

Target Language only? CLILing with hygiene routines with very young learners



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Introducing EFL in pre-primary contexts across Europe

- **The Early Childhood Education and Care (ECEC) program** was introduced across Europe (European Commission, 2014)



- Formal FL instruction (usu. EFL) at pre-primary level (e.g. Poland, Spain & Cyprus)
- EFL initiatives at pre-primary level: Albania, Montenegro, Slovenia, Iceland, Czech Republic, Norway and others

❖ **COMMON ELEMENTS:**

- (a) English is not a separate subject
- (b) The exposure takes place usually twice a week for 30 minutes
- (c) Methodology is based on oral approaches, communicative tasks and play-like activities



Benefits of introduction of any language at pre-primary school level

- **Affective domain** (motivation, self-confidence, positive attitude to other languages)
- **Socio-cultural domain** (awareness of cultural diversity, intercultural sensitivity, socialization)
- **Cognitive domain** (memory, inductive skills, reasoning, problem solving)
- **Linguistic domain** (vocabulary, lexical chunks, lexical awareness)
- Holistic (vs. additive) approach to learning

(Alexiou, 2020)

Need for the right method!



- **The Action Plan (2004-2006) clarifies that:**

“offering another language at an early age is not inherently advantageous, but can only be effective **if teachers are trained** to work with very young children, **classes** are small enough, the learning **material** is adequate and sufficient **time** is allotted in the **curriculum**. Children’s enjoyment, their openness towards other languages and cultures and their linguistic development must all be worked for and not simply left to chance.”

(Communication, 2003: 449)

The case of Greece



- **1 year of pilot study in Thessaloniki (2016-2017)**



1st implementation of the soft CLIL method in Greece

- ✓ 30 min, 2x week
- ✓ Integration of English through free play activities, circle time, puppets, cartoons, songs, story telling, role play, routines
- ✓ **Language gains:** 9 topic areas, 400 words and language chunks
- ✓ **Affective gains:** highly motivated children, very positive educators and parents

(Kaiktsi & Alexiou, 2017)

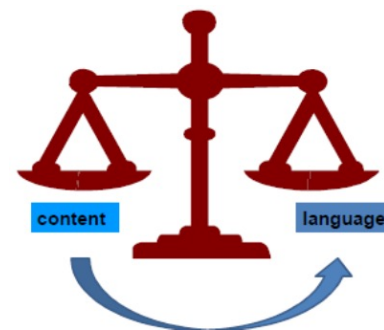
WHY CLIL?

Content: the topic or subject

Language: the language goals

Integrated: the fusion of the above

Learning: the thinking skills required to manage the fusion



The main strategy for creating a multilingual population in Europe



- ✓ The integration of content and language is based on the idea that **languages are not learned first and then used but that they are learned by being used** (Genesee & Lindholm-Leary, 2013)

“It is a **dual-focused educational approach** in which an **additional language** is used for the learning and teaching of both **content and language**”

(Coyle, Hood & Marsh, 2010: 1)

CLIL forms in Europe



- Provision where some or all non-language subjects are taught through a language designated as **a foreign language** in the curriculum;
- Provision where some non-language subjects are taught through **a regional and/or minority language or a non-territorial language or a state language (in countries with more than one state language)**. In this case, non-language subjects are always taught through two languages

(Eurydice Brief: Key Data on Teaching Languages at School in Europe, 2017)

