

Awareness and Use of CLIL in ELT in Lower Primary Education

Travica, Marta

Master's thesis / Diplomski rad

2022

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Zagreb, Faculty of Teacher Education / Sveučilište u Zagrebu, Učiteljski fakultet**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:147:710821>

Rights / Prava: [In copyright](#)/[Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2024-07-26**

Repository / Repozitorij:

[University of Zagreb Faculty of Teacher Education - Digital repository](#)



SVEUČILIŠTE U ZAGREBU
UČITELJSKI FAKULTET
ODSJEK ZA UČITELJSKE STUDIJE

MARTA TRAVICA

DIPLOMSKI RAD

**AWARENESS AND USE OF CLIL IN ELT IN
LOWER PRIMARY EDUCATION**

Zagreb, 2022.

SVEUČILIŠTE U ZAGREBU
UČITELJSKI FAKULTET
ODSJEK ZA UČITELJSKE STUDIJE
(Zagreb)

PREDMET: Metodika engleskoga jezika: integrirana nastava

DIPLOMSKI RAD

Ime i prezime pristupnika: Marta Travica

TEMA DIPLOMSKOG RADA: Awareness and Use of CLIL in ELT in Lower Primary Education

MENTOR: izv.prof. dr. sc. Ivana Cindrić

Zagreb, 2022.

Table of Contents

LIST OF ABBREVIATIONS	1
SUMMARY	2
SAŽETAK	3
1. INTRODUCTION	4
2. BASIC PRINCIPLES OF CLIL	4
2.1 <i>BENEFITS OF CLIL</i>	6
2.2 <i>DRAWBACKS OF CLIL</i>	7
3. CLIL METHODOLOGY	8
3.1 <i>OLIVER MEYER PYRAMID</i>	9
3.2 <i>COYLE'S FRAMEWORK LESSON PLANNING</i>	10
3.3 <i>BICS/CALP</i>	14
3.4 <i>ASSESSMENT</i>	14
3.4.1 <i>ALTERNATIVE ASSESSMENT</i>	15
3.5 <i>SCAFFOLDING</i>	16
4. CLIL IN EUROPE AND CROATIA	18
5. CLIL CURRICULUM	19
5.1 <i>CROATIAN CURRICULUM</i>	20
6. TEACHER SUPPORT	21
7. RESEARCH METHODOLOGY	22
7.1 <i>AIM AND RESEARCH QUESTIONS</i>	22
7.2 <i>INSTRUMENTS AND PROCEDURE</i>	23
7.3 <i>PARTICIPANTS</i>	23
7.4 <i>RESULTS AND DISCUSSION</i>	23
8. CONCLUSION	32
REFERENCES	33
APPENDIX	39
IZJAVA O SAMOSTALNOJ IZRADI RADA	43

LIST OF ABBREVIATIONS

AOA	Action-oriented Approach
CBI	Content-based Instruction
CLIL	Content and Language Integrated Learning
CLILA	CLIL Learner Assessment
CLT	Communicative language teaching
EFL	English as a foreign language
ELT	English language teaching
ESLC	European Survey on Language Competences
HOTS	Higher-order thinking skills
LOTS	Lower-order thinking skills
L1	Language 1, mother tongue
L2	Language 2, foreign language
TKT: CLIL	Teaching Knowledge Test: CLIL
TFL	Traditional Foreign Language

SUMMARY

Content and Language Learning (CLIL) is a relatively new approach in teaching language through the medium of content, and vice versa. It has been popularized due to a number of plurilingual educational contexts that have emerged in Europe over the past years. CLIL finds its roots in Communicative Language Teaching, an approach that centers around communicative language competence, which is a one of the central domains of the Croatian national curriculum.

The central questions of this master thesis are what aspects of CLIL are already being taught in Croatian classrooms and to what degree. Due to CLIL methodology being flexible and sharing many aspects with other approaches taught in the EFL methodology at a university level, it was expected for teachers to be somewhat familiar with some aspects of CLIL. It was found that a great number of sampled teachers have heard of it and are using (some) aspects of CLIL in their classrooms. Furthermore, almost all participants of the survey believed that CLIL could be applied to their classrooms. According to the survey, if offered more support, there could be a number of teachers interested in participating in CLIL type provisions.

Key words: CLIL, foreign language learning, English as a foreign language, multilingual approaches

SAŽETAK

Integrirano učenje sadržaja i jezika (na engleskom skraćeno CLIL) je relativno novi pristup poučavanju jezika kroz sadržaj i obratno. Postao je popularan zbog velikog broja višejezičnih obrazovnih konteksta koji su se pojavili u Europi u zadnjih nekoliko godina. CLIL pronalazi svoje korijene u komunikacijskoj nastavi stranoga jezika, pristupu koji se bazira na komunikacijskoj jezičnoj kompetenciji, koja je jedna od središnjih domena hrvatskog nacionalnog kurikulumu.

Glavna pitanja ovog diplomskog rada su- koji se aspekti CLIL-a već poučavaju u hrvatskim učionicama i u kojoj mjeri. Budući da je CLIL metodologija fleksibilna i dijeli mnoge aspekte s drugim nastavnim pristupima koji se poučavaju u metodologiji engleskog jezika na sveučilišnoj razini, očekivalo se da će nastavnici biti donekle upoznati s nekim aspektima CLIL-a. Utvrđeno je da je velik broj nastavnika iz uzetog uzorka čuo za CLIL i da koristi (neke) aspekte CLIL-a u svojoj nastavi. Nadalje, gotovo svi sudionici istraživanja vjerovali su da se CLIL može primijeniti u njihovoj nastavi. Prema anketi, ako bi se ponudila veća podrška učiteljima, mogao bi postojati određeni broj nastavnika zainteresiranih za sudjelovanje u poučavanju kroz CLIL.

Ključni pojmovi: CLIL, učenje stranoga jezika, engleski kao strani jezik, višejezični pristupi

1. INTRODUCTION

In this rapidly globalizing world, English is viewed as one of the necessary skills that can lead to social, academic and economic achievement. Many countries seem to be developing an interest in CLIL, which is an acronym for Content and Language Integrated Learning (Masuhara, 2013, p. 203). As a more flexible and innovative approach than traditional foreign language teaching, CLIL gained its popularity during the mid-1990s when the European Commission started to promote achieving proficiency in three European languages (Eurydice, 2006, p. 8). The reason for such interest in CLIL lies in the integrative nature of dual-focused aims in which “an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels“ (Marsh, 2010). The same importance is placed on both the development of proficiency of the non-language subject and the language in which this subject is taught (Eurydice, 2006). CLIL is often used as an umbrella term for other content and language educational approaches such as, content-based language instruction, content-enhanced teaching, theme-based language teaching, foreign language medium instruction, bilingual integration of language and disciplines, learning through an additional language, foreign languages across the curriculum, to name a few. (Lagabaster, 2008, p. 32). While many of these approaches are based on the same pedagogies and teaching methods, the distinctive feature of CLIL is there is no implied preference for neither content nor language but the integration of both. (Coyle, 2007).

2. BASIC PRINCIPLES OF CLIL

In order to realize the full potential of CLIL, a comprehensive framework which bases on 4Cs (content, communication, cognition, culture) must be developed. (Coyle, 2007) “It takes account of “integration“ on different levels: learning (content and cognition), language learning (communication and cultures), and intercultural experiences.“ (Coyle 2007: 550). Coyle prioritizes culture and communication as they constitute the contexts in which CLIL is realized and helps develop intercultural competence. (Coyle, 2007) The components of Coyle's 4Cs-Framework are as follows:

1. Content - a subject or a CLIL theme which isn't required to be a part of a curricular discipline but can instead be drawn from alternative cross-curricular approaches and integrated studies. Content is seen through the lens of progression in knowledge, skills and understanding, rather than acquisition.

2. Communication – language is used for communicating, interacting, and language learning and using. Learners are involved in a way often different from traditional language lessons. Three different types of language are used in CLIL classrooms based on their function. Language of learning consists of the essential vocabulary, phrases and grammar associated with the topic. Language for learning is the language needed to operate in the lesson in real contexts. Language through learning is the language needed to engage cognitively and to generate new language use. (Coyle, 2010)

3. Cognition – learners are challenged to construct their own understanding in acquiring new knowledge, developing skills, and critical thinking Cognition focuses on mastering critical thinking skills, such as categorizing, evaluating, estimating, summarizing, classifying, debating, interpreting, matching and solving (Eurydice, 2006).

4. Culture – language and culture learning involves encounters with “otherness“ which affects understanding “self“. Encouraging learners to engage with values, beliefs and behaviors develops links with concepts and practices in citizenship education (Byram, 2008, p. 29).

Another author (Attard Montalto, 2016) adds another element to the 4Cs framework - Competence. Competences are ‘can-do’ statements that describe the content, skills or linguistic outcomes of a lesson. They are statements about what a learner can do after the lesson has been executed.

For content learning to be effective learning, teachers must devise methods of keeping learners cognitively engaged and help them articulate their own learning. For this reason metacognitive skills (learning to learn) are a necessity in promoting learner autonomy. The interactive nature of CLIL classrooms invites learners to cooperate with each other in order to combine their strengths and compensate for their weaknesses, teaching the learners to work effectively in groups. Educators must make relevant connections with the world that surrounds the learners to make the learning process more meaningful (van Lier, 1996 as seen in Coyle, 2010). Meaningful learning is also connected to the use of authentic language which

needs to be incorporated into materials in such a way it not only provides authentic language structures to be learnt but also to be used (Marsh, 2012). Authenticity does not strictly refer to materials the students interact with but can also refer to the tasks set by the teacher as a way of engaging with the content. Materials per se are not enough but have to be used in such a way that they are meaningful (Pinner, 2013).

