4 Primary CLIL

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Objectives
The objective of this chapter is to summarize basic theoretical background about young learners and CLIL (Content and Language Integrated Learning) method. It is necessary to give special attention to learners of this age because they are “new” at school and they need to be trained, motivated and the most important – they should looking forward to go to school. Our task as teachers is to focus on lesson objectives, but always keep our learners and their specifics in mind.

Introduction
Content and Language Integrated Learning (CLIL) is a pedagogical approach which has a dual (integrated) aim: learning of the subject matter – content and learning of the (second/foreign/target) language used as the medium of instruction for the content. This approach to teaching a foreign language becomes popular as a new possibility how to work with a foreign language more often and use it in authentic situations.

According to Act No. 245/2008 coll. (Act on Education) it is possible to implement CLIL methodology also at primary schools in Slovakia. The research focusing on CLIL in our conditions brought many interesting outcomes and teachers implementing this methodology have a possibility to read also publications in Slovak and learn more from more than 10-year-experienced colleagues.

Learning process and the brain
According to Jensen (2009, p. 5) new learning forms new synaptic connections. Each cell body (neuron) has spindly branches call dendrites and a single longer projection called an axon. The axon of one cell connects with the dendrites of another. Novel and coherent experiences form mentioned connections. If the experience is familiar, the existing connection may simply be strengthened. If the experience is incoherent, no learning may result. In a learner’s brain, the acquisition stage is the making of connections so neurons are communicates to one another. The relevance of this is that learning takes time because learning changes the brain physically.

The sources for acquisition are endless. As Jensen (2009, p. 6) further states that they may include discussions, lectures, visual tools, environmental stimuli, hands-on experiences, role models, reading, manipulatives, videos, reflection, projects, and pair-share activities. Jensen and other researches further mentioned that here is no single best way for learners to learn something, but the age-old rule of “students who do the talking and doing, do the learning” still applies. The actual trial-and-error processing of the learning must happen quickly or the brain may encode erroneous information. The teacher should remember to avoid letting his/her students go home with misunderstanding and to ensure they encode the correct meaning.

Nowadays, new knowledge has been fueled by a revolution in cognitive neuroscience. These discoveries are redefining the very possibilities of education itself. Brain’s learning process has several critical variables (Jensen, 2009, p. 6):
- neural history (student's brain background),
- learning environment (e.g. where, when, who, stakes at play, learners feelings),
- content acquisition (input, how the learning happens),
- elaboration of the learning (how the data are tweaked into meaningful information),
- encoding of the information (how the learning is either saved or relinquished).
The brain of a child between 5 and 12 years old is a brain of wonder ready to new challenges such as reading, writing, world of reason, etc.

Kennedy (2006, p. 479) identifies several implications of brain research for the language teacher, highlighting the importance of engaging senses and an enriched environment:

- We use our emotions to tell us what is important to learn and what to remember.
- The brain stores information based on functionality and meaningfulness.
- Emotions drive attention.
- Attention drives learning and memory.
- Repetition is necessary but it requires novelty with regard to instructional design (which should incorporate all five language processes—observation, listening, speaking, reading, and writing—and utilize a variety of methods and approaches).

Caine and Caine in their book entitled Brain/Mind Learning Principles (1997, p. 104–108) point out that the search for meaning is innate. Meaningful and meaningless information are stored separately. Meaningless, or relatively unrelated, information requires far more conscious effort to learn. Meaningful information is stored in a “spatial/autobiographical” memory that does not require rehearsal and can be recalled as a complete experience.

**Learner’s differences**

Gardner’s theory of multiple intelligences (Connel, 2005, p. 65-68) is making a tremendous impact in the field of education and provides teacher with a multitude of new ways to teach students. It is necessary to respect different kinds of intelligence/ways of learning such as:

1. **Verbal-Linguistic;** This intelligence covers a continuum, with speaking strengths on one end and writing strength on the other end. People with this intelligence can excel on one or the other or both ends of the continuum.
2. **Logical-Mathematical;** This intelligence also covers a continuum, with mathematics on one end and science and research on the other.
3. **Spatial;** This intelligence encompasses the eye-hand skills. These people can see images in their mind’s eye and replicate this image with paint, sculpture, architectural blueprints, and buildings.
4. **Musical;** This intelligence includes those who compose and those who perform music.
5. **Body-Kinesthetic;** This intelligence includes a wide spectrum of physical abilities that range from athletic to dance, swimming, acting, gymnastics, and the martial arts.
6. **Interpersonal;** This intelligence refers to ability to get along with others. They are effective leaders, communicators and mediators.
7. **Intrapersonal;** This refers to an individual’s ability to recognize and accept his or her own strengths and weaknesses. People with a strong interpersonal intelligence have a deep awareness of their feelings, ideas and goals. Many believe that this is the most important intelligence to develop.
8. **Naturalistic;** This intelligence refers to an individual’s natural interest in the environment. People with strong naturalistic intelligence easily recognize and categorize plants, animals and rocks.
9. **Existential;** This is the intelligence that Gardner refers to as a “half intelligence” because he could not find a physiological location for it in the brain. I also call this a spiritual intelligence, as those who score high in this intelligence are concerned with life’s big questions.

Gardner believes that we each possess all nine of the intelligences and most of us have several highly developed intelligences, a few moderately developed and the rest remain underdeveloped. Psychologist and educator Armstrong (2003) states that with a combination of encouragement, enrichment and good instruction we can enhance our strongest intelligences, as well as develop our moderate and underdeveloped intelligences.

The more intelligences we can incorporate into the lessons, the more students we will reach and connect to in an in-depth way. Tanner (2011) has produced a chart to show what kind of
activities might be suitable for students with special strengths in the different intelligences. Multiple intelligences play a very important role in language learning because they determine individual learners’ learning styles.

Learning style is another factor influencing the learning process and of understanding information and problem solving. There are seven learning styles:

- visual (spatial),
- aural (auditory-musical),
- verbal (linguistic),
- physical (kinesthetic),
- social (interpersonal),
- logical (mathematical),
- solitary (intrapersonal).

Many learners use a combination of learning styles, whereas others learn best by using just one. For more information or self-assessment see here and here.

Developmental characteristics

Various theorists have described the way that children develop and the various ages as well as stages they go through. General developmental characteristics are essential for elementary school language teacher. Piaget (2001) identified four stages of cognitive and affective development and suggested that children start at:

1. The stage of sensory-motor intelligence (age 0 to 2 years) - behaviour is primarily motor. The child does not yet internally represent events and “think” conceptually, although “cognitive” development is seen as schemata are constructed.

2. The stage of pre-operational thought (age 3 to 7 years) - is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single feature of a situation at a time.

3. The stage of concrete operations (age 8 to 11 years) - child develops the ability to apply logical thoughts to concrete problems. Hands-on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.

4. The stage of formal operations (age 12 to 15 years or older) - child's cognitive structures reach their highest level of development. The child becomes able to apply logical reasoning to all classes of problems, including abstract problems either not coming from the child's direct experience or having no concrete referents.

The thinking skills of most children in elementary school are at the concrete operations stage, and experience plays a major role in all learning. Piaget points out, that child is not simply miniature adult who have less experience and thus less knowledge to work with as they approach problems and new situations.

Vygotsky emphasized the place of social interaction in development and the role of a “knower” providing “scaffolding” to help a child who has entered the Zone of Proximal Development (ZPD) where they are ready to learn new things.

Erikson and Maslow saw development as being closely bound up in the child’s confidence and self-esteem, while Feuerstein suggested that children's cognitive structures are infinitely modifiable with the help of a modifier – much like Vygotsky's knower.

Canadian educator Egan (1992) provides insights about educational development applicable to the elementary school language program. He describes development as a process of accumulating and exercising layers of ability to engage with the world. As individuals develop, they add new layers of sophistication without leaving behind the qualities characteristic of earlier layers.
The Mythic Layer: Ages 4 to 5 through 9 to 10 Years means that:

- Emotions have primary importance – children always want to know how to feel about what they are learning, they make sense of things through emotional and moral categories (e.g., good versus bad, happy versus sad, etc.).
- Young learners are drawn into a topic or an idea through simple polar opposites. For example, they find it hard to resist the appeal of very tiny versus really huge, a wicked witch versus the perfect princess, and so on. Once presented in this way, concepts can be developed by filling in between the poles.
- The world of the imagination is vivid and real to these children, so they move easily in and out of a world where animals talk or activities take place on a magical trip to another world.
- Learners in this layer often believe that the world thinks and feels as they do.
- Learners interpret the world in terms of absolutes, in the same way that a fairy tale world operates. The wicked witch is all bad; the daring prince is all good.
- Using story form (e.g. fairy tale) is the ideal approach for teaching. Instruction should have a clear and strong beginning, middle, and end; it should introduce things using strong opposites; it should address absolute meanings; and it should have strong emotional and moral appeal. Although it does not have to be a story, instruction should incorporate these strong story elements.

