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**DEVELOPING LINGUISTIC COMPETENCE AT
BASIC SCHOOL USING CLIL IN ENGLISH LESSONS**

**CLIL IZMANTOŠANA LINGVISTISKĀS KOMPETENCES
ATTĪSTĪŠANAI PAMATSKOLĀ**

MASTER THESIS

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Anotācija

Kompetencēs balstīta mācīšanās un mācīšana ir kļuvusi par neatņemamu mācību procesa sastāvdaļu, tāpēc ir svarīgi angļu valodas kā svešvalodas stundās iekļaut situācijas, kas pietuvinātas reālajai dzīvei. Tā kā CLIL ir daļa no kompetenču pieejā balstīta mācību satura un kļūst arvien populārāka metode jau pamatskolas līmenī, maģistra darba mērķis ir noskaidrot, kā ar CLIL palīdzību var attīstīt skolēnu lingvistisko kompetenci pamatskolā 5. klasē. Darbā tika izmantotas gan teorētiskās, gan empīriskās metodes. Tika iekļautas aptaujas angļu valodas skolotājiem, intervijas ar jomas speciālistiem, dokumentu analīze, kā arī testi 5. klases skolēniem. Pētījuma rezultāti parāda, ka pamatskolas līmeņa skolēni labprāt piedalās CLIL stundās, kā arī šīs stundas palīdz pilnveidot skolēnu lingvistisko kompetenci.

Atslēgvārdi: lingvistiskā kompetence, CLIL, angļu valoda kā svešvaloda, 5. klase

Abstract

Competency-based teaching and learning has become an integral part of the learning process; therefore, it is important to incorporate real-life situations in EFL lessons. As CLIL is a part of competency-based curriculum and becomes more popular already at primary level, the goal of the Master Thesis was to explore how using CLIL in English lessons in form 5 helps to develop learners' linguistic competence at basic school. The research methods applied were theoretical and empirical ones. The data collection tools were the surveys for EFL teachers, interviews with field specialists, documentary research and tests for learners in form 5. The results of the research show that learners at basic school level enjoy CLIL lessons as well as these lessons help to develop their linguistic competence.

Key words: linguistic competence, CLIL, EFL lessons, form 5

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Introduction

Nowadays, the language learning does not mean mechanical performance of the tasks in a textbook anymore. It becomes more related to the real-life situations and involves different contexts, which are closely connected to the ones, which the language learners meet in their daily life. Therefore, it is understandable why Content and Language Integrated Learning (CLIL) has gained intense attention in recent years, particularly in contexts of English as a foreign language (EFL) (Angel, 2016:1).

According to Cimermanová (2017), CLIL is one out of the bilingual methods that has been frequently discussed by language teachers, researchers and scholars for the last decade. Marsh (2000) states that ‘CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic (quoted in Cimermanová, 2017: 1). The method is particularly topical at primary level, because at this age group children may not benefit from an emphasis on conscious learning (Chaochun, 2005: 62). In other words, children learn language naturally and unconsciously, therefore EFL teachers can use CLIL as a useful tool for language learning.

There are several researchers, who have investigated CLIL. Dalton-Puffer compares CLIL students with those, who learn in the normal system with native speakers. She states that CLIL students are always several test scores ahead of their peers, and indeed often in all the assessed dimensions of language competence (Dalton-Puffer, n.d.: Online). She states learners find CLIL opportunities attractive and generally acquire satisfactory proficiency in the subject as well as there is no evidence that any particular subject is not suitable for the CLIL approach (ibid.).

According to Lapinska (2015), the acronym CLIL has been known in Latvia since the nineties (discussed in Lazdina 2015: 42). This means that regardless of comparatively long presence of CLIL in Latvia, schools are only in progress in order to implement this method. The project *School 2030: Competency-based Curriculum Project*, which was started in October 2016, is planned to be completed in October 2021 (*Skola 2030: atbalsts mācību pieejas maiņai*, n. d.: Online), which means that schools in Latvia are already actively implementing the project. The project *School 2030* aims at creating methodological materials for CLIL or schools in Latvia.

On the one hand, there are progressively more seminars or professional development workshops, which are organized to educate the teaching staff in this field as well as schools in

Latvia gradually implement competency-based curriculum project and CLIL. On the other hand, the real situation is that most of the teachers are not able to confirm their readiness for accomplishing the project.

As the project provides different methodological materials, there is sufficient information available for teachers in order to explore more about the usage of the method. However, it may not be clear how it works in reality without experience. In other words, teachers understand what CLIL is, but they do not have sufficient experience of its usage to be able to implement CLIL in their lessons already now.

The Latvian Language Agency has focused on CLIL in 2002 and 2003, when the first methodological materials on CLIL for language teachers appeared (Lapinska, 2015, discussed in Lazdina, 2015: 42). Lapinska states that CLIL materials include the guidelines for teachers, results to be expected, learning skills as well as learning materials (ibid.: 47). Nevertheless, Vaivade (2015) lists the factors, which need to be considered in order to completely implement CLIL in Latvia: gathering of information about bilingual education situation and its current experience, formulation of the aims and objectives of CLIL and the development of a support system for teachers and learners (discussed in Lazdina, 2015: 42).

Linguistic competence and CLIL both have an integral part of competency-based learning. As linguistic competence concerns knowledge of all aspects of what is traditionally regarded as ‘the language system’ or ‘grammar’, it has an important role in English as a Foreign Language (EFL) lessons (Dalton-Puffer, 2007: 292). Thus, they both are related; therefore, in order to be able to develop linguistic competence in EFL lessons, CLIL is an innovative method to be used.

Thus, a crucial problem is not only a lack of information about CLIL usage in EFL lessons at school, but also the implementation process of competency-based learning, which includes the development of linguistic competence.

Hence, **the goal** of the present study is to explore how using CLIL in English lessons in form 5 helps to develop learners’ linguistic competence at basic school.

The **hypothesis** of the research has been formulated as follows: if a teacher applies CLIL tasks in EFL lessons, it helps to improve learners’ linguistic competence.

In order to prove the hypothesis, the following **enabling objectives** were set:

1. to read and select the theories on competency-based learning and teaching and CLIL;
2. to carry out an interview with field professionals on CLIL and competency-based learning;

3. to design a survey for teachers to establish their current experience of implementing CLIL at basic school level;
4. to do the document analysis of the sample of the State educational standards of English in order to explore the role of linguistic competence in EFL lessons;
5. to analyse learners' needs and according to the results construct and pilot lesson plans in form 5;
6. to conduct a pre- and post-test in order to evaluate learners' linguistic competence improvement before and after the piloted CLIL lessons;
7. to draw conclusions.

The **research methods** applied in the given paper are the theoretical and empirical ones. The use of the theoretical method is ensured by the study of the theories on CLIL by Dalton-Puffer (2007, 2010), Coyle, Hood and Marsh (2010) and Grieverson and Superfine (2012) as well as theories on linguistic competence by Chomsky (1960), Fischer (1984), Paulston (1992) and Puffer (2007). The empirical method is a survey, interview and document analysis.

The **data collection tools** are interviews with field professionals, surveys for teachers, as well as pre- and post-tests for students. The participants of the research are 15 basic school students in form 5. In order to ensure the validity and reliability of the research, there have been different sources of data used as well as the accuracy in data collection. As there have been multiple methods of data collection applied, the paper contains also the theoretical and methodological triangulation.

The current paper consists of four chapters. Chapter 1 introduces to the notion of *curriculum*, competency-based curriculum and linguistic competence as a part of competency-based education. There is also an overview of competences provided as well as the main components of competency-based education. Chapter 2 deals with the theories on the notion of CLIL, which includes the comparison of definitions of CLIL, the use of CLIL at basic school level and the role of CLIL in EFL lessons. Chapter 3 is devoted to the main principles of the curriculum design for teaching EFL at basic school, namely, learners' needs, teacher's role in EFL classroom and classification of EFL tasks. Chapter 4 focuses on the discussion of the empirical study. It provides the analysis of the interviews with the field professionals, surveys for teachers and document analysis as well as the descriptions of the piloted lessons and results of pre-tests and post-tests.

1 Competency Based Curriculum

The chapter deals with the discussion of the notion *curriculum* (Cheng, 1996; Moore, 2006; 2008; Gray, Scott and Mehisto: 2018), and competency-based curriculum (Maslo, 2006; Gray, Scott and Mehisto, 2018; Lamešonoka, 2018) as well as linguistic competence as a part of competency-based education (Chomsky, 2006, Lāce, Namsone and Volkinšteine, 2018).

1.1 The notion *curriculum*

According to Cheng (1996), the term *curriculum* may be defined narrowly as a specific set of knowledge, skills and activities to be delivered to students, or it may be defined broadly as a set of planned activities to foster teachers' teaching and students' learning (Cheng, 1996: 147). Nowadays both versions of the definition, the narrowed as well as the broader one, are equally important to be taken into consideration. A curriculum should include activities, skills and knowledge, which are important not only for students but also for teachers, taking into consideration the teachers' ability to implement these aspects into the learning process. The scholar continues with emphasizing the importance of the need to change the curriculum. He argues that the curriculum should be developed in order to maximize its effectiveness in terms of facilitating teaching and learning (ibid.: 149). He uses the term *The Dynamic Curriculum Change Approach*, which assumes the following factors:

- Curriculum effectiveness is a dynamic concept involving a continuous and cyclic process for developing the curriculum;
- Curriculum can be developed and changed effectively only when teachers are sufficiently involved in the process;
- Teacher competence should be developed to develop the curriculum more appropriately to fit students' characteristics, school goals, and preexisting school conditions in the long run;
- Effective curriculum change should involve not only administrators or external experts but also teachers in curriculum planning and decision making (ibid.).

Thus, an effective and useful curriculum should be extended over the time; therefore, definitions that are more recent are more developed.

Karapetjana (2008) argues that the notions *programme* and *curriculum* are used interchangeably (2018: 13); thus, in this paper the term *curriculum* is used.