As a teacher's role is to guide the learner when challenging content and language are introduced, a common model of support in CLIL is scaffolding. Scaffolding also provides necessary support for the learners in developing learning skills (Spesiova, 2015).

2.1 BENEFITS OF CLIL

In a study of grade 10 geography students' written discourse performance (Bongartz, 2010), it was found that CLIL learners can handle their language of work (L2) as well as monolinguals (L1) can, but are unlikely to immediately understand relevant concepts. CLIL learners seem to have higher levels of frustration tolerance so they are more likely to utilize problem-solving activities. In writing, one of the problem-solving strategies is paraphrasing, which is used more often than avoidance/break-off. It was also found that using L2 as opposed to L1 leads to deeper semantic processing, which has a strong potential for content and language learning.

A longitudinal study conducted between 2004 and 2006, explored learners' competence in English and in subject content, and how other languages (Basque and Spanish) were affected. In terms of linguistic competence, CLIL learners showed superior competence to non-CLIL students. The difference increased longitudinally. With regard to content knowledge, learners performed equally well when compared to non-CLIL students who had learned the content through Basque or Spanish (Lasagabaster and Ruiz de Zarobe 2010). More evidence in this regard continues to emerge (see Ruiz de Zarobe, Sierra and Gallardo del Puerto, 2011). Interestingly, one of the success factors in the experience was attributed to teachers' high motivation linked to the fact that these teachers had a language degree but, most importantly, to the support they received in the design of materials as well as training seminars (p. 12).

In a CLIL context where students are exposed to L2 in non-FLT content subjects, more time will be spent in contact with L2, which is a major predictor of FL acquisition success. The

number of contact hours doubles or triples, based on the number of subjects participating in CLIL. It is essential to maximize CLIL hours to make a difference (Urmeneta, 2019).

According to Lasagabaster and Sierra (2009), students enrolled in CLIL type provisions had significantly more positive attitudes towards learning English as a foreign language as opposed to students enrolled in traditional EFL classes. One of the speculated reasons why is the amount of exposure and meaningful opportunities to use the target language in authentic contexts. Other benefits of CLIL were higher levels of risk-taking and creativity, enhanced problem solving skills, expanded vocabulary learning strategies, as well as higher levels of affective learning outcomes (Dalton-Puffer, 2008).

Coyle (2009) points out the advantages CLIL has for educators, refreshing classroom practices and offering a gateway to creative opportunities of interpreting the curriculum according to the individual school's needs. It is also an inclusive approach that can connect across cultures.

2.2 DRAWBACKS OF CLIL

Without a direct comparative study to support the claim that stereotypical grammar exercises are a part of an EFL lesson, research supports the claim that linguistic form in CLIL classrooms is focused on significantly less than in EFL lessons. Content problems will be attended to much more often than language problems. (Dalton-Puffer, 2008)

Another one of teachers' concerns is whether students can transfer knowledge and understanding of key terms learnt in the target language into their first language. A proposed method of overcoming this problem is translanguaging, e.g. using first-language materials (vocabulary, concept checklists,...) to support teaching in the CLIL target language. (Coyle, 2010)

Research indicates there are still facets of CLIL that need improvement in teaching practice, such as the availability of resources, and coordination with other educators and members of the educational community. Additionally, more CLIL training is required as there are large gaps in skill levels among educators. (Campillo, 2019, p. 153)

One of the problems educators often encounter in CLIL classrooms is how to assess students' learning. One of the reasons for this is a lack of theoretical background and official regulations due to the CLIL being a relatively new approach. CLIL teachers, researchers and course book writers usually come from a foreign language teaching background. Because of their lack of training in their respective content subjects' assessment and teaching methods, therefore, a lack of teaching materials too, students' linguistic competences will often be the central point of assessment while neglecting content learning. Content assessment is also frequently overlooked in CLIL teaching methodology publications. (Massler, 2011)

Another one of the problems encountered is the continuity of CLIL programmes due to the fluctuations of educators at schools, creating the need for educators to attend costly professional development courses. Schools with CLIL type provisions can also often be seen as elitist with enrollment criteria being high standards of linguistic competence, which is not the case. CLIL is designed to be inclusive and for everyone (Coyle, 2009).

3. CLIL METHODOLOGY

Although CLIL is an umbrella term for a dual-focused educational approach, there is no inventory or a set of specific rules restricted to CLIL. Therefore, CLIL can't fall into a category of being called a "method". Every classroom will require its own approach in implementing CLIL (Dalton-Puffer, 2008).

As CLIL was first introduced to promote foreign language learning, the practices and pedagogies used in CLIL heavily rely on language teaching approaches. Because CLIL, task-based language teaching (TBLT), content-based instruction (CBI), and the action-oriented approach (AOA) find their origins in the communicative approach, many similarities can be found (Gabillo, 2020).

Marsh (2001) states that many different types of CLIL have been discovered in recent years as transnational dialogue has increased. European practice varies due to different reasons for the implementation of CLIL. Five CLIL dimensions (types) emerge relating to culture, environment, language, content, and learning; each with different focus points dependent on a number of variables such as age range, exposure to CLIL, sociolinguistic environment, content-language ratio, etc. (p. 12) The most common dimension used in practice is the

language dimension, which focuses on improving overall competence of the target language, thus basing around the development of four language skills (listening, reading, speaking, and writing). (p. 33)

Due to a wide range of contexts there isn't one preferred CLIL model or methodology (Coyle, 2010). There is a necessity for the teacher to experiment in regards to their teaching environment to best suit the learners' needs (Holmes, 2005).

According to Little (2003), CLIL is methodologically neutral as some CLIL projects utilize very traditional teaching pedagogies in the absence of uniform instruction on how it is taught. Eurydice report (2006) confirms that CLIL is still far from being a substantial educational model and a lot more needs to be done to create a comprehensive framework guided by theoretical CLIL methodologies.

In conclusion, the CLIL system is a highly flexible system that allows for a great deal of development in the classroom. It is a highly structured system that is dependent on all of its components being in sequence, but forces adaptability due its reliance on using multimodal modules and a variety of mediums in the learning process (Meyer, 2010).

3.1 OLIVER MEYER PYRAMID

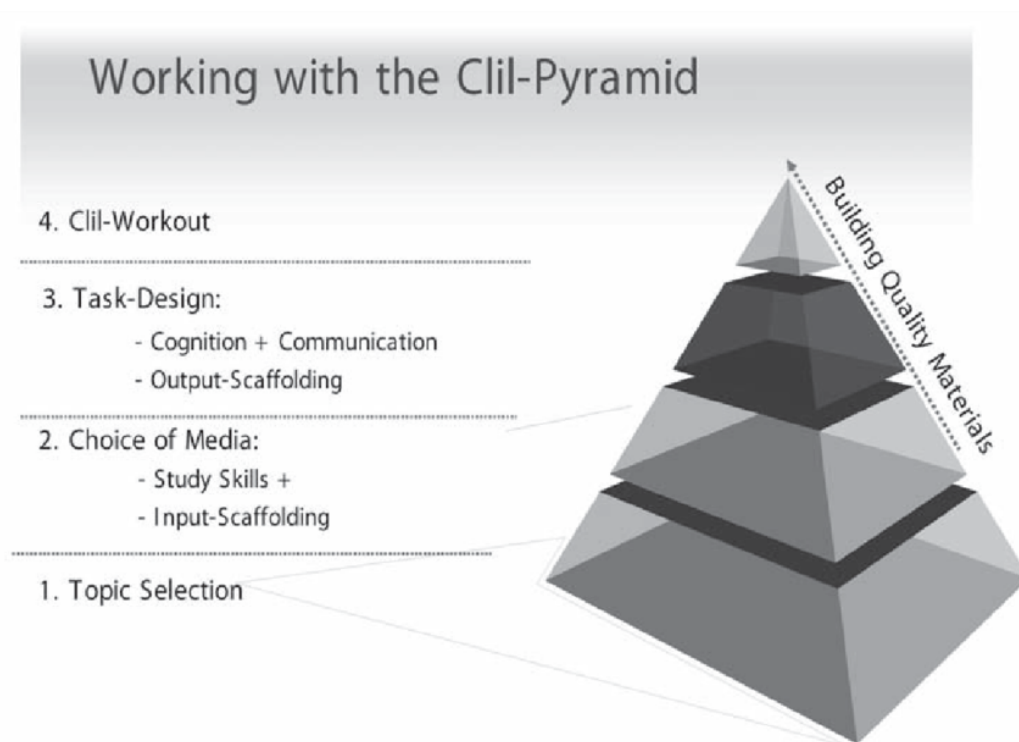
Concerns have been raised regarding a lack of appropriate teaching materials and a comprehensive and integrative CLIL methodology that has yet to be established. Meyer (2010) proposes quality criteria for successful CLIL teaching and a flexible planning tool for the development of new teaching materials.

The CLIL pyramid is a one size fits all dynamic teaching tool based on the four C's of Culture, Content, cognition and communication to aid in the learning of material and not simply the retention of it. The CLIL model has four components, each one is a base that the rest of the components stand on.