Soft CLIL vs Hard CLIL

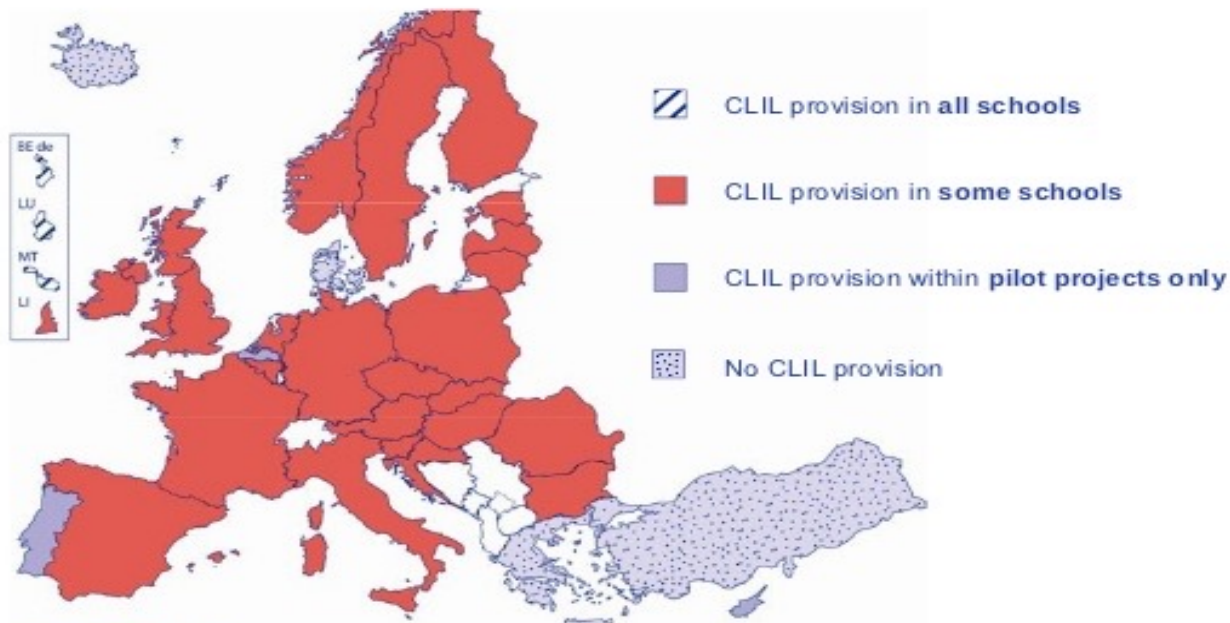


Hard CLIL: content-focused; the subject curriculum dictates the language objectives

Soft CLIL: language-focused; also subject-driven
(Torres Sánchez, M., 2021)

CLIL PROVISION IN EUROPE

Reported CLIL Provision Europe - K-12 - 2012



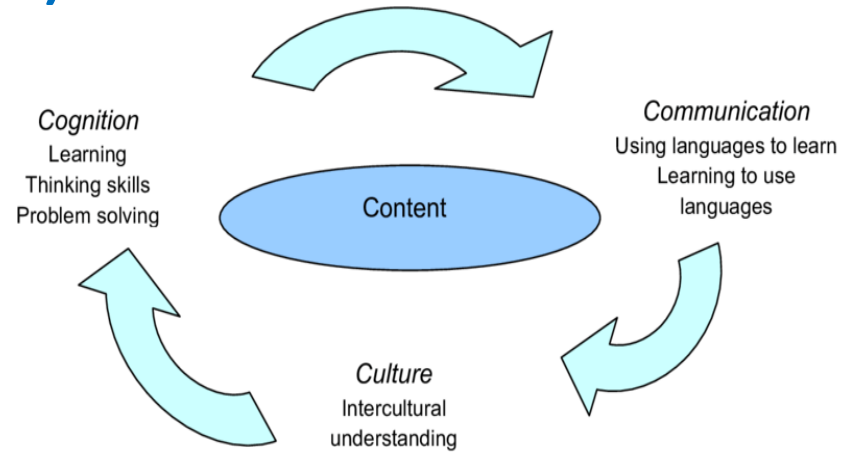
In nearly all countries, some schools offer CLIL provision.

Only in Italy, Cyprus, Luxemburg, Austria, Malta and Liechtenstein is CLIL provision available in all schools at some stage (*Eurydice Brief, 2017*)

Theoretical foundation

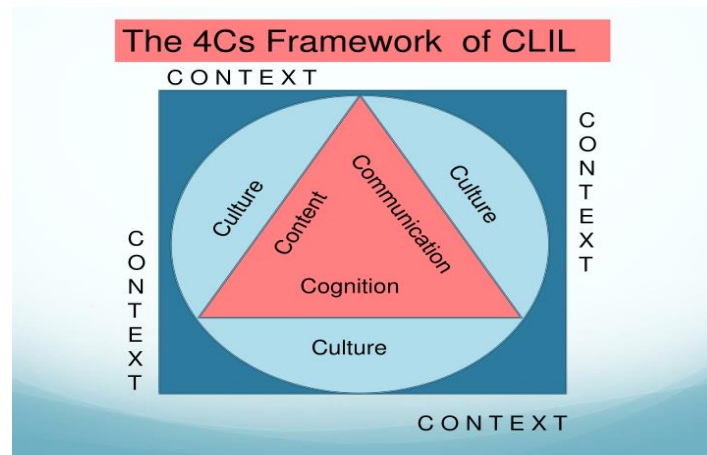
■ Do Coyle's the 4C's (1999, 2006)