Successful teachers take into account student differences in developmental levels and individual characteristics.

Young learner's language development

Young learners are competent users of their mother tongue and in this connection they are aware of the main rules of syntax in their own language (Scott and Ytreberg, 1994, p.4). They can:

- Understand abstracts.
- Understand symbols (beginning with words).
- Generalize and systematize.

It refers to children's general language development. There are many similarities between learning mother tongue and learning a foreign language in spite of the differences in age and the time available. This period sees dramatic changes in children, but we cannot say exactly when it happens because it is different for all individuals. It depends on which mother tongue the learners speak and on social and emotional factors in the learner's background.

Characteristics of young learners

Young learners (from 7 up to 10 - 11) according to Scott and Ytreberg (1994, p. 2-3) have following general characteristics:

- They have very decided views of the world because their basic concepts are formed.
- They can tell the difference between fact and fiction and ask questions all the time.
- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid information.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.
- They know that the world is governed by rules.
- They understand the situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and eyes and ears. The physical world is always dominant.
- They are very logical – what you say first happens first.
- Young learners sometimes have difficulty in knowing what fact is and what fiction is.
• Young children are often happy playing and working alone but in the company of others.
• They ask question all the time.
• They rely on the spoken word as well as the physical world to convey and understand meaning.
• They are able to make some decisions about their own learning.
• They have definite views about what they like and don’t like doing.
• They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
• They are able to work with others and learn from others.

Young children learn differently from other age groups in the following ways (Harmer, 2007, p. 82):
• They respond to meaning even if they do not understand individual words.
• They often learn indirectly rather than directly. That is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
• Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with.
• They find abstract concepts such as grammar rules difficult to grasp.
• They generally display an enthusiasm for learning and a curiosity about the world around them.
• They have a need for individual attention and approval from the teacher.
• They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
• They have a limited attention span; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Emotions have primary importance for young learners. The learners always want to know how to feel about what they are learning. They make sense of things through emotional and moral categories (e.g., good versus bad, happy versus sad, etc.). Young children are drawn into a topic or an idea through simple polar opposites. The world of the imagination is vivid and real to these children, so they move easily in and out of a world where animals talk or activities take place on a magical trip to another world.

CLIL methodology for young learners
CLIL is an approach or a method which integrates the content and non-native language. It refers to teaching subjects through a foreign language. This can be done by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of the content of the subject and English. The goal of the CLIL methodology in primary school is to prepare learners for purposeful and intensive learning of foreign language in high school. Successful CLIL at primary level have to fulfil following principles:
• put the emphasis on communication,
• the basis for teaching process using CLIL is active listening,
• stimulate fluency of communication more than accuracy of language, accuracy is important only with pronunciation,
• teacher supports the creativity of learners by using open-ended or divergent assignments,
• teaching process is focusing on various learning styles of learners, teacher often switch various activities,
• special attention is focused on physical movement – motoric activity (e.g. TPR),
• teaching process is connected with the real world.
Teaching to young learners means to repeat again and again the main theme, important fact or the topic in the different situations by different ways (movement, drama, role-play, pantomime, visualization and using common things). Everything needs to be fixed by practicing and training. It is necessary to review the important or basic facts right before the test or exam.

Learners have intuitive deduction so it is not necessary to explain (neither translate) everything into mother tongue. For the before mentioned reason it is appropriate to give and read instructions in English (or target language) because learners later start to use it naturally.

According to our experiences teachers should focus on pronunciation and the proper use of grammatical structures to communicate necessary language functions. The most important in CLIL lesson is to focus on content (answers of learners) and not only the language itself.

An important factor influencing the lesson and relation between a teacher and learner are a feedback and attitude to mistakes because they affect learner's performance. It is necessary to keep in mind that mistake is integral part of the learning. Teacher should focus on giving improving and supporting feedback especially in young learners’ case.

Young learners as a specific age group need to be active during lessons so the teacher needs to be well prepared, switch a lot of activities quickly in the suitable order to fulfill the objectives of the unit.