- The first is the topic selection.

- The second is the medium through which the topic will be learned. CLIL is a multimodal system. Incorporating various ways of interpreting the medium forces adaptation to it, thus helping facilitate a higher degree of understanding.
- The third sequence in the CLIL model is dependent on the second, the type of medium chosen determines the task, the task also must incorporate various formats of peer engagement (individual work, group discussions etc.) for the same reasons stated in the previous paragraph. It must also be designed in such a way as to go towards a higher more fundamental skill abstraction. E.g. (drawing chart or the higher purpose of understanding cause and effect)
- The fourth component is putting it all together and executing the lesson. (page 23-25)

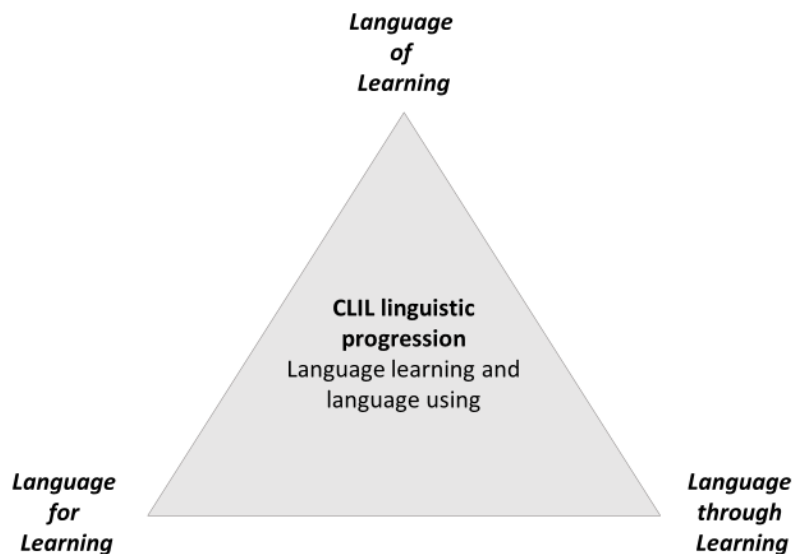
Figure 1: The CLIL Pyramid (Meyer, O., 2010, p. 24)



3.2 COYLE'S FRAMEWORK LESSON PLANNING

One of the CLIL challenges is how to connect language and content. According to Martin (2016: 144), “The Language Triptych is a conceptual representation to connect both content objectives and language objectives.” It connects both linguistic and content aims.

Figure 2: Coyle’s language triptych (Coyle, 2010. p. 36)



- The language *of* learning: language that is specific to the subject and thematic content they are learning.
- The language *for* learning: language that learners need to operate in a foreign language environment, which includes the understanding and use of target language in a classroom.
- The language *through* learning: the language required and acquired in the process of learning through active involvement and reflection.

Coyle (2010) proposes universal processes and tools which can be adapted to suit any content and language learning to each individual context. The four C's (content, communication, cognition, culture) are the basis for the four steps of planning a CLIL lesson, which are as follows:

Step 1: Considering content.

The appropriate content or theme for CLIL setting can be taken from an existing syllabus or framework. In making a choice, the practitioner takes into account learner progression, outcomes, new knowledge, skills and understanding that may be achieved.

Step 2: Connecting content and cognition

The next step is to take learners' levels of development into consideration in the selection of appropriate activities and task types to encourage the use of “H.O.T.S.” higher-order thinking skills (problem solving, hypothesizing), as well as “L.O.T.S.” low-order thinking skills (remembering, understanding, and applying new knowledge).

Step 3: Communication – Defining language learning and using

The goal of this step is to connect content and cognitive demands with communication, which demands an awareness of different types of language used for different purposes (language of, for, and through learning). It uses a pragmatic as well as a linguistic approach to developing language through use.

Step 4: Developing cultural awareness and opportunities

The final step is to integrate cultural opportunities into the CLIL classroom, investigate the means for learners from different cultures to work alongside one another in developing their pluricultural understanding.

CLIL Lesson Plan

Castles

Aims

1. To successfully team-teach an introductory lesson in CLIL Humanities in French to year 8.
2. To introduce the theme of castles in French

Objectives

Teaching Objectives: What I plan to teach	Learning Outcomes: What learners will be able to do at the end of the lesson
A. Content	
<ul style="list-style-type: none"> • Introduction to fortified castles • 4 key locations • 4 key functions • Understand the relationship between functions and locations... leading to • Essential features of castles 	With support: <ul style="list-style-type: none"> • describe locations (Sp/Wr) • describe functions (Sp/Wr) • describe, explain & justify choices (Sp/Wr) • memorise key vocabulary • memorise & use key phrases
B. Cognition	
<ul style="list-style-type: none"> • understand concepts and apply them • make choices about castle location • justify decision-making with reasons • problem solve- essentials for castle functions • independent research • knowledge transfer 	<ul style="list-style-type: none"> • memorise key phrases and apply them in different ways • transfer key language • understand justification • make informed choices
C. Communication [Language and linguistic considerations]	
<p><u>C.1 Language of learning</u> (i.e. essential vocabulary/grammar associated with the topic and theme content) Key phrases needed for example: Le château est situé ... La fonction du château est... Il nous faut... Parce que...</p>	
<p>Key vocabulary (see separate sheet) <u>C.2 Language for learning</u> (i.e. language needed to operate in the learning environment and in particular this lesson) Language: How to describe How to explain How to justify/present a case This language to be scaffolded via writing frames and talk frames and activities Learning how to learn: Language for group work Understanding instructions How to deal with not understanding How to make a mini presentation</p>	
<p><u>C.3 Language through learning</u> Dictionary use for vocabulary extension Homework research</p>	
D. Culture/Citizenship	
<ul style="list-style-type: none"> • understand authentic images • carry out research on Château d'If • understand the difference between château/château fort 	<ul style="list-style-type: none"> • raise awareness about different castles in other countries • find out about the Château d'If • explain the difference between château/château fort

Figure 3: Sample CLIL Lesson Plan (Coyle, 2006. p. 13-16)

3.3 BICS/CALP

Introduced by Jim Cummins in 1984, there are two major aspects of language proficiency that are acquired by second language learners - Basic Interpersonal Communicative Skills (BICS), or conversational proficiency, and Cognitive Academic Language Proficiency (CALP), or academic proficiency.

BICS is related to everyday language and it is not cognitively demanding. According to Cummins, achieving basic interpersonal communicative skills is not enough to deal with the linguistic and cognitive requirements of an all-English classroom learning environment.

CALP, on the other hand, focuses on proficiency in academic language or language used in the classroom and it is used as a tool for learning. Academic language requires learners to develop skills such as comparing, classifying, evaluating, inferring, etc. This type of vocabulary is topic specific and covers abstract content and ideas.

While TFL teaching might focus on developing basic interpersonal communicative skills, it is important for CLIL teachers to understand that learners also need to learn CALP (playing CLIL, 2015). CLIL integrates both aspects of language proficiency depending on how demanding cognitive and linguistic content is. Teachers can scaffold, monitor, and sequence learners' progress. According to Coyle (2010): "if the language level is too demanding, then arguably effective learning cannot take place. If the cognitive is too low taking into account the language level, then learning is restricted" (p.43). The goal is to structure learning experiences going from lower towards higher order thinking skills. It is safe to assume that in every CLIL classroom, there will be discrepancies between what learners can do cognitively and linguistically.

3.4 ASSESSMENT

The principles for good CLIL assessment at a primary level are the same as for any context of teaching young learners. However, due to the dual focus on language and content, teachers often show concerns regarding assessment and questions of what to assess, how, and when. (Massler, 2011, p. 114) The problem of "what" can be tackled by considering what is set as the learning outcomes in the curriculum, which should be included in CLIL type provisions (Yin, 2016, p. 114). Both content and language can be assessed through a variety of approaches (Coyle, 2010). Content learning outcomes can be classified into reproductive

tasks (recall of information/concepts) and the application of knowledge (application of concepts/theories in novel contexts; analysis of novel problems using the concepts/theories/knowledge). Language outcomes can be divided into different categories such as vocabulary, comprehension, receptive skills (listening, reading) or productive (speaking, writing). (Yin, 2016) Brown and Husdon propose three basic assessment types: (a) selected-response (including true-false, matching, and multiple-choice assessments); (b) constructed-response (including fill-in, short-answer, and performance assessments); and (c) personal-response (including at least conference, portfolio, and self- and peer assessments) (p. 658). Marsh (2012) emphasizes on the use of formative and summative assessment strategies to support content, language and learning skills development. Content and language should be regarded as two interrelated dimensions that can not be separated from one another in a linguistic sense that language makes up meaning (Yin, 2016). However, teachers must be able to distinguish between the language and content knowledge of the students in order to determine if one is hindering the demonstration of the other (Short, 1993, p. 663).

It is advised to share the objectives and success criteria with the learners to make it clear how their work will be assessed. The statements used to frame what is expected of them need to be unequivocal and coherent (Coyle, 2010).

In order to create an assessment tool for CLIL lessons, the CLILA project (CLIL Learner Assessment) has developed an inquiry and assessment tool to measure primary school pupils' content and language ability. "The tool is based on: (1) the Common European Framework of Reference and the lingualevel model; (2) the description of competences in the subject content areas; and (3) the curricula of the subjects involved with their thematic categories" (Massler, 2014 , p. 137).