According to Allen (1884), the curriculum is a very general concept, which involves consideration of the whole complex of philosophical, social and administrative factors, which

contribute to the planning of an educational programme (Allen, 1884, discussed in Karapetjana, 2008: 13). Thus, a curriculum is not only about the topics or knowledge, which should be acquired but is also influenced by many different factors, which cannot be forgotten in the process of curriculum development. Therefore, it is important that the individuals, who design a curriculum, are familiar with the needs of particular learners.

Likewise, Moore (2006: 1) looks at what it is that young people need from a school curriculum to help them to develop as happy, socially responsible adults, capable of managing and making most of a very unpredictable future. He emphasizes that the kinds and amounts of learning that take place outside suggests that we may need to expand the boundaries by which a curriculum is defined and studied – perhaps even to consider the curriculum in terms of ‘all the learning which is planned and guided – consciously and overtly or unconsciously and covertly – by the wider society’ (ibid.: 8-9). Moore provides a very broad definition. Comparing it to the previous one, provided by Allen (1884), Moore (2006) has included aspects, which are outside the classroom, but still need to be taken into consideration. As this definition is more recent, these aspects may include different learning platforms, online courses, social networks, television, mobile learning and others.

In contrast from the previous definition, Gray (2018) defines the curriculum more specifically. The scholar explains that a curriculum points to what is intended should happen in a programme of learning, and the circumstances in which these activities can take place. She adds that those activities are particularly the learning activities; and, thus, a curriculum is a collection of exercises and tasks, which culminate in learning of one type or another (2018: 24). Regardless of the fact if the activity is inside or outside the class, circumstances in which an activity takes place is also an important aspect as well as she adds that various types of tasks should be included.

Finally, Nunan (2015) states that there are three subcomponents to curriculum development: syllabus design, methodology, and evaluation. The figure below illustrates the ‘curriculum pie’.

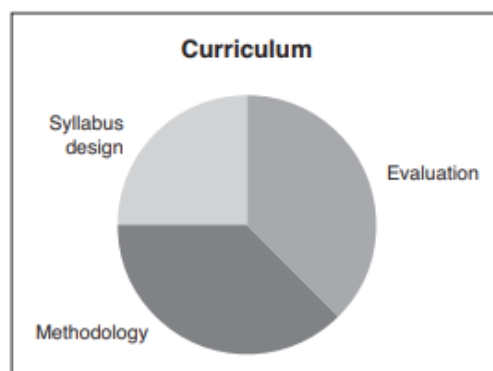


Figure 1.1 The three components of the curriculum ‘pie’ (Nunan, 2015: 6)

Nunan (2015) explains that these components should be in harmony with one another. Syllabus design means the content, which should be taught, the order in which it is taught as well as the reasons of teaching it. Evaluation needs to focus on what has been taught, but methodology means the classroom techniques, procedures and principles for sequencing the content (ibid.).

As it has been discussed above, the term *curriculum* should be considered on various aspects. The definition of the curriculum has changed over the time developing the understanding of curriculum, which is used nowadays. Combining all definitions mentioned above, it can be concluded that there are several aspects, which need to be taken into consideration. Curriculum needs to be developed, taking into account learners' as well as teachers' needs, curriculum is influenced by many factors like philosophical, social and administrative, factors which are outside the classroom as well as the circumstances in which these activities can take place are not less important. In the next subchapter, a curriculum as a part of Latvian education system is discussed.

1.2 Competency-based curriculum

According to Gray, Scott and Mehisto (2018), the European Schools need to provide formal education as well as encourage students' personal development in a social and cultural context. They argue that formal education involves the acquisition of competences – knowledge, skills and attitudes – across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. (Board of Governors, 2012 discussed in Gray, Scott and Mehisto, 2018: 29). All these aspects are an integral part in a modern education system in Europe, which means that schools in Europe try to implement a similar curriculum in their system.

According to Maslo, there are certain criteria, which are required of the new specialists: independence, one's own initiative, active and creative performance, critical thinking, ability to organize, collaboration with others, problem solving skills, communication skills and ability to take on responsibilities (2006: 47). Therefore, competency-based curriculum has become one of the most discussed topics among educational institutions. There is a need to prepare children, who later will be competitive in the contemporary labour market not only in Latvia but also in the global market.

Competency based learning and teaching as the concept is not a novelty. Moreover, it has been used before it has been defined. Sornson explains that competency-based learning is not a new concept (2016: 9). He adds that we use it in educational institutions that serve

professions in which competence is perceived as crucial (ibid.). Consequently, competency-based learning has existed already before it has been defined or anyone has been aware of it.

The competency-based education has been formulated in several ways. Weddel defines competency-based education as follows ‘an approach to education, emphasizing on the outcomes of learning, related to the changing need of beneficiaries, in a complex structure of knowledge, skills, attitudes and behaviors, that sustain learner’s effective performance in relation to a task, or a problem-solving situation in the real world (Weddel, 2006 discussed in Serdenciuc, 2013:755). The idea is the same, which has Maslo (2006) described – learners must be able to act in real life situations. They should be able to ‘think out of the box’, which in this case means to be ready for situations outside the classroom. The task of the teaching staff is to make sure that learners can apply their knowledge, which is gained from a textbook to other challenges inside and outside of school.

Sturgis (2014) states that ‘competency education is an approach to ensure that all children are successful in developing the knowledge and skills they need for life’ (Sturgis, 2014: 5). He adds that competency education has a laser focus on learning that challenges century-old assumptions about schools and schooling (ibid.: 5). Moreover, he emphasizes the five essential elements of competency education, which are the following:

- Students advance upon mastery;
- Competences include explicit, measurable, transferable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs;
- Learning outcomes emphasize competences that include application and creation of knowledge, along with the development of important skills and dispositions (ibid. 5).

As discussed above, competency-based curriculum is a part of modern education system, which means that everything that concerns to competences is a crucial component of teaching and learning. As a curriculum tends to continuously change over the years, it is important to develop a curriculum involving the specialists like teachers, who use the curriculum in their daily. Not least important is to consider the students’ needs.

Lemešonoka (2018) points out that the main features of competency-based education at school level are the following:

- Learning is organized as a significant process to a learner;

- Learner takes responsibility and conducts his or her learning process;
 - The change of teacher's and learner's role, which means that a teacher is also a partner, a person who holds the same views, supporter, former of different learning situations and initiator of the learning process;
 - Wide range of usage of the information technologies and media;
 - The learning process, which is organized outside the classroom (library, computer class, laboratory, museum, company, outside the school etc.)
- (2018: 6)

That is to say, learners take responsibility and become more independent as it is an integral quality of a new specialist in the labour market nowadays. When it is clear, what a competency-based curriculum means, it is necessary to classify the competences and their functions to implement them in the lessons. In the next subchapter an overview of competences is provided.

1.3 Linguistic competence as a part of competency-based education

Nowadays, the term *competences* has been included in general education models throughout the world (Lāce, Namsone and Volkinšteinė, 2018: 21). The scholars continue that the development of competences has been related to probing into the learning process, where a learner develops his or her ability to adapt the new knowledge to unknown situations and focuses not on the volume of the content (What we know?), but on the process as such (How we know?) (ibid.: 22). Therefore, in different situation a description of competences may be adapted to the main target, like overall description of competences needed for learners at basic school may differ from those, which need to be developed in English lessons.

The European Commission has identified eight key competences as requirements for underpinning any curriculum reform process. These competences are as follows:

- Communication in the mother tongue;
- Communication in foreign languages;
- Mathematical competence;
- Basic competences in science and technology;
- Digital competence;
- Learning to learn;
- Social and civic competences;
- A sense of initiative and entrepreneurship;

- Cultural awareness and expression (UNESCO International Bureau of Education, n. d.: Online).

As it is seen above, the authors emphasize the importance of competences and the diversity of students' skills, which need to be developed. These eight are fundamental competences and, although each is different, there are aspects, which are important for all of them. These are the following aspects:

- Critical thinking;
- Creativity;
- Initiative;
- Problem solving;
- Risk assessment;
- Decision taking;
- Constructive management of feelings (Key Competences in Primary School Education, n. d.: Online).

Furthermore, the teacher's role is to ensure that these aspects are developed regardless of the competence, subject or topic of the lesson. Nowadays, learners need to learn how to become independent as well as how to be able to learn independently. This would not be possible without any of the skills mentioned above.

As competency-based education includes various types of competences, it is important to be aware of those, which EFL teachers need to focus on in their lessons at basic school level in order to develop learners' ability to use the language. A competence, which is fundamental in the process of language acquisition, is linguistic competence.

Different authors refer to linguistic competence variously, but analysing the descriptions of linguistic competence, all of them include the same features described above: sound, word, sentence and text. Each year these components of linguistic competence are supplemented with more complicated and extended ones. This is the reason why linguistic competence is so important already at the beginning of a new language acquisition.

Fischer (1984) considers that in the field of language learning and teaching, linguistic competence means a learner's knowledge of the structures and vocabulary of the language and his or her ability to produce and comprehend well-formed sentences in the language (Fischer, 1984 discussed in Nouar, 1992: 4).

Nouar (1992) explains that in this sense, the student's participation in the classroom is described as rule-governed behaviour in which his attention is focused on the application of

rules to derive correct grammatical forms (in Nouar, n. d.: Online). In other words, a learner knows the rules and is able to apply them to communicate in a foreign language.

Chomsky has pointed out that ‘linguistic competence is the knowledge of language possessed by each normal speaker – and about some of the ways in which this knowledge is put to use in the performance of the speaker or hearer’ (2006: 55). The idea is that a learner is able to apply aspects like grammar or vocabulary to build sentences, to talk and understand what has been said. By linguistic competence, Chomsky also means the speaker's knowledge of language, the set or system of internalized rules about the language, which enables him to create new grammatical sentences and to understand sentences spoken to him (Chomsky, 1966 discussed in Paulston 1992: 39). Chomsky proves that linguistic competence comprises very fundamental skills of language.

