and are usually run according to the following principles. There are bilingual teachers, who interact with children on the one-person-one-language bases, and who include plenty of contextual and linguistic support (scaffolding structures) in their teacher talk. Children are encouraged to talk about the routines, verbalise actions, to sing songs, say rhymes and interact with puppets. Thematic and holistic learning is promoted, and there are language play and learning stations in kindergartens. Also parents are engaged in fostering multilingual practices. However, children are never evaluated on how much they have learned and how well they can express themselves. It is truly the process of familiarising children with languages and developing positive attitudes to language use, which are of vital importance (Bergroth & Palviainen, 2014).

Figure 8. Poland: number of schools with bilingual education in minority languages(Komorowska, 2014)

Figure 9. Poland: number of schools with bilingual education in modern languages(SIO, 2013)

Figure 10. Class in bilingual kindergarten, Kortepohja, Jyväskyla. The English and the Finnish teacher is present.© Agnieszka Otwinowska-Kasztelanic, personal sources

Figure 11. Theme for the class: clothes in autumn.© Agnieszka Otwinowska-Kasztelanic, personal sources

Figure 12. The use of two languages in bilingual kindergarten, Kortepohja, Jyväskyla.© Agnieszka Otwinowska-Kasztelanic, personal sources

Figure 13. Children created their own boxes, instructions were given in English.© Agnieszka Otwinowska-Kasztelanic, personal sources
CLIL and bilingual education in Finland have been offered in both private and municipal preschools and schools since the 1990s, but such schools concentrate in bigger towns and cities and mainly concentrate on CLIL in English. Similarly to the Polish context, the main obstacles to CLIL teaching as perceived by teachers are the lack of materials and support for CLIL teachers (Nikula & Marsh 1996, Lehti, Järvinen & Suomela-Salmi 2006). However, the differences between the quality of education in private and public education are not considered important and parents rarely decide to choose schools which are far from home, while many teachers are happy to create their own materials and CLIL lessons.

THE SECRET OF SUCCESS OF CLIL EDUCATION IN FINLAND

How is it possible that CLIL is so successful, widespread and regarded as natural in Finland? There are probably four main pillars supporting this success: teacher education, process-oriented curricula, school system built on mutual respect, and finally, reasonable expectations concerning children's competence and abilities at the earlier stages of education. Let us present these briefly.

Teaching is regarded to be one of the most prestigious professions, but teachers in Finland are expected to be highly qualified professionals. For instance, at the University of Jyväskyla there is a demanding entrance examination and an aptitude test to make sure that only the most talented candidates become teacher trainees. The educational objectives of the teacher training programme include the teacher's ethical competence, intellectual competence, pedagogical competence, communication and interaction competence as well as cultural, communal and societal competence. As a result, the Finnish teacher is an autonomous, ethically responsible expert of education, that can analyse and develop current educational culture and his/her own actions (Toomar, 2014). Such teachers can organise their work and build procedural CLIL syllabuses because they are self-governing, reflective professionals. As revealed by interviews with teachers in Jyväskyla, they do not compete, or evaluate one another, but form a professional community where they share their responsibility for students and their development.

Secondly, the form of CLIL teaching differs between the two countries. At the level of implementation, it is proposed for the CLIL continuum in Finland that primary school is about ‘playing with English’ and ‘being in English’, which involves regular exposure, confidence building and showing children that English is ‘a tool and not a burden’ (Moate, 2014: 393). In this model, ‘learning through English’ will begin in the lower-secondary school, while ‘studying through English’ will be reserved for the upper-secondary.

It is hard to tell whether we would be able to build such a system in Poland. Although the quality of teacher training in Poland is high, becoming a school teacher is not regarded as prestigious due the low income. Moreover, teachers in Polish schools rarely cooperate and feel constantly evaluated by the school authorities and parents. Since Polish curricula are product-oriented and syllabuses are exam-driven, Mid and Hard CLIL (‘learning through English’ and ‘studying through English’) may be implemented even at the primary school level. Teachers are expected to “show results” of their teaching in both language and content, but what counts as “results” is different than in Finland, where classes are non-evaluative and focus on the process (not the product) of learning.