3.4.1 ALTERNATIVE ASSESSMENT

According to research results by Campillo (2019) the most frequently used tools for the evaluation of student's learning are class assignments followed by written exams, oral presentations and projects. In order to gain more accurate results, CLIL teachers are advised to use a variety of resources when evaluating learning and teaching processes. In another study by Otto and Estrada 2019., the most frequent tools of assessment are multiple choice

and essay-type questions, as well as offering visual support. In primary education, written assessment does not prevail over oral assessment and the tasks are equally graded. Class notebooks and written homework are also highly regarded as tools of assessment. In contrast, alternative tools of assessment, such as self- and peer-assessment, and portfolios, are generally overlooked by teachers. They consider self- and peer-assessment to be inconsistent and difficult for students to understand and properly apply.

In a number of studies it was found that students' self-assessment scores converged with the teachers' unless a failing grade was awarded by a teacher. Students are able to self-assess with a degree of accuracy. The purpose of self-assessment is to improve students' meta-cognition and meta-linguistic awareness, take ownership of their learning, and to become experts in the focused field of study. It shifts teacher-centered assessment towards learner-centered and should be regarded as a part of the learning process, rather than a type of summative assessment (Leontjev, 2020).

3.5 SCAFFOLDING

Scaffolding is a broad term adapted from psychology. According to (Wood, Bruner, Ross 1976, p. 90) scaffolding is an 'interactional instructional relationship between adults and learners that 'enables a child or novice to solve a problem [...] beyond their unassisted efforts'. It refers to Vygotsky's (1978) "zone of proximal development" which explores what a child can achieve on their own and with the assistance of another. In education, the goal of scaffolding is generally achieving student autonomy through teacher or peer assistance. Each scaffolding experience depends on the context and can be observed through different features: the talk (questions asked by the teacher), the learning task (skills, concepts, understanding), the teacher's intentions (introducing new learning, revisiting learning for clarification), the learner's intentions (using the teacher as a resource), the context (student's understanding of the activity, the social and physical setting), the outcome (practical demonstration of new learning) (Maybin, Mercer, Stierer, 1992) .

Tedick, Lyster (2019) differentiate between two types of scaffolding that help students understand the target language and curricular content - scaffolding for student comprehension, and scaffolding for student production.

1. Verbal scaffolding for comprehension refers to linguistic redundancy in teacher talk, such as self-repetition, paraphrases, synonyms, and multiple examples. Additionally, teachers can also change their rate of speech, pitch, and intonation based on the students' age and language level. On the other hand, the goal of verbal scaffolding for production is to promote student learning in teacher-student speech production interactions, such as corrective feedback, display questions, referential questions, and strategically planned follow-up questions.
2. Procedural scaffolding for comprehension includes routine and activities familiar to the students that ensure predictability. Procedural scaffolding for production aims to create opportunities for learners to use the target language independently. Some of the learning experiences can include think-pair-share, cooperative learning groups, and learning centers.
3. Instructional scaffolding for comprehension refers to a variety of teaching tools and materials that facilitate the understanding of the instruction, as well as the comprehension of language and content. Instructional scaffolding for production is similar in the aspect of using a variety of resources to support learning. For example, teachers can offer "chunks" of language such as "May I go to the bathroom" and instruct students to use the phrases regularly. Additional materials, such as posters, can be made to serve as reminders.

In a Mahan, 2020 study of scaffolding in CLIL, a framework for empirically identifying and classifying scaffolding was made and used to investigate how three CLIL teachers supported second language learning. The research was conducted in one classroom. It was found that in the 12 observed lessons, CLIL teachers use a variety of scaffolding strategies with comprehension being the most prevalent strategy used. Few strategies were found to support metacognition. There were differences in scaffolding between the natural sciences and social sciences, as well as how CLIL and EFL teachers scaffold. The study found that, regardless of not having a background in language teaching, content teachers give more support to their L2 students than EFL teachers do in content areas. In order to ensure learner autonomy, scaffolding should not be a long term solution. If too much support is offered, learners do not progress from their comfort zone. Therefore, scaffolding should be regarded as temporary support that needs to be gradually taken away so that learners can eventually work individually and apply their own learning strategies. (Mehisto, Marsh, Frigols, 2008, p.29).

4. CLIL IN EUROPE AND CROATIA

Currently, in almost all EU countries, it is compulsory to offer a second foreign language in schools but it is optional for students to take the second foreign language. Bilingual education has also been on the rise in the past decades and so has teacher and student mobility (Perez, 2011).

According to data from the 2006 Eurydice survey on CLIL at 30 different schools in Europe, most countries have some involvement in CLIL, either as a part of mainstream education or within pilot studies. Out of 30 countries, only six (Portugal, Liechtenstein, Cyprus, Denmark, Greece, and Iceland) were found to not be applying CLIL in any way. CLIL type provisions were found in a few countries at the early learning level (Belgium, Spain, Italy, Latvia, Poland and Finland). In the majority of countries, CLIL type provisions are offered at primary and secondary levels of education. Across European countries, there will be different varieties of CLIL implemented due to different national policies and constraints so all or some curricular subjects are eligible for CLIL delivery (Mallorquin, 2016). At primary level, any curricular subject was taught through CLIL in 30 different countries, and at secondary level there is a relatively equal distribution of any curricular subject; Arts, P.E., Social Studies and Science; and Science and Social Studies.

According to Eurydice (2006), guidelines regulating the action of the educational administrations of the EU countries, it was proposed that the subject of Science and Social Sciences are considered appropriate for the delivery of CLIL or CLIL at primary level in: Albania, Serbia, Montenegro, Bosnia-Herzegovina and Switzerland and in the Secondary stage in: Switzerland, Germany, Czech Republic, United Kingdom, Estonia, Croatia, Bosnia-Herzegovina, Serbia, Romania, Macedonia and Albania. At the same time, it considers the teaching of Art, sport or science in Primary in places like: Estonia, Corsica and Sardinia. There are also differences in the amount of lesson time dedicated to CLIL provisions, with Malta and Luxembourg consistently delivering CLIL on an annual basis.

Although some Croatian schools promote bilingual education, finding official data on CLIL in Croatia is difficult to obtain as there are limited to no publications that have acquired detailed evidence of CLIL type provisions. According to the ESLC SurveyLang (2012), CLIL is

offered in fewer than 10% of schools. Going off of what can be found on the Internet, some specialist and private secondary schools, such as the Hospitality and Tourism secondary school in Zagreb, Private Secondary School of Economics Inova in Zagreb, Prelog secondary school in Međimurje county, and private secondary school Andrija Ljudevit Adamića in Rijeka, apply CLIL in some of their curricular subjects. CLIL and bilingual education were predominantly found in private schools. In regards to public schools, bilingual education can be found at secondary level in Grammar School Ivan Supek, the IV. Grammar School in Zagreb, the XVI. Grammar School in Zagreb, the XVIII. Grammar School in Zagreb, and the X. Grammar School in Zagreb. In Odra elementary school in Zagreb, an EU funded CLIL project by Erasmus+ KA1 was held between 2018 and 2019. CLIL type provisions were offered in ICT, Science, Biology, History, Geography, and Math and 272 CLIL classes were held. One of the science teachers attended a training seminar where they were introduced to the CLIL approach. However, there is no evidence of CLIL being implemented as an official approach or method in the current curriculum. The following year Fran Galović elementary school in Zagreb, and finally in 2021, Pujanki elementary school in Split were also granted fundings for the Erasmus+ KA1 CLIL project.

5. CLIL CURRICULUM

One of the repercussions of introducing CLIL is the need for curriculum development. Due to its inclusive and dynamic nature, CLIL is a system that incorporates a multitude of education methods and models and can be scaled to the needs of the student of any age, ability or interest regardless of complexity. CLIL can be used for any level of education from primary and beyond. In primary school, it can be used for language learning by incorporating the process throughout the curriculum in one or more subjects in forms of themes or projects. (Coyle, 2009, p. 6)

Any number of activities or subjects can be taught through CLIL type provisions. The authority that administers the school decides which subjects will be taught. In the majority of European countries the selection of targeted subjects varies from one school or region to another. (Eurydice, 2006) The stakeholders included in the planning of primary CLIL are class teachers, teaching assistants, the Primary Languages Coordinator and other teachers involved in teaching the specific year group (Coyle, 2009, p. 19). The needs of learners and educators are central in the development of a curriculum. (Holmes, 2005)

A CLIL curriculum is built on learning outcomes and learner competencies which define the educational programme. The contents are sequentially listed and expected to be acquired over a fixed time period. Existing contents can be renewed and new subjects, fields, and methodological guidelines introduced in order to create an innovative curriculum, which will serve as a tool for preparing a sequence of learning. A curriculum can serve as a means of evaluating teaching and learning processes as well as regulating standard outcomes across a region, a country. (Marsh, 2010) A model of a CLIL curriculum can be composed of units that vary from sequences of 2-3 lessons or longer a term lasting at least half a year. Schools with CLIL experience teach subjects in two languages for long stretches of time.