According to Paulston (1992: 40), linguistic competence forms part of communicative competence. She suggests a model for language teaching, which sets up a framework for identifying, and discussing strategies and techniques in the teaching process, taking into account the social meaning of language (ibid.). The model for language teaching is presented in the figure below.

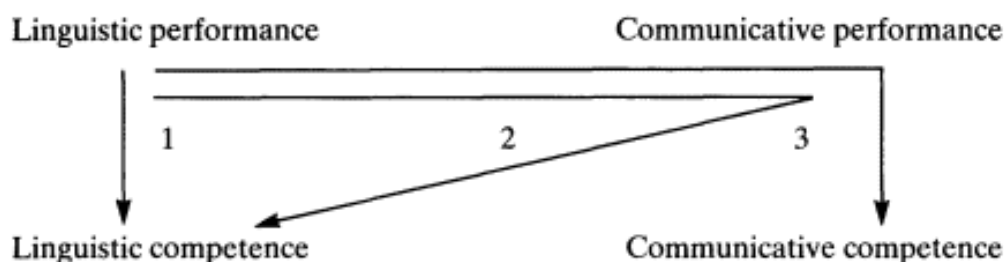


Figure 1.2. A model for language teaching (Paulston, 1992: 40)

Linguistic performance represents the actual utterance, what the speaker actually says, which often imperfectly reflects the underlying competence (Chomsky, 1968 discussed in Paulston, 1992:40). Communicative competence is the social rules of language use. The notion of communicative performance 2 is a term, which designates communication, which carries no distinctive social significance. In the real world, this is not possible, but in the artificial world of language, classrooms there are communicative activities, which lack specific deep structures of social meaning (ibid.). Figure 1.2. represents the relation between linguistic competence and social competence and shows that they both are connected. As it would not be possible to communicate without sounds, words and sentences or in other words, with the characteristics, which the linguistic competence has, it is very important to develop linguistic competence already at primary level. Paulson adds that the ability to use

one's language correctly in a variety of socially determined situations is as much and as central a part of linguistic 'competence' as the ability to produce grammatically well-formed sentences (Lyons, 1970: 287, discussed in Paulston, 1992: 38). Therefore, teachers should pay attention to methods they use in order to make sure that linguistic competence is being developed.

Children, who have gaps in their English language knowledge, will not be able to fully acquire the language and communicate. The more gaps children have the more difficult learning process will be. This kind of situation may cause not only a language barrier but also antipathy towards the language. In order to develop linguistic competence, the choice of methods is especially important, because nowadays children need to learn through topics, which are important and already familiar to them. Therefore, a method, which is highly discussed among the educational institutions in Latvia and plays a big role in competency-based education, is CLIL. In the next chapter, there is the notion of CLIL discussed, as well as the usage of CLIL at basic school level and EFL lessons.

2 Notion of CLIL

This chapter deals with the discussion of the notion of CLIL (Dalton-Puffer, 2007; Dalton-Puffer, Nikula and Smit, 2010; Superfine and Grieveson, 2012), especially CLIL at basic school level (Grieveson and Superfine, 2010) and CLIL in EFL lessons (Coyle, Hood and Marsh, 2010; Grieveson and Superfine, 2012).

2.1 Definition of CLIL

CLIL is a highly discussed topic among authors all around the world; therefore, there are many different definitions provided. Each definition has slight differences, which are compared in order to understand the essence of CLIL. The scholars Dalton-Puffer, Nikula and Smit (2010) describe the target group, which CLIL can be used with. Dalton-Puffer (2007) states that the mother tongue needs to be avoided, but Superfine and Grieveson (2012) note that the target language has a big role using CLIL. In Latvia the definition of CLIL has derived from bilingual education, and the method's importance here increases.

As already mentioned above, Dalton-Puffer, Nikula and Smit (2010) describe CLIL as an educational approach where subjects such as geography or biology are taught through the medium of a foreign language, typically at primary, secondary and also tertiary level (ibid.). They distinguish different stages of education, which emphasize the extensive applicability of CLIL. This method can be used working with both very young learners and grown-ups as well as with beginners and advanced learners.

Similarly, Dalton-Puffer (2007) states that 'the term CLIL refers to educational settings where a language other than the students' mother tongue is used as medium of instruction' (2007: 1). She mentions the importance of a foreign language, because if a teacher wants to use CLIL, it is necessary not only to teach a topic in a foreign language, but also to give the instructions in that language. In contrast to the previous definition, CLIL is defined in more detailed way, mentioning the functions of both languages the foreign language and the mother tongue.

In contrast, Superfine and Grieveson (2012: 8) suggest that 'CLIL is the term used to describe the methodology of teaching a foreign language through another subject (content)'. They highlight the importance of language teaching rather than another subject. They continue that 'through this method, language is used to learn as well as to communicate and it is the subject matter which determines what language needs to be learnt' (ibid.). Therefore, each subject can be taught in different languages as well as in the mother tongue. A good option would be learning one theme in the mother tongue more broadly, while in foreign

language lessons the same theme is studied in a more narrowed, but (in a) very intense way. It is more challenging to learn subjects in a non-native language as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum (2008: 2).

One more important aspect, which should be taken into account, is that in CLIL lessons the subjects taught through the target language include art, economics, history, Information and Communication Technology (ICT), mathematics, music, Social Science and other subjects (2008: 2). In other words, teachers are able to choose among different fields, which they can adjust to their learners' proficiency level in their CLIL lessons. Moreover, EFL teachers can collaborate with their colleagues to create CLIL materials in different subjects, where both the EFL as well as the subject teacher would benefit. In comparison to the previous descriptions of CLIL, here is highlighted the wide range of fields in different subjects, which can be implemented in the CLIL lessons. The different types of CLIL programmes also have been highlighted. In Primary contexts, CLIL programmes are commonly delivered by non-native subject specialists or by English language teachers (ibid.). This is another key point to remember – CLIL lessons do not have to be delivered by an EFL teacher, because the focus is not on the language. The lesson can be taught by a subject teacher alone, or both teachers can teach in tandem.

The next aspect, which is also a discussible, is the arrangement of the lesson and the question, which – language or content – should teachers focus on during the lessons. According to Coyle, Hood and Marsh '[...] in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time' (2010: 1). Thus, the focus on the foreign language as well as on content is continuously changing. The main idea is that language as well as the content cannot be forgotten, and they are equally important, but at the same time, there is focus only on one of them. The linguists continue 'CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both' (ibid.). Language is used as a tool to achieve a goal, which is to examine, acquire and consolidate a new information. The teaching staff should remember that 'the non-language subject is not taught in a foreign language but with and through a foreign language' (2006:7). The best way to achieve this goal would be if a teacher were a professional in both fields in language teaching as well as in non-language subject.

In the context of Latvian education, with CLIL incoming in Latvia there can be talked about the change of paradigm in Latvian education, which means the change from monolingual learning and teaching habits to bilingual or multilingual learning process

(Lazdina, 2015: 6). She continues that although the CLIL method can be practiced in different languages, in the context of Latvia it is easier to implement it in English, because of the skills of both teachers and learners as well as methodological materials available (Lapinska, 2015, discussed in Lazdina, 2015: 11). Lapinska compares CLIL to bilingual education and emphasizes that bilingual education means to teach a subject in two languages in one lesson (ibid.). Therefore, it is important to know that bilingual education has been the basis for CLIL in Latvia, but still it differs, because in CLIL only the target language, e.g. English, is used.

In Latvia, the importance of CLIL increases not only in EFL lessons but also in general because of the method's wide range of usage. In Latvia CLIL is well regarded and considered to be the best possible method of learning languages, whether the state language (Latvian), a regional or minority language (Russian), or foreign languages such as English (2006: 54).

Together these studies provide important insights into the aspects of different definitions of CLIL. There are the following peculiarities, which need to be taken into account:

- CLIL can be used with students of different age groups and language proficiency levels;
- Avoidance of a mother tongue is an important aspect of CLIL;
- Learning subjects through a foreign language may be challenging;
- CLIL as a method can be used not only studying the first foreign language, but also a second, third or even fourth;
- The focus is on both the language and the content;
- CLIL lessons can be delivered by an EFL teacher, a subject teacher or collaborating and teaching in tandem;
- At primary level CLIL programmes are commonly delivered by English teachers, who are non-native speakers;
- There is a wide range of subjects, which can be taught through CLIL.

With this in mind, it is important to be aware of the role of CLIL in Latvian education. Summarizing all mentioned above, CLIL has originated in Latvia due to the big impact of bilingual education. Nevertheless, according to Lapinska (2015), English is the most popular target language using CLIL due to the teacher resources, learners' knowledge and online materials available.

The following subchapter will discuss the importance of the use of CLIL at basic school level and will explain why it is important to start using CLIL as early as possible.

2.2 CLIL at basic school level

Nowadays, CLIL can be used with different age groups and language proficiency levels; nevertheless, some scholars claim that it is better to start already at an early age.

According to Superfine and Grieveson (2012: 8), many countries have been teaching English at secondary school through a CLIL curriculum very successfully for some time. They add that it is now becoming increasingly popular to introduce the CLIL at primary level, because learners at this stage are motivated to learn English through other subjects (ibid.).

The scholars list the following advantages of the use of CLIL in the primary and lower secondary EFL classroom:

- Children's educational experience is improved when the subject content is emphasized more than the language used. Moreover, if a learner focuses on content rather than the foreign language, the process of language acquisition happens to be unconscious.
- The language is learnt in context and; therefore, becomes more meaningful to children. Especially, if a teacher finds exciting methods and strategies, the children learn more effectively.
- CLIL is more motivating and provides a wider variety of stimuli for a broader range of learners.
- It gives learners greater exposure to the foreign language in a natural way.
- It does not require extra teaching time (ibid.).