- ✓ Content
- ✓ Communication
- ✓ Cognition
- ✓ Culture



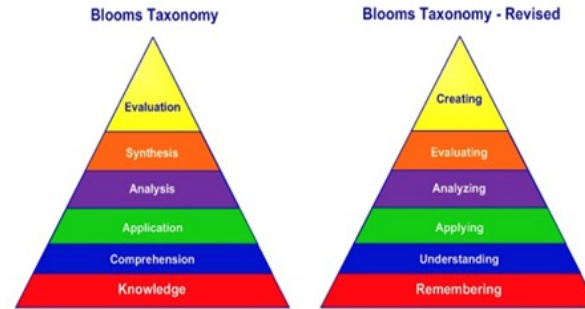
The 4C's+1 Framework (Coyle, Hood & Marsh, 2010)

- ✓ Context



THEORETICAL UNDERPINNINGS

- **Bloom's taxonomy (1956)**



- **Anderson & Krathwohl's revised version of Bloom's taxonomy (2001)**

- **Vygotsky's sociocultural theory (1978):** learning is possible when an individual interacts with an interlocutor **within his/her zone of proximal development**

- **Jim Cummins' (1992) BICS (Basic Interpersonal Communication Skills) - 2 yrs of language instruction - and CALP (Cognitive Academic Language Proficiency) - 5-7 yrs**

CLIL Benefits



- ❖ Gains in language development
- ❖ Improved language fluency
- ❖ Benefits for metalinguistic skills, greater mental flexibility, better interactive skills, increased use of strategies
- ❖ **The mother tongue and content knowledge are not hindered**
- ❖ **CLIL learners outstrip their non-CLIL peers on first-language reading, writing and listening tests**

(Mattheoudakis, Alexiou and Laskaridou, 2013)

CLIL in Greek pre-primary schools

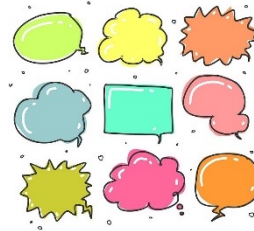
Soft CLIL educational scenarios:

emphasis on **language** and **thematic fields**

- ✓ Pre-primary school children developmental features
- ✓ Meaningful and purposeful framework of learning
- ✓ Interdisciplinary and cross-curricular approach
- through realia, songs, rhymes, poems, short stories, fairy tales, videos, cartoons, games, arts and crafts and pedagogical use of technology in a multisensory and experiential framework

(Εκπαιδευτικά Σενάρια EAN (2022), <https://ean.auth.gr>)

First language and Target language in pre-primary school



- ❖ Positions range from
 - Insistence on total exclusion of the L1 (“the monolingual principle”)
 - Varying degrees of recognition that the L1 may provide valuable support directly (e.g. to explain a difficult point) or indirectly (to build positive relationships or help manage learning)
- ❖ A gradual shift in policy to a measured inclusion of the mother tongue
- ❖ Research shows that in actual practice teachers make extensive use of the L1 (range from total exclusion of the L1 to 90% use of the L1)

(Littlewood & Yu, 2011)

Strategies for Target Language only/ maximizing TL use?



Is speaking only English in a pre-primary class possible?

- Yes, I think it is possible to use English only in a soft CLIL educational scenario
- There are, however, a few practical considerations we need to take into account

Strategies for TL only/maximizing TL use

- **Be prepared** and have all the materials necessary to keep our little ones engaged and the kindergarten teacher needs to be aware of the terms and activities that will be used to effectively contribute to the lesson.
- **Cover topics that they are already familiar with in their mother tongue** to ensure better understanding.
- **Begin each new module linking it to their real-life experiences.**
- **Routines are a must** since they create a foundation for learning, promote and instill confidence and are an integral part of every kindergarten class.
- **Make our class time interesting and enjoyable.** As children learn best through repetition and play, each lesson should be full of 5-10' **games, songs, chants and a variety of activities and explanations through multiple means, such as gestures, miming, realia and flashcards**, to help consolidate newly acquired terms or to revise previously learned vocabulary.
- **Use simple, and if possible, previously used, instructions.** If the games or songs are too complex and the instructions are too wordy, they will definitely lose interest.

Educational Scenario

Hygiene Habits and Routines



Learner preparation for the following lesson plans

- The young learners must be familiar with the subject of hygiene habits and all related vocabulary in their mother tongue before it is introduced to them in English.
- They should also be familiar with the class doll, the numbers 1-5 and the colors red, green, yellow and blue.