A number of European national curricula share these elements: goals, outcomes, basic guidelines for content to be taught, and a distribution of time for different subjects, units and themes. (Baranović, B., 168) While goals and outcomes for teaching and learning are often articulated, these alone do not address the how of content learning - only the what of content teaching. (Coyle, 2010)

5.1 CROATIAN CURRICULUM

As of 2019 a new curriculum has been implemented in schools starting from early learning, and including primary, and secondary education. The new curriculum for teaching and learning English as a second language is based on communicative and intercultural competence, and learner autonomy. The basic principles of teaching are a choice of contents and teaching methods appropriate for the age and level of the learner. The teaching process is learner-centered and promotes multilingualism. Learning outcomes, along with instructions on the minimum required knowledge and skills are set for each of the competences.

Contents for achieving learning outcomes for each grade are recommended, rather than prescribed, and are as follows: learner's home and homeland, other countries, children's literature (individual or integrated), school, places, numbers, colors, toys, food, family, animals, relevant dates (holidays), otherness, helping others, free time, shopping, travel, health. A functional aspect of content is also taken into consideration, such as being polite, nominating, counting, describing, asking questions, asking and giving information, giving

directions, telling time, making comparisons. Grammatical structures to be taught are selected based on functional skills, and along with lexical structures, are taught cyclically with the expansion and building up on prior knowledge. Grammatical and lexical structures need to be learner sensitive and take cross-curricular and other subjects of the curriculum into account. Teaching of grammatical and lexical structures is based on spoken, and gradually written, communication, learning and situational learning using mimicry, gestures, movement, art, games, songs, poems and chants, drama, etc. New content is introduced based on what students already know (scaffolding), without the use of metalanguage, depending on the students' language level and life experiences. Students are encouraged to use different languages and dialects in order to promote multilingualism.

In conclusion, Croatian national curriculum is vertically and horizontally aligned. Teachers have the autonomy to choose the methods and contents of teaching according to the students' needs but students are expected to achieve all outcomes prescribed by the curriculum. Teachers are encouraged to integrate, collaborate, and expand on curriculum outcomes (MZO, 2019).

6. TEACHER SUPPORT

When implementing CLIL, one of the main problems is that teachers are not trained enough (Eurydice Report, 2006). This problem can be tackled in a variety of ways. The European Framework for CLIL Teacher Education (Marsh, 2012) has been developed as a framework for the professional development of CLIL teachers. The framework also serves as a tool for reflection and claims to be a conceptual lens and model, rather than a prescriptive template.

Mallorquin (2016) proposes a framework for CLIL teacher competences that revolve around two aspects - curricular content and language. Teachers should be flexible and adapt to a variety of contexts, such as the reality of the classroom, students' needs, etc. Furthermore, CLIL teachers should be flexible in the lexicon they use, they should teach content that reflects students' reality, and they need to work proactively in noticing possible obstacles in students' learning during the programming and planning phase. Methodologies and evaluation should be diverse to adapt to a variety of contexts.

According to Marsh, (2010), education of CLIL teachers should cover some key areas: personal reflection, CLIL fundamentals, content and language awareness, methodology and assessment, research and evaluation, learning resources and environment, classroom management, and CLIL management.

Support has also been provided by the EU-funded CLIL Open Online Learning (COOL) project and CLILstore. It consists of a multilingual multiple-dictionary interface and a tool that allows all words on a website to be linked to dictionaries in various language pairs (Gimeno, 2021). Many European Union-funded and other handbooks have been created and provided to enrich CLIL classrooms, such as *PlayingCLIL* (2015), Cambridge ESOL issued *TKT: Content and Language Integrated Learning handbook for teachers with the teaching framework and syllabus*. TKT is an English language teaching test that provides teachers with a certificate that is globally recognised. CLIL is one of the specialist modules and can be taken regardless of teaching background and years of experience. Another handbook was created by Ball, P., Kelly, K., & Clegg, J. (2016). - *Putting CLIL into practice*, and it covers theoretical and practical aspects of CLIL, as well as a chapter on teacher training.

Apart from looking for CLIL-specific resources, in a case study conducted by Urmeneta, 2013, it was found that CLIL teachers may improve their professional skills in multilingual environments using procedures, tools and constructs developed in the field of Applied Linguistics.

7. RESEARCH METHODOLOGY

7.1 AIM AND RESEARCH QUESTIONS

The aim of this study is to gain insight into teachers' awareness, attitudes and use of CLIL in their teaching practices. This was to be achieved by posing the following two research questions:

- 1) RQ1: What are some aspects of CLIL that teachers are already implementing in their classroom?
- 2) RQ2: What are the benefits and challenges of implementing CLIL?

7.2 INSTRUMENTS AND PROCEDURE

A survey was used as a quantitative instrument in this research. It was designed as an online questionnaire (see appendix) and stored in an online database. There are 14 closed questions, and 1 open question. A “don’t know” category was included as an option for participants who do not have an answer or an opinion (Mujis, 2004).

The survey was structured and broken down into four parts- general information about the participant, which included their education, current position, and years of work experience.

The second part of the survey is designed to learn about how informed the teachers are and what their preconceptions are.

The third part of the survey deals with teachers’ formal and informal education in CLIL and elements of CLIL they spontaneously or explicitly apply to their teaching. The last part of the survey inquires about teachers’ attitudes and opinions on CLIL. The open question inquires about additional data that the sample group can provide.

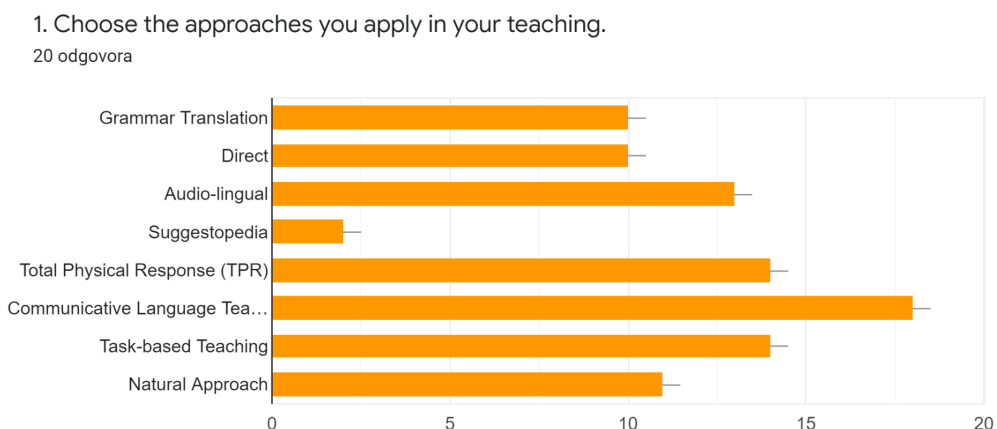
7.3 PARTICIPANTS

The sampling group were 20 teachers of English with different backgrounds and different areas in Zagreb, Croatia. Out of twenty participants there are 14 who graduated from the Faculty of Humanities and Social Sciences, and there are 6 participants who graduated from the Faculty of Teacher Education. The teachers are currently teaching across all grade levels, i.e. from grade 1 to grade 8. Their years of work experience vary from 1 to 5 (45% of the participants) to more than 25. Four out of 20 teachers are employed at a private international school, while the other 16 teach at a public school in Zagreb. Out of 4 teachers who teach at a private international school, two teach at an international school that follows the Croatian national curriculum; whereas the other two follow AERO World Language Standards and Benchmarks to develop the curriculum.

7.4 RESULTS AND DISCUSSION

The first question of the survey is about approaches the participants use in their classroom. The purpose is making connections between what is familiar and CLIL, while also giving the participants an opportunity to put CLIL down as one of their answers (see figure 4).

Figure 4: Approaches applied in teaching

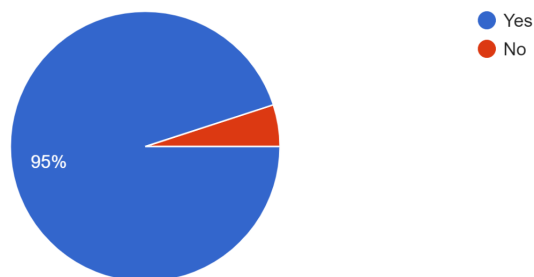


According to a case study conducted in Laos by Intarapanich, 2013, Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) were the dominant approaches used in EFL classrooms. The results were similar in the Croatian context with 90% (18) of the participants choosing CLT as a method applied in their teaching. The results were expected due to the communicative competences being a target domain in the Croatian curriculum. CLT is considered CLIL's predecessor and shares some of the key features, such as- Focus on meaning (and form), Language, thinking and learning are inseparable, language is a tool for communication, etc. (Gabillo, 2020). Seventy percent of the participants chose TBLT and TPR, followed by 60% (12) for Audio-lingual. The least chosen approach was Suggestopedia with only 10% (2) of the participants, which was not surprising due to the variety of age levels taught by the participants and the infantilization of Suggestopedia, as well as the time restrictions to achieve the curriculum outcomes (Orosz, 2016).