Additionally, Coyle (2011) also points out benefits of using CLIL in an EFL classroom. He presents a process model, which shows how to motivate learners in CLIL settings. The figure below illustrates the model.

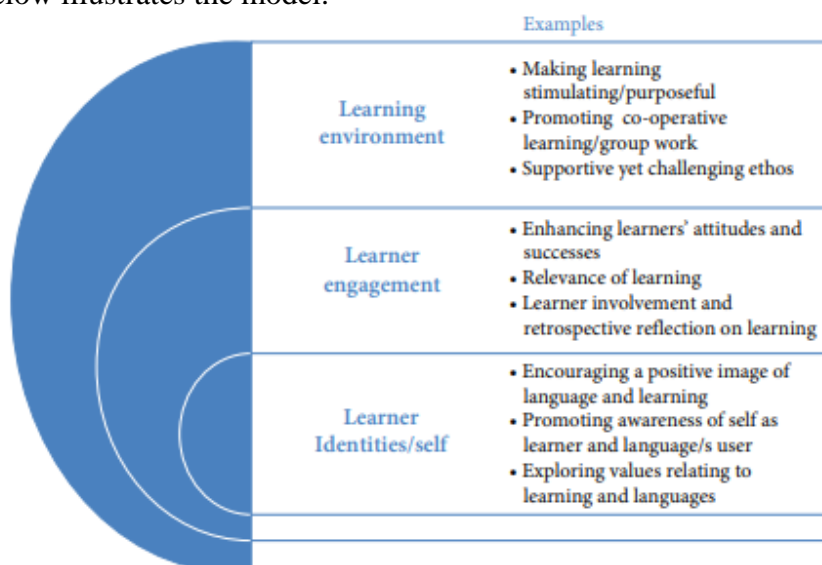


Figure 2.1. A process model (Coyle, 2011, discussed in Doiz, Lasagabaster and Sierra, 2014:

60)

As Figure 2.1 shows, Coyle suggests dividing the process model into three parts: learning environment, learner engagement and learner identities. In other words, significant contributors to learner motivation for using CLIL is the classroom environment, in which learners are willing to engage in learning and which has the impact on a learner's own sense of self as a learner and competent language user (ibid.).

According to Karapetjana (2008: 11), the use of CLIL may have a number of problems, which could be particularly important at basic school level.

As the first problem, she mentions that some learners may feel that they are improving neither their language skills nor their content knowledge (ibid.). Especially at basic school level, when children may not understand the reason why they need to study the particular content, they may feel confused about the additional use of foreign language.

As the second problem is mentioned the over use of learners' native language during parts of the lesson (ibid.). Working with young learners it may be difficult for a language teacher to draw a line, when it is appropriate to use the mother tongue and when not. It may seem faster and easier for children to communicate using the native language; therefore, it is important for a teacher to explain the advantages of using the foreign language.

As the third, she explains that there might be problems with finding information sources and texts that lower level learners can understand. The alternative here would be to use texts in learners' mother tongue and then use English to communicate information (ibid.).

The figure below illustrates the obstacles to the general implementation or further expansion of CLIL in foreign languages in primary education and general secondary education in year 2004/05.

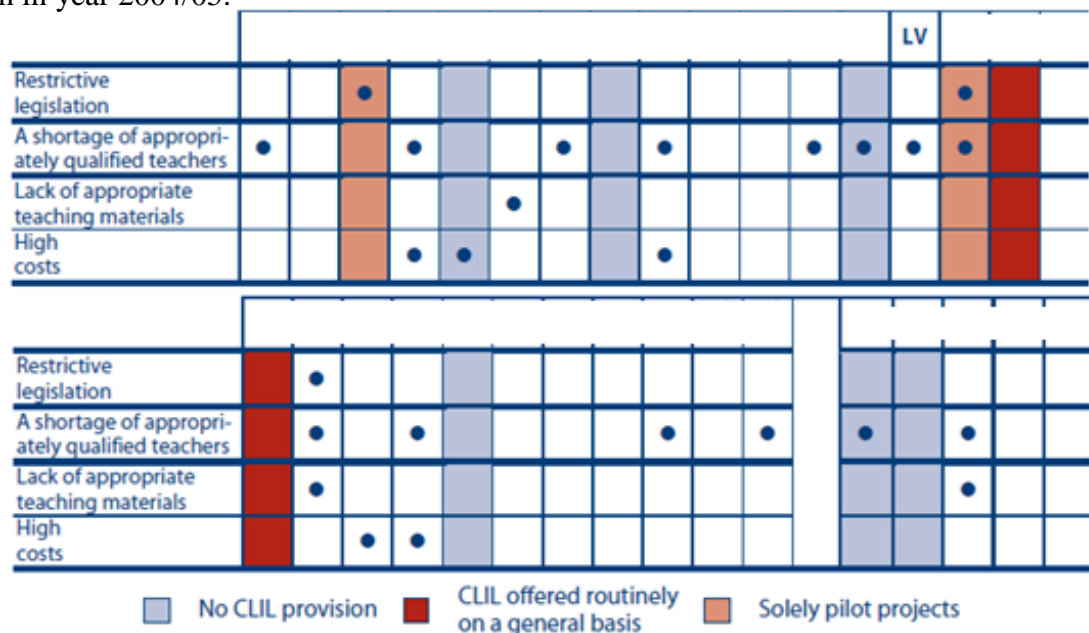


Figure 2.2 Obstacles to the general implementation of further expansion of CLIL in foreign target languages in primary education (Eurydice, 2008: 51)

As Figure 2.1 presents, the most frequent drawback is the shortage of appropriately qualified teaching staff, which includes also education in Latvia. Other obstacles are restrictive legislation, the lack of appropriate teaching materials and high costs. The reason for the insufficiency of teachers with the qualifications needed to teach at schools making use of CLIL methodology is a lack of training programmes devoted to methods used specifically to teach a subject in other than the normal language of instruction as teachers complain themselves (ibid.: 52).

Taking into account the advantages and drawbacks of CLIL, teachers can start practicing the CLIL method with their learners. Mickevica and Ustinova (2015) underline that CLIL has many forms; therefore, each teacher can choose the best way to practice CLIL (Mickevica and Ustinova, 2015, discussed in Lazdina, 2015: 144). As an example, the authors provide four teaching models, which are practiced at schools in Daugavpils and can be implemented at basic school level.

The first model presents the collaboration between an EFL teacher and a subject teacher. The model includes the following forms of cooperation:

- Co-planning lessons and preparation of materials;
- EFL teacher gives an advice in order to help with the language use;
- Team teaching (ibid.).

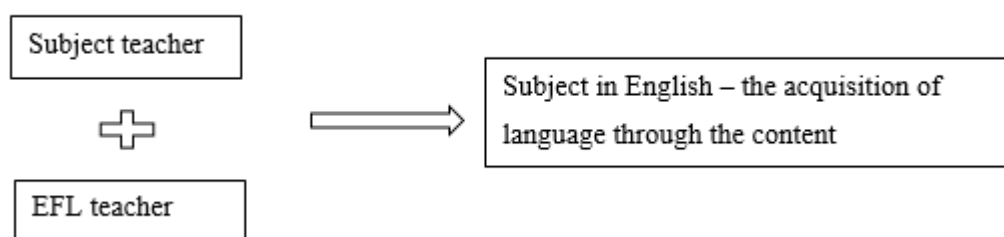


Figure 2.3 Model 1 (Mickevica and Ustinova, 2015: 145)

The second model, in comparison with the first, anticipates the cooperation among two subject teachers and an English teacher. Additionally, a language teacher not only helps to prepare the content in English but also works with the particular vocabulary during the English classes (ibid.: 145-146). The figure below illustrates the model.

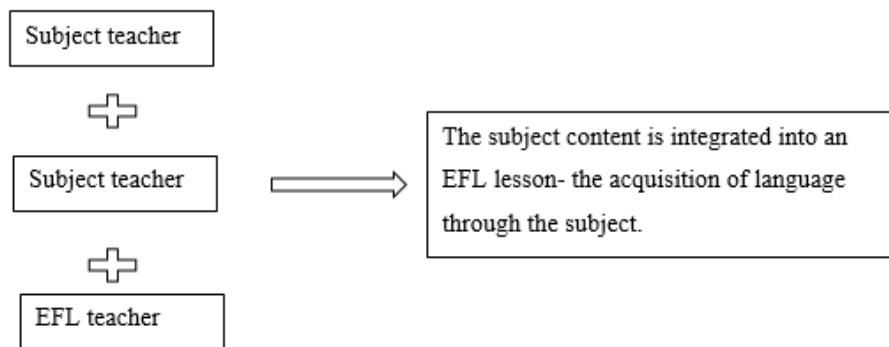


Figure 2.4 **Model 2** (Mickevica and Ustinova, 2015: 146)

The third model can be integrated if the subject teacher is fluent in English. The cooperation between the English teacher and the subject teacher is only informative (ibid.: 146)

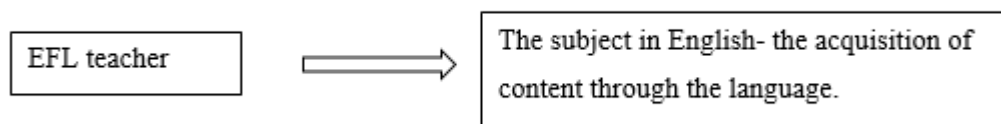


Figure 2.5 **Model 3** (Mickevica and Ustinova , 2015: 146)

The fourth model reflects the process when a language teacher integrated the content of a subject only partially (ibid.:147). The teacher provides the materials related to the subject, but the emphasis is on the language. The English teacher consults with other subject teachers to get an insight in the novelties of the subject (ibid.).