It is important to make the lessons fun and relaxed. Young learners learn very basic facts but the teacher can design creative lessons and support them. They like songs and active games so it is necessary to provide lots of encouragement and positive feedback too. It is very important to create a safe, stress free environment that everyone can enjoy.

Another important fact is that young learners have short attention spans and are easily distracted. It is necessary to encourage learners to try their best and create a learning environment where learners do not need to worry about making mistakes. Creating activities and exercises that are entertaining, helping learners learn how to interact with one another as well as how to speak English are further tasks for teacher. The more the learners are exposed to certain material, the faster they will learn it.

Our experiences show that successful primary CLIL activities have the following features:

* Start from the individual child.
* Recognize importance for age appropriate cognition.
* Focus on communication.
* Stimulate fluency rather than accuracy.
* Encourage creativity.
* Allow for physical movement (Total Physical Response).
* Draw on different skills.
* Foster links with outside world.

These factors directly influence also the work with the CLIL worksheet. According to educational experiences it is necessary to create original exercises/tasks, creative with a different kind of activity as in the common workbooks. The new vocabulary is better remembered when we repeat it in a different way, learners can see the words, picture or other aids to create a trace in their brains. The feelings and experiences are for learning in this age crucial.

During our research focused on English language learning implementing CLIL at primary school we created worksheets for Natural Science and verified it in learning process. Below you can see not only the worksheets but also the lesson plans (model lesson plan No 1 and No 2).
### Model lesson 1

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1st class, young learners, 7 – 8 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Natural Science and English Language</td>
</tr>
<tr>
<td>Thematic Unit</td>
<td>Water Kingdom</td>
</tr>
<tr>
<td>Topic</td>
<td>My Body</td>
</tr>
<tr>
<td>Type of Lesson</td>
<td>Lesson of fixation of knowledge and developing skills</td>
</tr>
<tr>
<td>Objectives</td>
<td>Learners will know structure of human body and parts of human body.</td>
</tr>
<tr>
<td></td>
<td>Learners will name the parts of human body and show (name) the functions of the senses.</td>
</tr>
<tr>
<td></td>
<td>Learners review speaking in target language.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>head, neck, body, arms, hands, legs, eyes, nose, ears, mouth</td>
</tr>
<tr>
<td>Language</td>
<td>I have ....one head, neck, body.</td>
</tr>
<tr>
<td></td>
<td>I have...two arms, legs.</td>
</tr>
<tr>
<td></td>
<td>I can see with my eyes. I can hear with my ears.</td>
</tr>
<tr>
<td></td>
<td>I can smell with my nose. I can taste with my mouth.</td>
</tr>
<tr>
<td></td>
<td>I can touch with my hands.</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>Worksheets No. 1, human body parts pictures or flashcards, Workbook, human senses flashcards, dice</td>
</tr>
</tbody>
</table>

### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Part of the lesson</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Warm up</td>
<td>Children can sit on the chairs or stand by desk and revise the human body parts. Ask learner to show you - head, neck, body, arms, hands, legs, eyes, nose, ears, and mouth. Activity continues as follows: Show me your head. How many heads do you have? Expected answer: I have one head. Sing a song “Head, shoulders, knees and toes”</td>
</tr>
<tr>
<td>10’</td>
<td>Fixation</td>
<td>Ask learners how we are learning about the world? Then ask questions and visualize answers: What do we have on the face? Answer is supported by visual aids – pictures of 2 eyes, 1 nose, 1 mouth, etc. Learners repeat sentences together: I can see with my eyes. I can hear with my ears. I can smell with my nose. I can taste with my mouth. I can touch with my hands.</td>
</tr>
<tr>
<td>10’</td>
<td>Developing skills</td>
<td>Worksheet: Put the pictures of human body together as soon as possible. Competition between two groups, throw a dice.</td>
</tr>
<tr>
<td>5’</td>
<td>Conclusion</td>
<td>Review activity and feedback of learners’ performance.</td>
</tr>
</tbody>
</table>