Figure 5: The number of teachers who have heard of CLIL

2. Have you ever heard of CLIL (Content and Language Integrated Learning)?

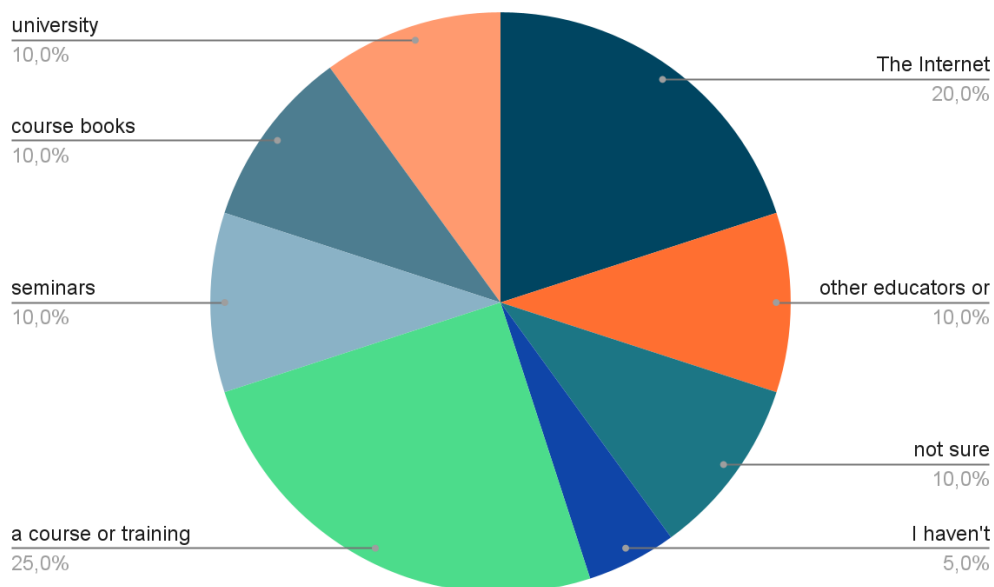
20 odgovora



In a survey conducted by McDougald (2015), 140 teachers from Colombia were asked how much they knew about CLIL. In the Colombian context, CLIL initiatives have been in place for over a decade. A large percentage (61%) said they knew a little, 19% said they knew a lot, and 17% said they didn't know much.

In the Croatian context, an unexpected number of 95% (19) of the participants claim to have heard of CLIL in one context or another (see figure 5), and 5% (1) say they have not heard of CLIL. Out of 20 participants, 25% (5) have heard of CLIL in a course or training, and 10% (2) have heard of CLIL at a university (see figure 6). The rest of the participants have not had a formal education in CLIL but have heard of it from other educators or education professionals, the Internet, course books and seminars.

Figure 6: Where have you heard of CLIL?



The participants were asked to choose statements that they thought were true for CLIL. There were two false statements - content is the most important factor in CLIL lesson planning (31.6% (6) of the participants chose this answer), and CLIL is successfully replicated in all contexts (42.1% (8) of the participants chose this answer). The rest of the statements were true for CLIL and were mostly chosen by the participants as true for CLIL (see Table 1).

Table 1: Statements teachers believe are true for CLIL

The fundamental principles of CLIL are 4Cs (content, cognition, communication, culture).	73.7%
CLIL enables pupils to develop both linguistic and educational objectives.	94.7%
Learning implies building up on previous knowledge and giving support in order to reach higher levels of understanding.	57.9%
CLIL is a cross-curricular approach.	84.2%
Language is approached lexically, rather than grammatically.	47.7%

CLIL teaching methodology is based on the methodology of teaching foreign languages and the methodology of other subjects. Depending on the circumstances, different CLIL models will be applied in different contexts. According to Mehisto, Marsh, and Frigols (2008, p. 29), there are six principles of CLIL teaching: use of new organizational and methodological approaches in teaching, creative atmosphere, authenticity of teaching, active learning, support in teaching (scaffolding), and cooperation. Multiple focus implies integrating language and content and in the context of this research, it entails language teachers focusing attention to the knowledge of subject matter.

In the Croatian context, 90% (18) of the participants make relevant connections between content and the world that surrounds the learner, and 85% (17) focus on developing functional language, enabling students to learn and use the target language. This was expected due to the sample group consisting of foreign language teachers. Out of 20 participants, 12 (60%) claim to be using authentic materials and explore diversity as a part of language development. Fewer participants (50% - 10) chose scaffolding and letting students take ownership of their learning. Finally, the least chosen principles and methods used by the participants were collaboration and structuring classes with cognitively challenging materials that entail lower- and higher-order thinking skills. (40% - 8).

Table 2: Teaching principles and methods participants use in their classroom

making relevant connections between content and the world that surrounds the learner	90%
developing functional language, enabling students to learn and use the target language	85%
the use of authentic materials	60%
exploring diversity and accepting it as part of language development	60%
scaffolding	50%

let the students have ownership of their learning	50%
providing cognitively challenging materials (higher-order and lower-order processing skills)	40%
working in collaboration with other educators	40%

Education and collaboration

Due to CLIL being a relatively new approach, there is a lack of teaching and learning materials, which requires a lot of preparation time. Integrating dual-focused aims of content and language is complicated; thus time-consuming (Danilov, 2018).

L2 teachers need to collaborate with specific subject area teachers and teaching professionals in order to successfully implement CLIL (Ivanova, 2018). In the survey, 65% of the participants said they have collaborated with other teachers in order to plan their lessons using contents that have been taught in other subjects.

When asked if they received any kind of training or formal education in CLIL, two participants answered they took courses in the university, and two participants took courses/seminars/webinars.

When asked if they plan a lesson bearing dual-focused aims (content and language) in mind, 70% of the participants said yes, 25% said sometimes, and 1% said no.

Furthermore, 85% of the participants said they implemented and taught contents of other subjects, apart from the one they are teaching.

Attitudes and opinions

In a study at a university level by Dafouz, Núñez, Sancho, and Foran (2007) in Madrid, Spain, it was found that both teachers and students have positive attitudes towards CLIL but different levels of eagerness to implement it. Another study by Infante, Benvenuto, and Lastrucci (2009) was conducted at a primary level. Data shows teachers have a positive attitude towards

CLIL but they also expressed the need for further development of teaching materials, professional training, and a venue to meet and collaborate with other CLIL teachers.

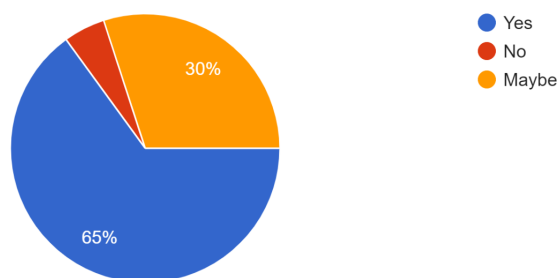
The results of the survey reaffirm this in the Croatian context with 100% (20) of the participants saying they think CLIL could be implemented in their class.

If teachers were offered more support, 65% (13) of them would be interested in teaching CLIL, and 5% (1) would not. The other 30% (6) are unsure (see figure 13).

According to Coyle, 2010, it is generally difficult to implement CLIL in classrooms due to the plethora of national curriculum programmes and statutory requirements to be put into place. Out of 20 participants, 25% (5) don't believe that the current curriculum is flexible enough to support CLIL teaching, while 25% (5) believe that it is. The other 10 participants (50%) are unsure.

Figure 13: Interest in CLIL if offered more support

13. Would you be interested in teaching CLIL if you were offered more support (Education and Teaching Agency support, special courses, teaching tools and materials,...) ?
20 odgovora



According to McDougald, 2015, for teachers who have participated in CLIL type provisions, the majority see teamwork (collaboration between content and language teachers) and administrative support as the most important factors in successful CLIL implementation. The results were different in the Croatian context where teachers mostly do not have a background in teaching CLIL. The participants believe that preparation time (45% - 9 participants) and the lack of training (35% - 7 participants) present the biggest obstacles. The rest of the participants chose assessment (10% - 2 participants), outcomes (5% - 1 participant), and collaboration (5%) as the biggest obstacles (see Table 3).

Table 3: Teachers' perception of the biggest obstacles in implementing CLIL in their teaching

preparation time	45%
lack of training in CLIL	35%
assessment	10%
outcomes	5%
collaboration	5%

The last question in the survey was an open-ended question on the opinions of the possible positive and negative aspects of teaching CLIL. Out of 20 participants, 13 answered the question.

According to the participants, the positive aspects are predominantly the natural approach to language and motivation through content, which helps broaden their general knowledge.

Students easily adopt language. The way they are learning is more spontaneous and natural even though they are learning contents that are specific to other subjects too.

Teacher 1

Students learn in a more natural way. They are motivated by content, which makes it easier to acquire the language. There is also more exposure, which enables them to acquire language quickly. While learning language, they simultaneously learn content of other subject areas.

Teacher 2

They learn more than just the foreign language

Teacher 3

Pupils broaden their general knowledge on a certain topic related to other subjects they might be interested in.

Teacher 4

Easier and more natural way of learning

Teacher 5

One of the participants also mentioned language mastery and reaching higher levels of BICS and CALP.

A positive aspect is better language mastery and a natural use of language.

Teacher 6

Some participants considered the inclusive cultural aspect of CLIL.

It sounds like an inclusive approach to different cultural backgrounds.

Teacher 7

Positive is that CLIL can be taught in a school with a lot of diverse cultures and students develop a deeper understanding of the content taught.

Teacher 8

The negative aspects were mostly related to time required to prepare a CLIL lesson, including collaboration time and preparation of materials and learning artifacts.

The only negative aspect is time and preparation needed.

Teacher 1

A lack of time is the biggest obstacle. The teacher will sometimes need to research contents of other subjects to retain the quality of their classes. It is necessary to plan and structure elaborately to achieve dual-focused aims.

Teacher 2

It is important for a teacher to do more preparation and to think through all the obstacles that may appear while integrating two or more subjects.