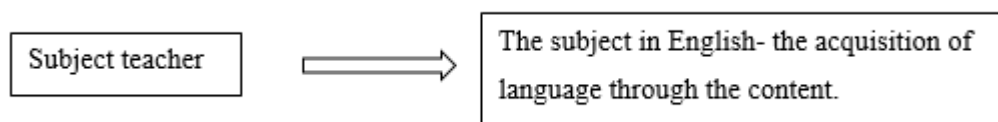


Figure 2.6 **Model 4** (Mickevica and Ustinova, 2015: 147)

Additionally, it becomes more popular to practice CLIL at primary level. Moreover, all four models can be applied at basic school since English is taught already from form 1. Different scholars list the advantages of CLIL like the acquisition of language in a natural way as well as the language becomes meaningful to children, because of the content, which is already familiar to them. Many drawbacks also have been identified like the lack of CLIL specialists, which is also the most common problem in Latvia. Teachers need to take into account all these pros and cons to be able to implement CLIL in their lessons.

Not less important aspect is the choice of the form of cooperation between the subject teachers and an English teacher. The models listed above show that CLIL can be taught by either one teacher, who can be an EFL teacher or a subject teacher as well as collaborating two or more teachers. These models can be helpful for teachers at basic school working with learners at primary level.

There are several aspects, which need to be taken into account when conducting the EFL lessons. The abbreviation EFL, used primarily in Great Britain, stands for English as a Foreign Language (Bussmann, 1998: 351). This means that an EFL lesson is a lesson, which is attended by learners, whose first or second language is not English. As through CLIL method, a foreign language is used to learn a content from another subject, CLIL and EFL are directly related to each other. In other words, EFL is an integral part of CLIL and conversely.

According to Grieveson and Superfine (2012), for teachers who wish their pupils to use English when they are preparing and carrying out the CLIL activities [...] it will be necessary to pre-teach the language used for instructions (2012: 8). As it is already mentioned above, the focus is on both the language and the content; however, some basic vocabulary like giving instructions should be taught before the content. The scholars continue that there are the following characteristics, which need to be considered when planning implement CLIL topics in EFL lessons:

- They tend to be keen and enthusiastic learners, without the inhibitions, which older learners sometimes bring to their schooling.
- They need physical movement and activity equally as much as stimulation for their thinking.
- They have a short attention span, so the lesson plans for the third level are probably more suitable for older primary and lower secondary learners as they require a longer attention span and a higher level of language (ibid.).

The authors also suggest practicing CLIL lessons with groups, where the number of learners does not exceed sixteen children. They add that the reason is a chance easily divide learners into pairs or groups of about four (ibid.). Although in Latvia, learners for EFL classes are divided into groups, there are many cases when this is not possible because of different reasons depending on a school. For instance, there are cases, when English is taught in groups of twenty-five learners, which means that an EFL teacher may need to divide learners into five groups of five.

In order to be able to plan a CLIL lesson, teachers need to make explicit interrelationship between content objectives and language objectives (Coyle, Hood and Marsh, 2010: 36). A conceptual representation – the Language Triptych by Coyle, Hood and Marsh– makes these connections and helps to understand the usage of language in CLIL lessons (ibid.) (see Figure 2.7).

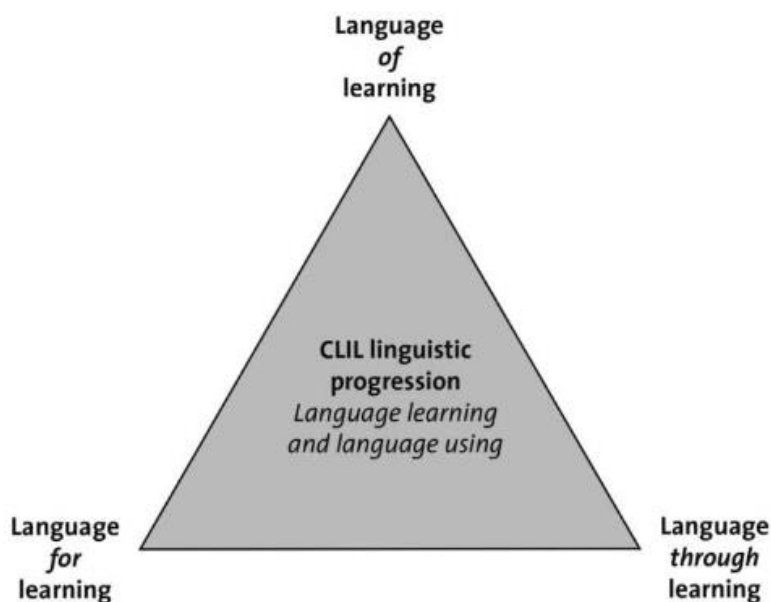


Figure 2.7 **Language Triptych** (Coyle et al., 2010: 36)

Figure 2.7 shows that learners with language use in CLIL lessons from three perspectives: language of learning, language for learning and language through learning (ibid.).

According to the scholars, the first concept, language of learning is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic (ibid.). In other words, this concept shows how students use the appropriate language context.

The second concept is language for learning. The scholars claim that this concept focuses on the kind of language needed to operate in a foreign language environment. They continue that learning to use the language is challenging for both a teacher and a learner – each has a role to play. Learners need strategies to enable them to use the foreign language effectively (ibid.: 38). This means that a teacher needs to find the strategies, which will help his or her learners to improve knowledge of the language as well as to study the content.

The third concept, language through learning is based on the principle that effective learning cannot take place without active involvement of language and thinking. When learners are encouraged to articulate their understanding, then a deeper level of learning takes

place (ibid.: 40). That is to say that learners need to be actively involved to be able to learn the language.

According to Gurjanova (2015), CLIL lessons are learner-centered, and the aim of an EFL teacher is not to teach but guide the learners towards the learning process. She points out that planning a CLIL lesson there must be 4Cs taken into account: Content, Communication, Cognition, Culture (Gurjanova, 2015, discussed in Lazdina, 2015: 159). She continues that the content stems from the subjects, which learners study in their mother tongue. The communication refers to the language, which is a tool to acquire the subject. Cognition is mentioned because of its importance in the CLIL lessons. The development of thinking, perception and cognition skills are an integral part of CLIL lessons. The culture is an aspect, which also needs to be taken into account because during the CLIL lessons learners study that they are part of a big society, and they need to respect other cultures (ibid.). Figure 2.8 presents 4Cs curriculum, which is also a framework for EFL lessons using CLIL.

4Cs	4Cs planning guide:
Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum	1. Start with content. Define it. <ul style="list-style-type: none"> • What will I teach? • What will they learn? • What are my teaching aims/objectives? • What are the learning outcomes?
Communication – Using language to learn whilst learning to use language	2. Now link content with communication. <ul style="list-style-type: none"> • What language do they need to work with the content? • Specialised vocabulary and phrases? • What kind of talk will they engage in? • Will I need to check out key grammatical coverage of a particular tense or feature? • What about the language of tasks and classroom activities? • What about discussion and debate?
Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language	3. Now explore the kind of thinking skills you can develop according to decisions made above. <ul style="list-style-type: none"> • What kind of questions must I ask in order to go beyond 'display' questions? • Which tasks will I develop to encourage higher order thinking – what is the language (communication) as well as the content implications? • Which thinking skills will we concentrate on which are appropriate for the content?
Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.	4. Culture. Think of it as a circle which envelops the topic. <ul style="list-style-type: none"> • What are the cultural implications of the topic? • How does the CLIL context allow for 'value added'? • What about otherness and self? • How does this connect with the all Cs?

Figure 2.8 A CLIL topic planning framework (2015: 178)

If a language teacher considers all aspects mentioned above, the use of CLIL in EFL lesson should be successful. To sum up, before using CLIL, teacher needs to pre-teach the language used in the lesson as well as support learners with language use from three perspectives: use an appropriate language, find suitable strategies and make sure that learners are actively involved in the learning process.

3 Curriculum Design for EFL at Basic School

Chapter 3 deals with learners' needs at basic school (Cameron,2001; Gipps, MacCallum and Hargreaves, 2001; Schleicher, 2015 and Deb, 2018), teacher's role in EFL classroom (Nunan, 2005; Dutcher, 2011; McGrath, 2017) and classification of EFL tasks (Nunan, 2005; Harmer, 2007; Scrivener, 2015).

3.1 Learners' needs at basic school

In order to be able to implement CLIL in EFL lessons, it is important to consider the needs of the particular learners. According to Deb (2018), learners are more motivated to do well, and to realize their full potential, at schools that have a positive academic climate, where they feel safe, included, and supported (2018: 2). As a teacher cannot always be responsible for a positive environment at school in general, it is important to think about a positive academic climate in a classroom, which can be provided by a teacher.

Deb continues with mentioning the importance of the role of a teacher in a classroom and points out that a sincere teacher with adequate knowledge in his/her subject, good communication skills and effective teaching methods can develop interest among students about the subject (ibid.: 5).

Additionally, Gipps, McCallum and Hargreaves (2001) emphasize the necessity for the teacher to provide opportunities for different ways of learning (2001:122). The scholars point out the following ways and contexts of learning, which, teachers consider important:

- Children learn through play;
- Children learn by listening;
- Children learn through interacting;
- Children learn by 'doing';
- Children learn through practicing;
- Children learn through copying others;
- Children learn through being critical of their own work;
- Children learn when they initiate their own learning (ibid.).

The ways of learning, which are mentioned above can be applied at basic school because children at early primary school years lose interest very quickly and are not able to keep themselves motivated on tasks they find difficult (Cameron, 2001: 1). Learners do not always have the access to metalanguage that teachers use to explain the grammar, for

instance; therefore, it is more effective to teach through practicing, interacting and copying others (ibid.).

Gipps, McCallum and Hargreaves (2001) continue that learners' opinion differs listing the ways of learning, which learners consider effective:

- Thinking;
- Visualizing/remembering/memorizing;
- Talking and asking;
- Listening;
- Doing/handling;
- Observing;
- Reading;
- Practicing (ibid. 135-139).

Some of the methods like handling or practicing overlap with the ones, which teachers consider useful. Children have included thinking, which concerns concentrating, imagining and coming up with new ideas (ibid. 135-136).