Learning objectives

Students will learn:

- to use basic vocabulary and phrases in English related to the topic of hygiene habits and routines.
- to use basic phrases to express what they do during their daily hygiene routines and describe what they can use to carry out each one.
- the terms and phrases: wash my hands, wash my face, brush my teeth, comb my hair, brush my hair, take a bath, take a shower, go to sleep, soap, water, toothbrush, toothpaste, comb, brush, every morning, every night.

Cultivating Attitudes

Through fun games, songs and activities our young learners will:

- have the opportunity to enjoy learning about different hygiene habits and routines.
- learn how to implement these routines in their daily lives.
- acquire a healthy relationship with and love of hygiene practices.
- develop a positive stance towards the English language by associating it with their daily experiences.

Materials



- Hygiene habits flashcards [2 laminated sets]
- class doll
- laminated or real hygiene objects [e.g. soap, toothbrush etc.]
- a set of mini-laminated hygiene objects
- 1-5 dice cards
- Morning/ Night laminated posters
- Colored hula hoops and a container or net for the class games
- 1-5 hygiene objects worksheet
- hygiene habits colorpage
- tablet and/ or computer with internet access
- Speaker or JBL speaker

Process description and Suggested Lesson plans [Suggested duration: 6-8 lessons / 45' each]

Introduction



After our good morning song and weather routine, the English teacher asks the class doll 'Tina' what she does every morning [showing the class the morning poster].

- Tina, what do you do every morning?
and the class doll responds by saying and acting out the following:
- Every morning, I wash my hands. I wash my face. I brush my teeth and I comb my hair.

Lesson 1



After the initial introduction to the topic of morning hygiene habits, the English teacher shows the Ss flashcards with the specific habits and they repeat each one while miming the action. Then, they learn a chant and repeat each phrase with the appropriate motion.

Chant:

Every morning, I wash my hands. [Ss pretend to wash their hands]

Every morning, I wash my face. [Ss act out washing their face]

Every morning, I brush my teeth. [Ss pretend to brush their teeth]

Every morning, I comb my hair. [Ss act out combing their hair]



Activity 1:

The English teacher asks Ss:
“What do you do every morning?”

The hygiene habit flashcards are placed on a table along with the morning poster and Ss are asked to put their daily habits on the morning poster, say the phrase and act it out.

Activity 2:

Memory game with hygiene habit flashcards. Every time they turn over a card, they repeat the habit it shows. If they find a match, everybody cheers and does what the card illustrates.

After the activities, we do our goodbye routine.



Lesson 2

After our good morning song and weather routine, we revise the hygiene habits we learned in the previous lesson. The English teacher asks each student “What did you do this morning?”, then they come up to the morning poster and choose a flashcard, say the hygiene habit they have chosen and they do the action. After that we do our hygiene habits chant.

Then, the English teacher asks: ‘What do you need to... wash your hands-face/ brush your teeth/ comb your hair?’

Then, with the help of the kindergarten teacher, we will elicit the answers:

soap/ water/ toothpaste/ toothbrush/ comb, while showing the class either real objects or laminated props of the target vocabulary.



Activity 1:

Let's help Judy game.

The English teacher or class doll brings one of their friends 'Judy' to school and asks the Ss to help her wash her hands - face/ brush her teeth/ comb her hair.

The English teacher says one of the hygiene habits and the Ss pick the correct objects and help Judy complete the task. An alternative would be for the Ss to pick a random flashcard and do the activity.

Activity 2:

We learn 'the hygiene objects' chant [with motions]:

Soap and water, wash, wash, wash.

Toothbrush, toothpaste, brush, brush, brush.

Comb my hair with a comb. Comb, comb, comb.

After our activities, we do our goodbye routine.



Lessons 3-4

After our morning routines, we do our hygiene habits chants, say what we did that morning and play a few games to consolidate and revise our hygiene habits.

Activity 1:

The English teacher holds up two of the hygiene habits flashcards, says one of the two and the students have to pick the correct one and act it out. If they get it correct, they get to throw a ball in a basket.

Activity 2:

1,2, 3, Jump game: the class stands in a line in front of the English teacher while she/he holds up 2 hygiene habits flashcards at a time. When the teacher says one of the two, they all chant: 1,2,3, Jump and jump left or right in the direction of the correct hygiene habit. You can also do this activity with the hygiene objects [soap, water, comb, toothbrush, toothpaste].



Activity 3:

Hula hoop hygiene habits game.

The English teacher puts out 4 colored hoops [red, green, yellow, blue] and places a flashcard or hygiene object in each hoop. The teacher says a color and the students go to the correct hula hoop and mime what the flashcard shows. The other students have to guess what it is. The teacher changes the cards each time.