Teacher 3

... On the 'negative' side, it requires collaboration among the teachers of different subjects, which in itself can be extremely positive and enriching experience, but maybe slightly complicated to carry out given a variety of obligations each of the teachers has. CLIL requires careful planning which may be a time-consuming process.

Teacher 4

One teacher considered a scenario where implementing language and content creates an obstacle to the learner due to a lack of competence in linguistic skills.

A negative aspect is falling behind on content/skills if language is not mastered on a sufficient level (for example: not understanding geometry because you do not understand the language in which it is explained well enough)

Teacher 5

One of the teachers said they require more training to implement CLIL in their teaching.

Not being competent enough in other fields for implementing the CLIL method.

Teacher 9

Some teachers expressed concerns with assessment regarding time restrictions and merging the assessment in content and language areas.

Not enough time for CLIL, no time to assess everybody during 45 minutes lessons.

Teacher 12

The negative aspect is a lot of collaboration time and training required to successfully implement CLIL. Unsure how to do assessments and whether I implement standards from two different subject areas.

Teacher 13

8. CONCLUSION

The results of the study show that a great number of teachers are familiar with some aspects of CLIL. A lot of it can be ascribed to CLIL finding its roots in CLT. Their general idea of

CLIL is that content is taught through the medium of language, which feels like a time-saving more natural approach to teaching and is learner-centered. However, they believe it's time-consuming and requires more preparation and collaboration time to be effective. Some of the key aspects used by the teachers are making relevant connections between content and the world that surrounds the learner, developing functional language that enables students to use the target language, the use of authentic materials, and scaffolding. They listed many benefits such as, more efficient acquisition of target language, higher levels of motivation among students, broad knowledge making the students experts, and offering more cultural diversity. On the other hand, some concerns arose regarding collaboration and teacher training, lack of competence as a CLIL teacher, time restrictions assessment, and obstacles in understanding content due to a lack of linguistic competence. All in all, if teachers were offered more support, out of 20 participants of this study, more than half (13) would be interested in applying CLIL type provisions in their classrooms.

Using a variety of approaches and methods enriches foreign language teaching. Educators make professional judgements on what the advantages of those methods are and combine them instead of using only one method. It requires constant effort and trial-and-error in trying to fuse the advantages to fit a teachers' context. The key effort is to stay flexible and critical towards new innovative approaches to keep classes effective, informative, enjoyable, and to reach the goal of language teaching (Hao, 2017).

REFERENCES

Attard Montalto S., Walter, L., Theodorou, M., & Chrysanthou, K. (2016). *The CLIL guidebook*, 49. Retrieved from https://www.languages.dk/archive/clil4u/book/CLIL_Book_En.pdf

Ball, P., Kelly, K., & Clegg, J. (2016). *Putting CLIL into practice: Oxford handbooks for language teachers*. Oxford University Press.

Bernaus, M. Furlong A., Jonckheere, S. Kervran M. (2011). *Plurilingualism and pluriculturalism in content-based teaching: A training kit*. Council of Europe

Bloom, B. S. and Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*, by a committee of college and university examiners. Handbook I: Cognitive domain. New York City, NY: Longman

Bongartz, C., & Rymarczyk, J. (2010). *Languages across the curriculum: ein multiperspektivischer Zugang*, Peter Lang Edition, retrieved on May 2019 from <https://www.peterlang.com/document/1120849>

Brown, J. D. and Hudson, T. (1998) *The Alternatives in Language Assessment*, TESOL Quarterly, 32, 4, 653-75. http://www.personal.psu.edu/kej1/APLNG_493/old_site/brown_hudson.pdf

Byram, M. (2008) *From Foreign Language Education to Education for Intercultural Citizenship. Essays and Reflections*, Clevedon: Multilingual Matters, page 29

Campillo, J. M., Sánchez, R., Miralles, P. *English Language Teaching*, v12 n4 p149-156 (2019), 149-154 <https://files.eric.ed.gov/fulltext/EJ1210453.pdf>

Content and Language Integrated Learning (CLIL) at School in Europe. (2006). Eurydice European Unit. Brussels, European Commission.

Webpage. https://www.indire.it/lucabas/lkmw_file/eurydice/CLIL_EN.pdf

Coyle D. (2007), *Content and language integrated learning: towards a connected research agenda for CLIL pedagogies*. Int J Biling Edu Bilingual 2007; 10: 543-562.

Coyle, D., Holmes, B., & King, L. (2009). *Towards an integrated curriculum - CLIL National Statement and Guidelines*. Retrieved from <http://www.rachelhawkes.com/PandT/CLIL/CLILnationalstatementandguidelines.pdf>

Coyle D., (2005). *CLIL: Planning tools for teachers*. Nottingham, University of Nottingham http://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/coyle_clil_planningtool_kit.pdf

Coyle, D. (2006). *Content and language integrated learning: Motivating learners and teachers*. Retrieved from <https://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcogle.pdf>

Coyle, D., Hood, P., Marsh, D. (2010). *CLIL : content and language integrated learning*. Cambridge University Press, Cambridge, UK ; New York:

Cummins, J. (1984) *Bilingualism and Special Education: Issues in Assessment and Pedagogy.* (vol.6). Clevedon: Multilingual Matters.

Dafouz, E. (2007). *On Content and Language Integrated Learning in Higher Education: the case of University Lectures.* Revista española de lingüística aplicada, ISSN 0213-2028, Vol. 1, 2007 (Ejemplar dedicado a: Models and practice in CLIL), pags. 67-82.

Dalton-Puffer, C. (2008). *Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe.* Anglistische Forschungen. 388. 139-157.

Danilov, A., Salekhova, L., Yakaeva, T. (2018). *Designing a dual focused CLIL-module: The focus on foreign language.* 1972-1978. 10.21125/inted.2018.0357.

Gabillo, Z. (2020). *Revisiting CLIL: Background, Pedagogy, and Theoretical Underpinnings.* (15). DOI: <https://doi.org/10.4000/ced.1836>

Jimeno, A. (2021). *Integrating CLIL in Education: Exploring Teachers' Perceptions toward Using a Dedicated Online Tool.* 5. 10-25.

Hao, Y. (2017). *EFL Teaching Methods.* Journal of Language Teaching and Research. 8. 742. 10.17507/jltr.0804.13.

Hillyard, S. (2011). *First steps in CLIL: Training the teachers.* Latin American Journal of Content and Language Integrated Learning. 4. 1-12. 10.5294/laclil.2011.4.2.1.

https://www.researchgate.net/publication/271065647_First_steps_in_CLIL_Training_the_teachers

Holmes, B (2005) *Language Learning for the 21st Century- the normalization of Content and Language Integrated Learning (CLIL) within the curriculum for England Position Paper: CILT*

Infante, D., et al. *The Effects of CLIL from the Perspective of Experienced Teachers.* CLIL Practice: Perspectives from the Field, edited by David M., et al., University of Jyväskylä, 2009, pp.156-163.

Intarapanich, C. (2013). *Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR.* Procedia - Social and Behavioral Sciences. 88. 306-311. 10.1016/j.sbspro.2013.08.510.

Ivanova, I. (2018). *Teacher collaboration in CLIL contexts: challenges and good practices*. Studies in Linguistics, Culture, and FLT. 1. 10.46687/SILC.2016.v01.007.

Jarmila, N., Hofmannová, M. (2000). *CLIL and mathematics education*. University of Prague.
https://www.researchgate.net/publication/228491266_CLIL_and_mathematics_education

Lasagabaster, D., & Sierra, J.M. (2009). *Language Attitudes in CLIL and Traditional EFL Classes*. International CLIL Research Journal 1 (2): 4-17.

Lasagabaster, D., Ruiz de Zarobe, Y. (2010). *CLIL in Spain: Implementation, Results and Teacher Training*.

Leontjev, D., Jakonen, T., Skinnari, K. 2020. "Assessing (for) Understanding in the CLIL Classroom." In *Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms: Approaches and Conceptualisations*, edited by D. Leontjev and M. deBoer, 205–228. Cham: Springer.
doi:https://doi.org/10.1007/978-3-030-54128-6_9.

Little, D. (2003). *Languages in the post-primary curriculum: a discussion paper*. Dublin: NCCA.

Mahan, K. (2020). *The comprehending teacher: scaffolding in content and language integrated learning (CLIL)*. The Language Learning Journal. 1-15. 10.1080/09571736.2019.1705879.

Mallorquin Rodríguez, M. (2018). *The flexibility of a CLIL teacher*. 5. 10.5281/zenodo.1272645.