Finally, classrooms in Finland seem very different from classrooms in Poland. From children's first days of primary school a lot of effort is put into harmonious cooperation and classroom atmosphere. Hence, teaching is based on a dialogue between the teacher and the learners, it is peaceful, relaxed and stress-free. Importantly, teachers and students are partners, and teachers focus on students’ needs by individualising their approach, expectations and
Introduction to CLIL

08 May 2015

Introduction to CLIL

Course Aims:

- to make trainees familiar with the fundamental features of CLIL.
- to present examples of the models of CLIL from other European countries.
- to familiarize trainees with the paths of enhancing CLIL oriented teaching & learning in the Polish system of education.
- to develop trainees’ ability to plan and pursue a CLIL unit.
- to develop trainees’ critical thinking skills by guiding them in selecting and preparing a CLIL oriented syllabus and didactic materials.
- to make trainees aware of the importance of integrated education CLIL programme for further development of pupils in subject-driven CLIL education.
- to acquaint trainees with the competences to be acquired by a CLIL teacher.

Language Assessment in CLIL / CLIL Activities in a Teacher Portfolio - Rosie Tanner

30 April 2015
CLIL
03 April 2015

Content and Language Integrated Learning (CLIL) describes both learning content through the medium of a foreign language and learning a foreign language by studying a content-based subject. As CLIL researchers emphasize, the emphasis is placed on both content and language. In other words, “each is interwoven even if the emphasis is greater on one or the other at a given time” (Coyle, Hood and Marsh 2010 p.1). CLIL has become very popular all over Europe and many educationalists appreciate the benefits which emerge out of following this instructional approach. Students have an opportunity to interact meaningfully, they are more motivated and challenged cognitively. Although initially CLIL was most often introduced in secondary classrooms, it now begins to gain ground in primary education.

The following website offers informative reading materials as well as practical information regarding content-based instruction:

Useful CLIL resources:

Francisco Lorenzo, Models and Practice in CLIL

Rosie Tanner, How happy a CLIL English teacher are you?

Publications in Polish:

Języki Obce w Szkole, CLIL w polskich szkołach: od teorii do praktyki;
http://www.bc.ore.edu.pl/Content/265/jows_Nauczanie_Nr6_2010_sp.pdf

mgr Monika Galbarczyk
20 November 2018

Coordinated courses:

Teaching English to young learners lecture
The trainees will be provided with background information regarding children’s development and educational implications, involved in the teaching English to children at pre-primary and lower primary level. An overview of a variety of teaching methods, approaches and techniques appropriate for young learners will be presented. The students will be familiar with various techniques used to develop 4 language skills: listening, speaking, reading and writing. They will be equipped with the knowledge concerning the selection of appropriate techniques to introduce and consolidate vocabulary, grammar and pronunciation.

Teaching English to young learners workshops
The course focuses on the practical preparation for the role of a YL teacher. It will aim at helping the trainees to appreciate the significant role of a YL teacher and highlight the teaching skills necessary in pre-primary and lower primary education. During the course the trainees will be provided with sufficient background information concerning child development and the implications for a variety of approaches and techniques suitable for young learners. They will also learn about the place of FL instruction in early education in Poland. The course will create an environment in which trainees will practice their teaching skills and try out the effectiveness of their teaching materials. They will learn how to plan lessons for different age groups and how to manage English classes at pre-primary and lower primary level.

CLIL method is a suitable method because the content of non-language subject is presented by the target foreign language. The core of the CLIL method is becoming increasingly difficult to ignore the fact that content and language integrated learning has become the trendy approach of bilingual education. 3. Planning a unit This stage describes the 4C’s conception for planning a lesson, which should be a core of every CLIL lesson. 4 C’s stands for: Content, Communication, Cognition, and Culture. To design a lesson plan reflecting fundamental essence of CLIL it is advised to follow the steps proposed by experts in this field. CLIL stands on two basic pillars and that of content and a language. Language- subject based vocabulary, texts and discussions. 5 Towards a CLIL project Think about the CLIL projects in your school If your school is not implementing CLIL yet, complete the chart with how you think it will be implemented OR consider another CLIL project that you are familiar with. If your school will not be implementing a CLIL project at all, answer the questions based only on how you imagine you would put the CLIL approach in practice in your own classes. 6 Core principles of a CLIL Programme Subject dictates what language support is needed. The four skills are a means of le...