Cameron (2001) distinguishes 'learning-centered' perspective from 'learner-centered' (2001: 1). She explains that successful lessons and activities are those that are turned to the learning needs of pupils, rather than to the interests of a teacher. She adds that 'learner-centered' teaching means to focus on learners' needs, placing the children at the centre of teacher thinking and curriculum planning (ibid.). Teachers need to adjust the activities and methods to their learners and their needs.

Likewise, McGrath (2017) supports the idea of learner-centered teaching and considers that learners should have some input to decisions about not just what they should learn and how they should learn but also what they should learn through the materials (2017: 79). The author states that in order to implement any syllabuses, materials or tests in EFL lessons; there are several questions, which need to be asked to learners:

- Objectives: What do you want to achieve?
- Evaluation: How do you want to be evaluated?
- Working modes: How would you like to work in the class?
- Activities: What sorts of activity and language learning activity do you want to do?
- Materials: What sorts of learning materials would you like to work with? (Wright, 1987, discussed in McGrath, 2017: 79).

The idea is to involve learners in the learning process as much as possible to create the lessons, which are exciting to the particular children.

In Schleicher's (2015) view, there are several methods, which help learners be more effective as the learners' needs can be wide-ranging. He provides the team teaching as an option working with larger groups of learners. He explains that there are specific groups of learners who might not get the attention they need in large-group classes; therefore, particularly these learners benefit from team teaching (2015:64). In other words, he provides to organize a lesson involving more than one teacher to be able to focus on learners' needs and have approach that is more individual.

One more aspect, which Schleicher considers important, is the authentic learning. The author states that an innovative learning environment includes making the learning experience authentic and meaningful by engaging learners with real-life problems or offering hands-on experiences. He emphasizes that learning is closely linked to the development of 21st-century skills (ibid.: 69). This approach is relevant to learners and is topical because is related to the competences as in competency-based learning there is an emphasis on having real life situations in lessons. Authentic learning is needed when working with learners at basic school level, because children at this age group need to get used to the real-life situations to be able to use the language outside the classroom.

The last aspect, which Schleicher (2015) mentions is the 'technology-rich' environment. He continues that with the help of technology there can be enhanced the learners' engagement, increased their motivation as well as interactivity, personalization and flexibility are insured (ibid.: 71). He enumerates three technology-dependent approaches to teaching and learning:

1. Specific complex learning experiences: learners have a chance to find out information about aspects, which they find difficult;
2. Distant communication and collaboration: learners can easily connect to share information and collaborate via free tools, like Skype with their teacher or other groups of learners;
3. Mobility and access to extensive materials: technology now brings access to educational materials (ibid.).

To sum up, it is a responsibility of the teacher to ensure that learners' needs are taken into account. This is particularly important at basic school level, because according to Cameron (2001), children at this group of age are not able to keep themselves motivated on tasks they find difficult. A teacher needs to find the ways of learning and methods, which can help to motivate the learners. For instance, Gipps, McCallum and Hargreaves (2001) point out the differences between the methods, which teachers consider effective in contrast to learners' opinion. Cameron considers that teachers need to focus on 'learner-centred' perspective, but

Schleicher (2015) supports the ideas of team teaching, authentic learning and importance of 'technology-rich' environment.

The following subchapter discusses the teacher's role in EFL classroom from the different scholars' viewpoint.

3.2 Teacher's role in EFL classroom

In order to be able to design a curriculum it is important to take into account not only the learners' needs, but also be aware of what is the role of a teacher in an EFL classroom. According to Linse and Nunan (2005), there are several key issues in language teaching to young learners. They point out that in EFL teaching there are many efforts, which need to be made to improve the process for both teachers and learners (2005: 187).

Similarly, Riddell (2014) states that a teacher has many different roles inside and outside the classroom (2014: 15). He points out that effective classroom management is an essential ingredient in successful teaching. Riddell continues with emphasizing the importance of teacher talk, gestures, interaction, management, and manner in EFL lessons. He explains that teacher's level of language needs to be adjusted to his or her learners' level and when teaching, the appropriate level of Teacher Talk Time (TTT) needs to be used. The gestures are also important, because the meaning can be clarified by the use of gestures as well as the instructions should be clear, relevant and precise – planned in advance if necessary (ibid. 16- 25). A teacher needs to remember that working with the groups of the same age it does not mean that these all factors mentioned by Riddell would work. The teacher always needs to adjust to the situation and his or her learners. The teacher's role includes the ability to improvise and be ready for different situations.

In order to develop an effective curriculum, another key thing to remember is the importance of the teacher's role as an observer. Dutcher (2011) points out that there are fundamental observation skills that must be introduced before entering the classroom (Dutcher, 2011, discussed in Craig and Deretchin 2011: 88). According to Dutcher, high-quality observations of young children involve awareness, critical thinking, require creative teaching, and planned assessment. He states that teachers make quick judgments, infer too much about a situation, or rely too heavily on previous experiences (ibid.: 89). In other words, before developing the tasks or choosing the methods to use, it is important to observe the particular learners.

McGrath (2017) emphasizes that a key role for an EFL teacher is the ability to select and use materials. By materials, he means the textbooks, commercial materials like

dictionaries or grammar books and selected or devised teacher-prepared materials (2017: 1). Similarly to Riddell, in McGrath's view, each group of learners differ; therefore the teacher has to be able to select and provide useful materials for the particular learners.

Harmer (2007) introduces to the following roles, which an EFL teacher can play during the lessons:

- Controller (teacher as a 'leader from the front', who is in charge of the class and the activity taking place);
- Prompter (encouraging learners think creatively, do not help with vocabulary);
- Participant (discussions, role-plays and group-decision making activities together with the learners);
- Resource (answering to the learners' questions, helping with the vocabulary or information needed for the activity);
- Tutor (combination of 'prompter' and 'resource', pointing in directions, which learners have not thought of taking) (2007: 108-110).

As it has been discussed above, the role of a teacher depends on the particular group of learners. There are several aspects, which need to be taken into account to improve the process of learning. Riddell (2014) considers that classroom management is an integral part of successful teaching. He states that a teacher needs to adjust his or her language to the learners. By contrast, Dutcher (2011) emphasizes the importance of the observation. In his view, the teacher cannot be effective if he or she is not familiar with the needs of the learners. However, McGrath (2017) points out that the teacher is responsible for the choice of materials in EFL lessons and a teacher's role means to select the textbooks, commercial materials as well as create the materials themselves. Finally, Harmer (2007) describes several roles, which an EFL teacher can have during the lessons. The roles are divided according to the teacher's involvement in the lesson.

As the curriculum design in EFL can include different types of tasks, the next subchapter is devoted to the classification of EFL tasks.

3.3 Classification of EFL tasks

According to Scrivener (2011), the basic building block of a lesson is the task, and it is a key teaching skill to successfully prepare, set up and run a single classroom task (2011: 41). An EFL teacher should be aware of different types of tasks in order to develop learners' language skills.

Nunan (2005: 59) suggests classifying tasks according to the strategies underpinning them. These types of tasks are as follows:

- Cognitive (classifying, predicting, taking notes, inferencing);
- Interpersonal (co-operating, role-playing);
- Linguistic (practicing, using context, summarizing, selective listening, skimming);
- Affective (personalizing, self-evaluating, reflecting);
- Creative (brainstorming) (Nunan, 1999, discussed in Nunan, 2005: 59-61).

An EFL teacher should think of combining different types of tasks in a curriculum design in order to develop different aspects of learners' language. Nowadays, the use of different types of tasks in EFL lessons depends on the teacher, because the newest textbooks, which are the guidelines for the lessons, include all types of tasks mentioned above.

In contrast, Harmer (2007) divides tasks basing on the resources available for the teacher and learners. He presents a 'reversed resources pyramid' in Figure 3.1.

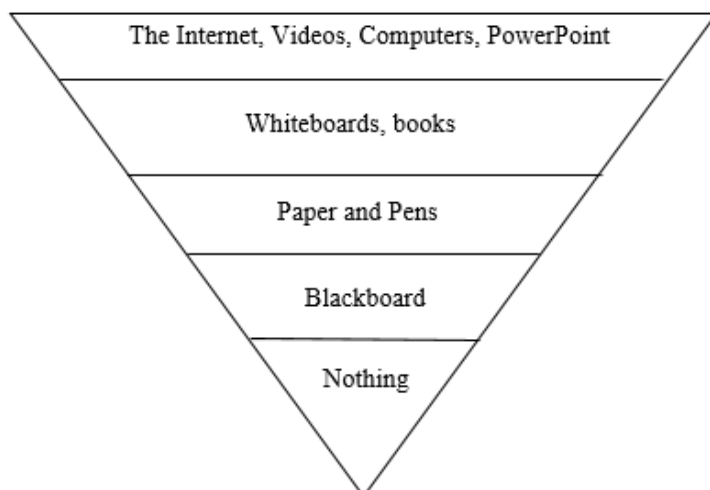


Figure 3.1 Reversed resources pyramid (2007: 175)

As it can be seen in the figure above, there are various types of resources available for a lesson; therefore, teacher needs to be able to use the computers in his or her lessons as well needs to be able to work with learners without any special aids.

Although the materials become more easily available for EFL teachers as well as schools try to provide as many technologies and materials as possible, there are still schools or situations, when the access to the resources is limited. Harmer (2007) explains that these resources are the tools to help a teacher to implement the methods and tasks that he or she has chosen to use. The EFL teacher sometimes cannot be able to implement a particular task because of the limited access to the Internet, computer or even worksheets.

According to Faravani and Zeraatpishe (2016), pedagogic tasks are designed with reference to the real-world target tasks that learners are expected to do such as buying a plane ticket, renting an apartment, writing business letters, and so on (2016: 52). They continue that there are some general guidelines, which need to be taken into account while developing materials to assist the language learning. These guidelines, as suggested by Tomlinson (2008), can be included in course books and materials to assist language learning as follows:

- Provide rich experience with varying genres and text types;
- Provide aesthetically positive experience through graphical design;
- Use of multimedia for rich and varied language learning;
- Help learners make discoveries for themselves;
- Help learners become autonomous language learners;
- Provide supplementary materials for extensive listening and reading;
- Help learners personalize and localize their language learning (Tomlinson, 2008, discussed in Faravani and Zeraatpishe, 2016: 52).