Notes
Worksheet 1a
Worksheet 1b

mouth, head, hand, leg, neck, eye, ear, arm, nose
### Model lesson 2

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1st class, young learners, 7 – 8 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Natural Science and English Language</td>
</tr>
<tr>
<td>Thematic Unit</td>
<td>Water Kingdom</td>
</tr>
<tr>
<td>Topic</td>
<td>My Healthy Body</td>
</tr>
<tr>
<td>Type of Lesson</td>
<td>Combined lesson</td>
</tr>
<tr>
<td>Objectives</td>
<td>Learners will know personal hygiene and hygiene of mouth cavity. Learners will realize value of personal hygiene for them.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>toothpaste, toothbrush, scissors, mirror, comb, shampoo, hairdryer</td>
</tr>
<tr>
<td>Language</td>
<td>I brush my teeth. I brush my hair.</td>
</tr>
<tr>
<td></td>
<td>I wash my face. I wash my hands.</td>
</tr>
<tr>
<td>Teaching Aids</td>
<td>Worksheet No. 2, authentic material (toothbrush, comb, soap, water, towel), flashcards, CD player, Workbook, pictures of the bathroom (also furnished)</td>
</tr>
</tbody>
</table>

### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Part of the lesson</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>Motivation</td>
<td>Conversation/dialogue with learners:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask learners to imagine that it is a morning and they wake up? What</td>
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<tr>
<td></td>
<td></td>
<td>do they usually do?</td>
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<td></td>
<td></td>
<td>What should we do to be healthy – unhealthy?</td>
</tr>
<tr>
<td>5’</td>
<td>Present Information/Exposition</td>
<td>Imitation of our daily routine using authentic material.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pantomime: I brush my teeth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I wash my face.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I brush my hair.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I wash my hands.</td>
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<tr>
<td></td>
<td></td>
<td>Jazz chant – clap your hands (same sentences).</td>
</tr>
<tr>
<td>10’</td>
<td>Fixation</td>
<td>Ask learners “What’s this?”</td>
</tr>
<tr>
<td></td>
<td>Guided practice</td>
<td>Use pictures or flashcards to motivate learners for next activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“What can you see in the bathroom?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksheet: Tousled Girl (untidy appearance)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask learners what it is necessary to do before leaving to school?</td>
</tr>
<tr>
<td>10’</td>
<td>Fixation</td>
<td>Part of the lesson in Slovak language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workbook p. 14 (Appendix E)</td>
</tr>
<tr>
<td>5’</td>
<td></td>
<td>Revision of the phrases about personal hygiene and vocabulary of things in the bathroom.</td>
</tr>
<tr>
<td>5’</td>
<td>Conclusion</td>
<td>Review of the lesson and saying goodbye to our teddy bear.</td>
</tr>
</tbody>
</table>

Notes
Worksheet 2
The most frequent mistakes of the learners during CLIL lessons are in pronunciation, insufficient listening and hearing analysis. The verbal intelligence or listening is not sufficient. It is necessary to use:

- **Authentic material** and **real objects** such as fruits, school things, flowers, leaves, towels, parts of the dress, etc.
- **Teaching aids** (flashcards, pictures, picture dictionaries) or the **own body** to remember.

### Planning the primary CLIL lesson

Planning is very important part of the teacher’s work. Starting point of the planning process is the content. Teaching aims and objectives are what the teacher intends to do – the knowledge, skills and understanding which are intended to be taught and developed.

Teaching plans are either formal or informal and include various elements, such as learner’s identification, objectives, type of lesson, vocabulary, teaching aids and equipment, procedure with timing, follow-up notes, etc. For detailed information read Petlák (2004) and Pokrivčáková (2012).

Another important factor for planning the lesson is selecting and organizing appropriate classroom activities. General methodology distinguishes motivation, exposition/presentation, fixation and diagnostic/evaluation activities (Petlák, 2004, p. 131-162). According to the language skills to be developed variety of classroom activities and teaching techniques to develop concrete skill or fulfil the objective (Pokrivčáková, 2012, p. 82-116). For more inspirations and activities read Pokrivčáková (2013).

Planning a CLIL lesson consists of four different planning principles using the 4Cs Framework and other conceptual tools developed by Coyle (2005).

#### 1 Content

Is the subject or the project theme.
- What will I teach?
- What will students learn?
- What are my teaching aims/objectives?
- What are the learning outcomes?

It is important to choose appropriate theme for CLIL lesson (e.g. music instruments, shapes, weather, my town, my country, map, animals, numbers, my body, my family, surrounding, etc.). We can use CLIL method in Mathematics, Science, Geography, Art, Physical Education, Music).

