

Exploring the possibilities of CLIL for VYL at an International Level

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Cyprus
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Two areas of burgeoning interest

Early Childhood Education and Care (ECEC) + Multilingual policies through CLIL



ELLIE

BIFAM-Bilingual Family Project

PASS (Parents as Successful Teachers)

PROCLIL



When and HOW (Mourao & Ellis, 2020)

Other influential factors (Haznedar, 2014).

- Motivation
- Teaching strategies
- Teacher education
- Context or opportunities to use L2 in meaningful situations

OPPORTUNITIES



CLIL in Pre-primary levels

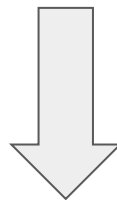
“Language learning should be integrated into contexts in which the language is meaningful and useful, such as in everyday or playful situations” (European Commission, 2011, p.14).



On the necessity of rethinking CLIL for pre-primary education



A new CLIL framework



COMMUNICATION

COMMUNICATIVE
COMPETENCE

SOCIAL-EMOTIONAL
SUPPORT

TARGET CULTURE
& FOLKLORE

THE SELF

ORACY

COGNITIVE

INTERCULTURAL
AWARENESS

THE WORLD AROUND US

PSYCHOMOTOR

CREATIVE

Hands on Pre-primary CLIL

Classroom routines (development areas + global experiential learning)

Rich input through scaffolding

Adapted means and resource materials

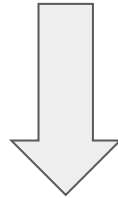
Observation



Also...

Heteroglossic language ideologies:

CLIL conceived from a *dynamic* conception of bilingualism in which L1 and translanguaging practices are welcome and respected (García, 2011; García & Wei, 2014).



L2 proficiency is not obtained at the expense of the L1 (Cummins, 2001), a common fear or complaint on the part of parents, educators and those who are critical with the Implementation of bilingual education for very young learners

SPRINGER NATURE []
Reference

Ana Otto
Beatriz Cortina-Pérez
Editors

Handbook of CLIL in Pre-primary Education

 Springer

Otto
Cortina-Pérez
Eds.



Handbook of CLIL
in Pre-primary
Education



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Handbook of CLIL in Pre-primary Education (Otto & Cortina, 2023)

Theoretical
Underpinnings

Mapping Pre-
primary CLIL
Internationally

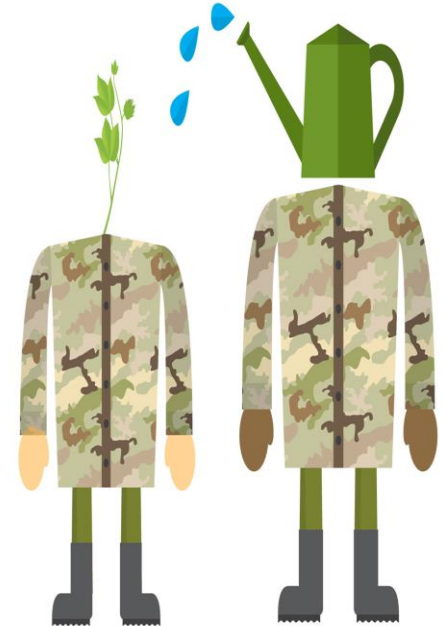
Methodological
Issues

Resources and
Materials

Insights from
the Classroom

What We've Learned So Far: Best International Practices

INTEGRATIVE, INTEGRATED HOLISTIC LEARNING



What We've Learned So Far: Best International Practices

Focus on oral skills

Cyprus- not effort in reading and writing; TPR or choral repetition

PEBI Programme; develop self-confidence in L2



What We've Learned So Far: Best International Practices

PBL: Project-based Learning

CLIL4YEC



What We've Learned So Far: Best International Practices

Cooperative learning



Co-teaching experiences



Teachers at the forefront

Cyprus: Pre-primary teachers in charge of CLIL (*seamless & integral in syllabus*) & inservice courses both after and during school hours plus systematic support through networks

PEBI Programme: Educators+language teachers (LAs)



What We've Learned So Far: Best International Practices

Teach, I have a pee!



PLURILINGUAL



What We've Learned So Far: Best International Practices

Translanguaging.

Finland & Cyprus



What We've Learned So Far: Best International Practices

Developing own models to suit each context



InfanCLIL

6 /'s Identity, Inclusion,
Integration, Interaction,
Imagination and
Investigation;

the 4 Cs and 2 more:

Collaboration and Context

And moving forward...

- Free pre-service/in-service teacher training specific for pre-primary CLIL
CLIL/ECEC/EFL knowledge. (Cortina-Pérez, B., & Andúgar, A. 2021)
C1 level CEFR
Systematic support for practitioners
- Systematic research using respectful child-friendly methods.
- Co-teaching models (Pavón & Ellison, 2013; Buckingham, 2023)
- Adaptation to ECEC pedagogies (work vs instruction)
- Creating links with families and local communities (Ioannou-Georgiou, 2011)
- Piloting, supervision and sharing good practices



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