All aspects mentioned above can be used as guidelines to create tasks for an EFL lesson. Varying text types is important to improve different skills. Graphical design and multimedia can help to attract the learners' attention. Another key thing to remember is to help learners to become more independent so that students have a chance to complete the tasks without a teacher's help. The tasks also need to be related to the learners' interests to motivate them in the learning process.

To sum up, chapter 3 presents different aspects, which are important in a curriculum design in EFL lessons at basic school. The first important aspect is the learners' needs, because a curriculum cannot be created without taking into account the particular skills of the learners, language levels or ways of learning, which they consider effective. The second aspect is the teacher's role in EFL classroom. Teacher can take part in the activities, only partially participate and be a guide or just a tutor -teaching learners to become more independent. Finally, the last aspect is the classification of EFL tasks. Tasks can be classified according to the strategies underpinning them (Nunan, 2005), the resources available for the teacher (Harmer, 2007) and tasks should not be signed without taking into the consideration the guidelines provided by Tomlinson (2008).

The next chapter deals with the discussion of the empirical study of the developing linguistic competence at basic school using CLIL in EFL lessons.

4 Empirical Study of the Development of Linguistic Competence at Basic School using CLIL in English Lessons

Chapter 4 presents the empirical study of the use of CLIL in EFL lessons at basic school to develop learners' linguistic competence. In the following chapter there are qualitative and quantitative methods described (Nunan, 1992; Cohen, Manion and Morrison, 2007; Edmonds and Kennedy, 2017).

4.1 Methods of the research

According to Nunan (1992), a research is carried out in order to prove or disprove what is planned, support a point of view or discover the cause of problem (1992: 2). In order to reach the goal of the paper, which was to explore how using CLIL in English lessons in form 5 helps to develop learners' linguistic competence at basic school, there were qualitative and quantitative methods used in the research. Edmonds and Kennedy describe qualitative methods as follows 'qualitative methods are distinguished by their collection and synthesis of information in a largely nonquantitative way' (2017: xiv). In contrast, quantitative methods 'tend to involve defining variables in advance and then quantifying observations of those variables' (ibid.). Thus, the quantitative research methods used in the present paper are a survey for English teachers and pre- and post- tests for learners. The quantitative methods include interviews with field specialists and document analysis, which was the analysis of learning subjects programme in form 5.

4.2 Participants

The participants of the reserach were 15 learners from form 5 at state basic school. English for the particular learners is the first foreign language, which they have been studying for 5 years. The learners have English classes 5 times a week- each day a 40 minute lesson. The learners' language proficiency level is A2 and currently the course book used for the lessons is *English Plus 1* (Pue and Wetz, 2011). The learners have had an insight into such topics as comparative and superlative adjectives, past simple tense and countable and uncountable nouns as well as they have studied about the solar system in natural sciences, different composers in music and fractions in math. Nevertheless, they have not had the CLIL classes. Learners have used to work in groups and do the tasks using the tablets.

4.3 Procedure

In order to develop useful CLIL materials for EFL teachers as the first a survey about CLIL for English teachers in different schools in Latvia was designed (see Appendix 1).

The aim of the survey was to find out the teachers' views about CLIL as well as their experience working with this method. The questionnaire included 12 questions. As the next two field specialists were interviewed (see Appendix 2 and Appendix 3). Both experts had been working with CLIL as well as they had participated in the organization of the seminars about CLIL for EFL teachers.

Further on there was the analysis of learning subjects programmes in form 5 in four subjects done: English, natural sciences, music and mathematics. The analysis was helpful when designing the lesson plans (see Appendix 4) and choosing the topics for the content part of CLIL lessons.

Before the piloted lessons there was a pre- test to the learners given in order to check their current knowledge of the particular aspects of linguistic competence. In the pre-test (see Appendix 6), there were such grammatical aspects as comparative and superlative adjectives, past simple tense, countable and uncountable nouns and quantifiers much and many included. The tasks were adapted from Murphy (2012) and Swan and Walter (2005).

The lesson plans for the piloted lessons were designed basing on the textbooks from three subjects, which are mandatory for learners in form 5. The first piloted lesson included topics in the natural sciences, basing on theories by Gribuste, Vilciņa and Vilks (2006) as well as the practical tasks were adapted from Foley and Hall (2008). The second lesson was about music using the theories by Vasmanis, and Vilkrāse (2003). In the third lesson there was a topic from mathematics taken. The textbook for the lesson used was by France and Lāce (2013).

After the piloted lessons there was a post- test (see Appendix 7) given in order to check the learners' progress. The tasks in the post- tests were adapted from Elsworth and Walker (2000), Swan and Walter (2005) and Murphy (2012).

4.4 Results and discussion

The following subchapter comprises the analysis of the survey on the implementation of CLIL in EFL lessons at basic school, analysis of the pre- and post-testing, analysis of the interviews with the field specialists, analysis of learning subjects program in form 5 and analysis of the pilot teaching.

4.4.1 Analysis of the survey on the implementation of CLIL in EFL lessons at Basic School at schools in Latvia

In order to design the lesson plans, there was a survey for teachers designed (see Appendix 1). The survey consisted of twelve questions from which four were open-ended questions and eight multiple-choice questions. The aim of the survey was to find out more about the teachers' experience with CLIL as well as their needs concerning the CLIL materials. Respondents were 59 English teachers from different schools in Latvia. The survey was anonymous. There also were the principles of validity and reliability described by Cohen, Manion and Morrison (2007) taken into account. According to them, one of the advantage of a questionnaire is that it tends to be reliable as it is anonymous (Cohen, Manion and Morrison, 2007: 158). Moreover, as the validity concerns accuracy, careful and accurate sampling has been ensured (ibid.: 137).

Question 1 was aimed to find the teaching experience of English teachers. This information was important to know the target group, when designing CLIL materials.

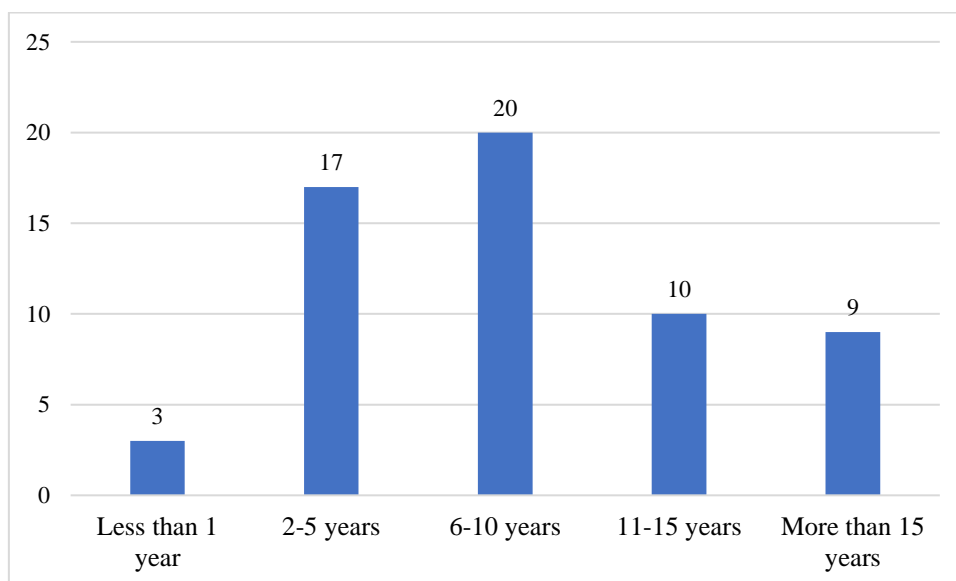


Figure 4.1 Teachers' work experience

As the figure above shows, the majority of the respondents were teachers with working experience from six to ten years. There were only three teachers, who have been working for less than one year. Nine of the respondents were teachers, who have been working as English teachers for more than fifteen years.

Question 2 asked if teachers have used CLIL in their lessons. The results are seen in the figure below.

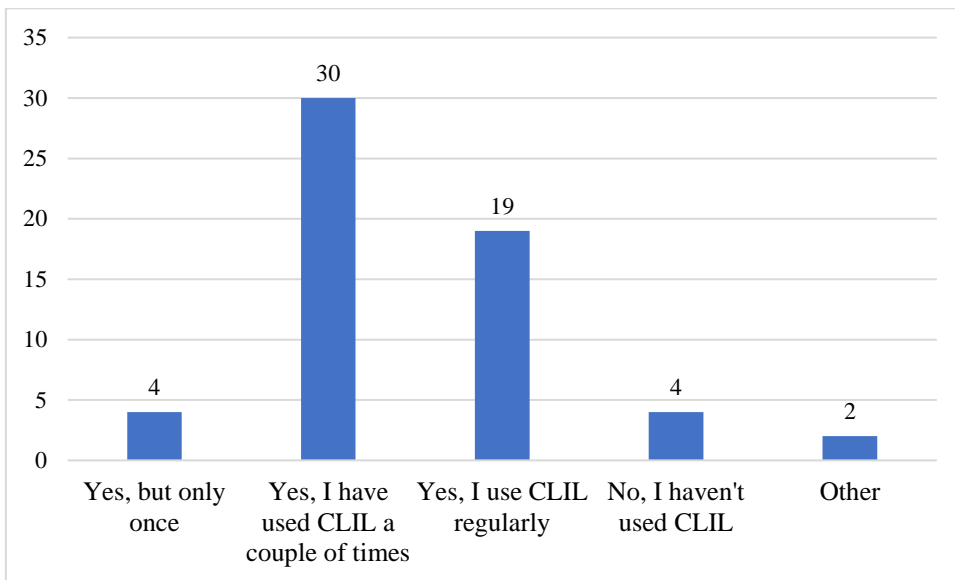


Figure 4.2 Number of teachers, who have used CLIL in their lessons

These results above show that teachers are aware of CLIL. 19 teachers use CLIL regularly, which is almost the half of the respondents, but the majority, which is 30 English teachers, have used CLIL a couple of times. Only 4 teachers have not used CLIL as well as other 4 respondents have used CLIL only once. There was 1 respondent, who admitted that there has been no possibility for using CLIL during his or her lessons, however, he or she has always wanted to try it. On more respondent answered that he or she uses CLIL twice a week.