#### 2 Communication

It involves learners in language using in a way which is different from language learning lessons (of course CLIL does involve learners in learning language too but in a different way).
- What language do students need to work with the content?
- Specialised vocabulary and phrases?
- What kind of talk will students engage in?
- Will I need to check out key grammatical coverage of a particular tense or feature e.g. comparatives and superlatives?
- What about the language of tasks and classroom activities?
- What about discussion and debate?

#### 3 Cognition

Is engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on students. A useful taxonomy to use as a guide for thinking skills is that of Bloom. It serves as an excellent checklist.
- What kind of questions must I ask in order to go beyond “display” questions?
- Which tasks will I develop to encourage higher order thinking – what is the language (communication) as well as the content implications?
- Which thinking skills will we concentrate on which are appropriate for the content?
4 Culture

Culture is a ‘self’ and ‘other’ awareness, identity, citizenship, and progression towards pluricultural understanding.

- What are the cultural implications of the topic?
- How does the CLIL context allow for “value added”?
- What about otherness and self?
- How does this connect with the all Cs?

The 4Cs provides a useful guide for the overall planning of a unit of work, the 3 as tool can be used for more detailed lesson planning. Whilst there is clearly some overlap between the tools, their suggested use is significantly different. The 3As tool operates in 3 stages:

Stage 1: Analyse content for the language of learning.
Stage 2: Add to content language for learning.
Stage 3: Apply to content language through learning.

Recommendations for young learners’ teacher:

- Motivate your learners.
- Include movement.
- Involve the senses.
- Use plenty of objects and pictures to work with.
- Use the school and your surroundings.
- Demonstrate what you want students to do.
- Make up rhymes, sing songs, and tell stories.
- Experiment with words and sounds.
- Use variety of activity, pace, organization and variety of voice.
- Have systems, routines, organize and plan your lessons.
- Use familiar situations and familiar activities.
- Repeat stories, rhymes, etc.
- Create an atmosphere of involvement and togetherness.
- Group the students together to encourage cooperation.
- Make regular notes about each student’s progress.
- Encourage self-assessment.
- Stress the positive side of things.

Conclusion

Teacher of young learner need to spend time understanding how their students think and operate. They need to be able to pick up on their learners’ current interests so that they can use them to motivate them. Good teacher need to provide a rich diet of learning experiences which encourage young learners to get information from a variety of sources. They need to work with learners individually and in groups, developing good and affective relationships (Harmer, 2007, p. 83).

Teacher need to plan a range of activities for a given time period, and be flexible enough to move on to the next exercise when they see their learners getting bored. Teacher need good oral skills in English since speaking and listening are the skills which will be used most of all at this age. The teacher’s pronunciation really matters here, precisely because, as we have said, children imitate it so well.

CLIL is not language teaching enhanced by a wider range of content. To adopt the CLIL approach means to focus on language elements and teaching and learning of subject itself specific to the CLIL classroom.

We live in the times when a foreign language and its fluent use are very important. English becomes a language of the European Union and our “second” language. We are trying to study foreign languages by many different ways, and the CLIL methodology is a long term and
according to many researches also an effective way how to manage not only the “travelling part” of a language.

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References
Useful websites with primary CLIL sources
Links below can help teachers to find free, inspirational and ready to use materials for CLIL lessons:

Ed-helper. Available at: http://www.edhelper.com/
Education.com. Available at: http://www.education.com/
Education – Scholastic. Available at: http://education.scholastic.co.uk/
Enchanted learning. Available at: http://www.enchantedlearning.com/Home.html
First school years. Available at: http://www.firstschoolyears.com/
Fun English games. Available at: http://www.funenglishgames.com/
Macmillan Inspiration. Available at: http://www.macmillaninspiration.com/new/resources/web-projects
My free bingo cards. Available at: http://myfreebingocards.com/
Onestopenglish. Available at: http://www.onestopenglish.com/
Primary resources. Available at: http://www.primaryresources.co.uk/science/science3b.htm
Puzzle-maker. Available at: http://www.puzzle-maker.com/
Smart kids worksheets. Available at: http://www.smartkidsworksheets.com/
Songs for teaching. Available at: http://www.songsforteaching.com/nurseryrhymes.htm
Teaching English. Available at: https://www.teachingenglish.org.uk/teaching-teens/resources/clil