Marsh, D. (2002). *CLIL/EMILE – The European Dimension. Actions, Trends and Foresight Potential*. Strasbourg, European Commission. (p. 58)

https://www.ecml.at/Portals/1/resources/Articles%20and%20publications%20on%20the%20ECML/CLIL_EMILE.pdf

Marsh, D., Mehisto, P., Wolff, D., Frigols, M., J. (2012). *European Framework for CLIL Teacher Education. A framework for the professional development of CLIL teachers*. European Centre for Modern Languages. Council de Europe. Retrieved from:

<https://www.ecml.at/Portals/1/documents/ECML-resources/CLIL-EN.pdf?ver=2018-03-21-153925-563>

Marsh, D., Frigols, M., Mehisto, P., Wolff, D. (2010). *The European Framework for CLIL Teacher Education*. Graz: European Centre for Modern Languages, Council of Europe.
https://gerflint.fr/Base/Italie8/dieter_wolff.pdf

Marsh, D., Maljers, A., Hartiala, A. (2001). *Profiling European CLIL Classrooms*. Languages Open Doors. University of Jyväskylä, Finland & European Platform for Dutch Education, The Netherlands.
http://arbeitsplattform.bildung.hessen.de/fach/bilingual/Magazin/mat_aufsaeetze/clilprofiling.pdf

Martín del Pozo, M. (2016). *An approach to CLIL teacher language awareness using the Language Triptych*. Pulso. Revista de Educación. 39. Retrieved from:
https://www.researchgate.net/publication/308792749_An_approach_to_CLIL_teacher_language_awareness_using_the_Language_Triptych

Massler U., Ioannou-Georgiou, S., Steiert, C. (2011). *Effective CLIL Teaching Techniques in Guidelines for CLIL Implementation in Primary and Pre-Primary Education*, eds Ioannou-Georgiou, S. & Pavlou. P.
http://arbeitsplattform.bildung.hessen.de/fach/bilingual/Magazin/mat_aufsaeetze/clilimplementation.pdf

Massler, U., Stotz, D., Queißer, C. (2014). *Assessment instruments for primary CLIL: The conceptualisation and evaluation of test tasks*. The Language Learning Journal. 42. 137-150.
10.1080/09571736.2014.891371.

Maybin, J., Mercer, N., Stierer, B. (1992). *'Scaffolding': Learning in the classroom*. Thinking Voices: The work of the National Oracy Project. London. Hodder & Stoughton, 186–195.

McDougald, J. (2015). *Teachers' attitudes, perceptions and experiences in CLIL: A look at content and language*. Colombian Applied Linguistics Journal, 17(1). 25-41.

McDonough, J. Shaw, C. Masuhara, H. (2013). *Materials and Methods in ELT, A Teacher's Guide Third Edition*. Blackwell Publishing.

Mehisto, P., Frigols, M., Marsh, D. (2008) *Uncovering CLIL: Content and Language Integrated Learning and Multilingual Education*. Oxford: Macmillan.

Mehisto, P., Ting, T. Y. L. (2017). *CLIL essentials for secondary school teachers*. Cambridge: Cambridge University Press.

Meyer, O. (2010). *Towards quality-CLIL: successful planning and teaching strategies*. Basic Issues in EFL- Teaching and Learning. Germany: Catholic University of Eichstaett, Retrieved from:

<https://revistas.cardenalcisneros.es/index.php/PULSO/article/view/92/68>

Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: Sage Publications.

MZO (2019). *Kurikulum nastavnog predmeta Engleski jezik za osnovne škole i gimnazije*. Narodne novine. Retrieved from:

https://www.academia.edu/38848610/Kurikulum_nastavnog_predmeta_Engleski_jezik_za_osnovne_%C5%A1kole_i_gimnazije

Orosz, A. (2016). *Suggestopedia – Eccentric Outdated Nonsense or Viable Contemporary English Language Teaching Method?*. EOL EducaciOnLine. 35.

Otto, A., Estrada, J.L. (2019). *Towards an Understanding of CLIL in a European Context: Main Assessment Tools and the Role of Language in Content Subjects*. CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 2(1), 31-42. DOI: <https://doi.org/10.5565/rev/clil.11>

Pérez Cañado, M. (2011). *CLIL research in Europe: Past, present, and future*. International Journal of Bilingual Education and Bilingualism. 15. 1-27. 10.1080/13670050.2011.630064.

PlayingCLIL: Content and Language Integrated Learning Inspired by Drama Pedagogy. (2015). LifeLongLearning Programme. Interacting UK Ltd. Retrieved from:
http://www.playingclil.eu/wp-content/uploads/2015/11/eBook_AF_17-12-web.pdf

Pinner, R. (2013). *Authenticity of Purpose: CLIL as a way to bring meaning and motivation into EFL contexts*. Asian EFL Journal. 15. 138 - 159.

Ruiz de Zarobe, Y. (2015). *Language Awareness and CLIL*. In: Cenoz J., Gorter D., May S. (eds) *Language Awareness and Multilingualism*. Encyclopedia of Language and Education (3rd ed.). Springer, Cham.

Tedick, D., Lyster, R. (2019). *Scaffolding Language Development in Immersion and Dual Language Classrooms*. 10.4324/9780429428319.

Urmeneta, C. (2013). *Learning to become a CLIL teacher: Teaching, reflection and professional development*. International Journal of Bilingual Education and Bilingualism. 16. 334-353. 10.1080/13670050.2013.777389.

Urmeneta, C. (2019). *An Introduction to Content and Language Integrated Learning (CLIL) for Teachers and Teacher Educators*. CLIL. Journal of Innovation and Research in Plurilingual and Pluricultural Education. 2. 7. 10.5565/rev/clil.21.

Sepesiova, M. (2015). *CLIL lesson planning*. 10.17846/CLIL.2015.131-152.

SurveyLang. (2012). *First European Survey on Language Competences*. Final Report, Version 3.0, European Commission, Brussels, 2012. Retrieved from:
https://www.ncvvo.hr/wp-content/uploads/2016/01/Final_Report_Eng.pdf

Vygotsky, L. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.

Wood, D., Jerome S. Bruner, Gail. (1976). *The role of tutoring in problem solving*. Journal of Child Psychology and Psychiatry 17, no. 2: 89–100. doi:10.1111/j.1469-7610.1976.tb00381.x.

Yin, A. (2019). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts*. Springer Singapore.

van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity*, New York: Longman. as seen in Coyle, Do & Hood, Philip, 1951- & Marsh, David, 1956- (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press, Cambridge, UK, New York.

APPENDIX

Survey for EFL teachers

Occupation:

Education :

Classes taught:

Years of work experience:

1. Choose the approaches you apply in your teaching:

Grammar Translation, Direct, Audio-lingual, Suggestopedia, Total Physical Response, Communicative Language Teaching, Task-based Teaching, Natural Approach, Other:

2. Have you ever heard of CLIL (Content and Language Integrated Teaching)?

3. Are you familiar with (some aspects of) CLIL?

4. Which of the following principles do you believe are true for CLIL?

a) the fundamental principles of CLIL are 4Cs (content, cognition, communication, culture)

b) Content is the most important factor in CLIL lesson planning ******(this is a false)

c) CLIL enables pupils to develop both linguistic and educational objectives

d) learning implies building up on previous knowledge and giving support in order to reach higher levels of understanding

e) CLIL is a cross-curricular approach

f) CLIL is successfully replicated in all contexts (e.g. the same model of CLIL will work in different cultures)

g) Language is approached lexically, rather than grammatically

5. Where have you heard of CLIL?

a) a course or training

b) seminars

c) course books

d) journals

e) the Internet

f) other educators or education professionals

g) I am not sure

h) other

6. If you have received any kind of training in CLIL, please explain what kind of training you've received.

7. Do you plan your lessons bearing dual-focused aims (content and language) in mind?

8. Have you ever implemented and taught contents of other subjects, apart from the one you are currently teaching?

9. Have you ever collaborated with other teachers in order to plan your lesson using contents that have been taught in other subjects?

10 . Do you think CLIL could be implemented in your class?

11. Do you think the current curriculum is flexible enough to implement and support CLIL teaching?

12. Which of the following methods/principles do you utilize in your teaching?

a) developing functional language, enabling students to learn and use the target language

b) making relevant connections between content and the world that surrounds the learner

c) exploring diversity and accepting it as part of language development

d) providing cognitively challenging materials (higher-order and lower-order processing skills)

e) making a student responsible for their own learning

f) working in collaboration with other educators

g) scaffolding

e) the use of authentic materials

13. Would you be interested in implementing CLIL in your teaching if you were offered more support (Education and Teacher Training Agency support, special courses, teaching tools and materials,...)?

14. Please give your opinion on the (possible) positive and (possible) negative aspects of teaching CLIL?

15. What do you perceive as an obstacle for implementing CLIL in your teaching?

- a) resources
- b) collaboration
- c) preparation time
- d) lack of training in CLIL
- e) assessment

IZJAVA O SAMOSTALNOJ IZRADI RADA

Potpisom potvrđujem kako sam ja, Marta Travica, studentica Učiteljskog fakulteta Sveučilišta u Zagrebu, samostalno napisala rad na temu *Awareness and Use of CLIL in ELT in Lower Primary Education* pod vodstvom mentorice dr. sc. Ivane Cindrić i kako se nisam koristila drugim izvorima osim onih navedenih u radu.

Zagreb, 1.srpnja.2022.

Marta Travica

SVEUČILIŠTE U ZAGREBU
UČITELJSKI FAKULTET
ODSJEK ZA UČITELJSKE STUDIJE
ZAGREB

IZJAVA

kojom izjavljujem da sam suglasna da se trajno pohrani i javno objavi moj rad *Awareness
and Use of CLIL in ELT in Lower Primary Education*

diplomski rad

u javno dostupnom institucijskom repozitoriju
Učiteljskog fakulteta Sveučilišta u Zagrebu

i javno dostupnom repozitoriju Nacionalne i sveučilišne knjižnice u Zagrebu (u skladu s
odredbama Zakona o znanstvenoj djelatnosti i visokom obrazovanju, NN br. 123/03, 198/03,
105/04, 174/04,02/07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14, 60/15).

U Zagrebu, 12. srpnja 2018.

Ime Prezime: **Marta Travica**

Potpis