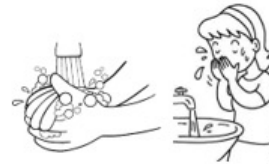
Activity 4:

'Go fish' with mini hygiene objects.

The students fish mini hygiene objects from a net or container, say what it is and match what they find to the correct hygiene object or flashcard.



In the morning, I wash my hands,
wash my face, brush my teeth
and comb my hair.



Activity 5:

Students do a hygiene habits colorpage.

We end our lessons with our goodbye routine.

Lessons 5-6



After our good morning song and weather routine, the English teacher addresses the class doll because he/she sees that 'Tina' is excited.

-Good morning, Tina. I see that you are happy today.

-Yes, today I didn't comb my hair. [She shows a comb or laminated comb picture and shakes her head or finger to indicate a 'No' response]

Today, I used a brush. I brushed my hair. Brush, brush, brush my hair! [She shows a small brush or laminated brush picture and mimes brushing her hair]

Then, the kindergarten teacher asks the class what Tina said and elicits the response: brush my/your hair in the students' mother tongue or in the target language.

The English teacher follows up by saying 'Let's all brush our hair!'

After that, we do the 'Every morning' chant, adding the new hygiene habit 'brush my hair'.

Activity 1:

The English teacher asks the students if they comb or brush their hair every morning. Then, each student chooses a comb or brush, picks it up, mimes combing or brushing their hair and repeats the chant: brush, brush, brush my hair or comb, comb, comb my hair.

Activity 2:

We watch a trimmed version of the video This is the Way We Brush Our Teeth | Kids Songs by Little Angel [0 to 2:02]

<https://www.youtube.com/watch?v=XWZwfhgvxqY>

The students do the actions in the song and sing along.

Then, we learn the song 'This is the way we wash our hands' with all our hygiene habits.

Lyrics: This is the way we wash our hands [x3] [x2] early in the morning.

Then, repeat with wash our face, brush our teeth, comb our hair, brush our hair.



Activity 3:

We revise our numbers 1-5 chant using our fingers and we play a game using dice cards and the hygiene objects.

Students pick a random dice card from a container or a net, they say the number and then place the same number of hygiene objects on the morning poster while counting the objects.

Activity 4:






The students do a worksheet to revise the numbers 1-5 and the hygiene objects.

The teacher gives each student cut-outs of the numbers 1-5 and they match the numbers with the pictures and glue them on the worksheet and color it.

We do our goodbye routine at the end of each lesson.



How many? 1, 2, 3, 4, 5

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Lessons 7-8



After our morning song and routines, the English teacher takes out the morning poster and asks the students 'What do you do every morning?' to revise the previously learned hygiene habits.

Then, he/she takes out the night poster and begins a dialogue with the class doll 'Tina'.

-Tina, what do you do every night?

-Every night, I take a bath. My sister 'Nina' takes a shower. I brush my teeth and go to sleep.

[She shows the flashcards for each one of the habits]

The English teacher goes over the new habits with the students using the flashcards and they all do the hygiene habits chant with the new terms [with motions].

Chant: Every night, I take a bath/ I take a shower/ I brush my teeth/ I go to sleep.



Activity 1:

The English teacher asks each student 'What do you do every night?', they choose a flashcard, put it on the poster and they say and act it out.

Activity 2:

We learn the song 'Every night' with motions
[London Bridge melody]

lyrics:

Every night, I take a bath, take a bath, take a bath.
Every night, I take a bath. Take - a - bath.
[repeat with: take a shower/ brush my teeth/ go to bed]

Activity 3:

Play the memory or jump game with the new flashcards.

We end our lessons with our goodbye routine.



And here's living proof that CLILing is possible!



- Hello Maria, how are you?
- Hello, I'm fine.
- Today, we want to talk about Mrs. Marianne, who spoke to us in English last year. Did you like that you spoke English with Mrs. Marianne?
- Yes!
- Nice. Did you understand her?
- At the beginning, no, but after I understood her.
- And how did that happen?
- Because she explained everything in her own way.
- What way was that, Maria? Do you remember?
- Yes!
- Tell us. What did she use?
- Her hands.
- Bravo! Anything else?
- Her body.
- Yes....
- And her mouth!
- Very nice. And slowly...
- I understood.
- And after, when she would say some words, you understood them by yourself, right?
- Yes!
- Did you like it [the English classes]?
- Yes.
- Would you like to have her here this year?
- Yes!
- Thank you, Maria 😊. Goodbye.

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