Question 3 asked if teachers have ever collaborated with a colleague or colleagues using CLIL. The figure below shows the results of the respondents' answer analysis.

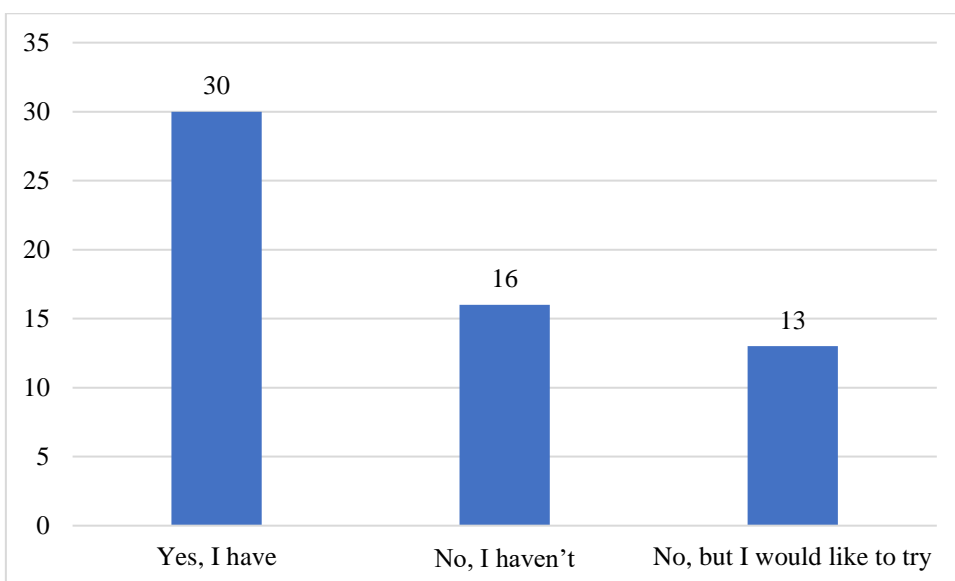


Figure 4.3 Number of teachers, who have collaborated with their colleagues

The results revealed that the majority of the English teachers have tried to collaborate with their colleague to use CLIL. 13 of the respondents answered that they have not collaborated with the colleagues, but they would like to try to do it.

Question number 4 was aimed to find in which forms teachers have used CLIL. Teachers were asked to indicate the particular form (see Figure 4.4).

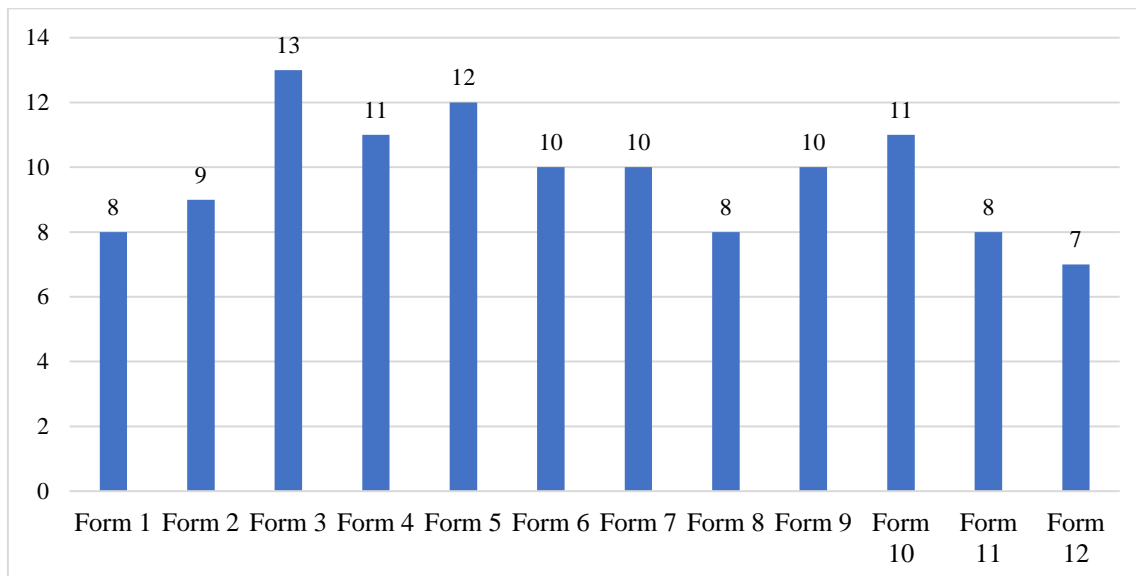


Figure 4.4 **Forms in which English teachers have used CLIL**

As the figure above shows, teachers have used CLIL already at primary level. Thus, it means that CLIL can be used with learners in different age groups as well as language proficiency levels. In fact, form 3, form 4 and form 5 are those, where the teachers have used CLIL the most actively.

Question 5 was an open-ended question and asked from which subjects was taken the content. The results are presented in the figure below.

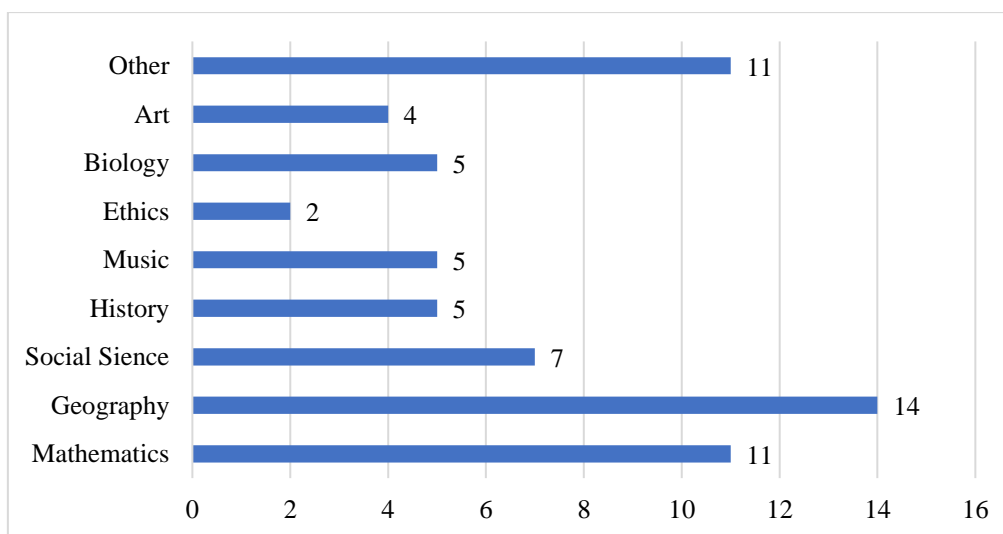


Figure 4.5 **Subjects from which the content was taken**

As the figure above shows, the majority of teachers have taken the content from subjects like mathematics, geography or social sciences. The subjects, which are not shown in the figure, are P.E., astronomy, culture, tourism, logistics, politics, psychology, ethics, chemistry and literature. One respondent answered that he or she uses general subjects such as life values or relationships as well as use the elements, which are provided in the course books.

Question 6 was aimed to ask if the teachers' experience was positive or negative. The teachers were asked to comment on their answers. This was an open-ended question. The figure below shows that the experience was rather positive than negative.

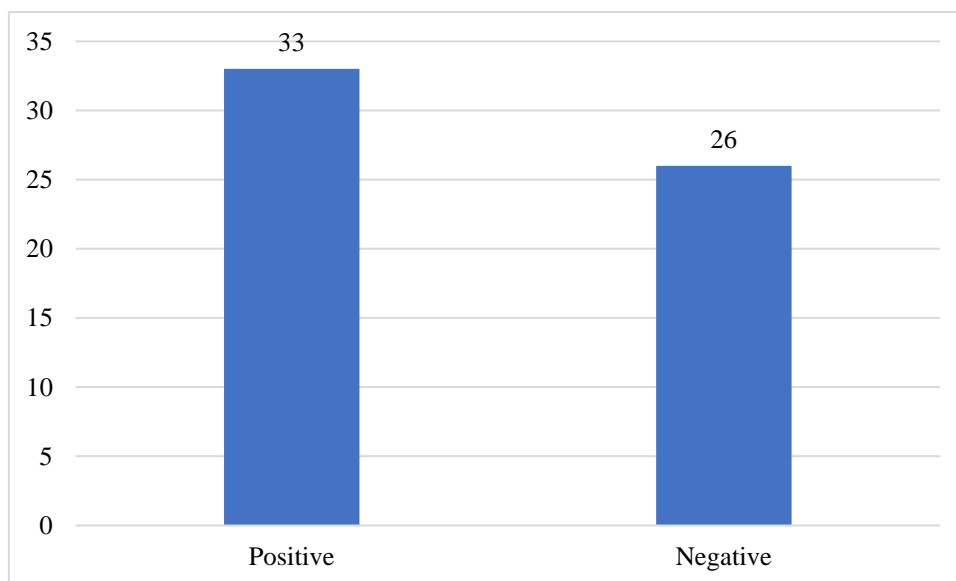


Figure 4.6 Teachers' experience with CLIL

Teachers who found their experience positive emphasized that learners enjoyed CLIL lessons. They added that in CLIL lessons learners with a good command of English can learn about other subjects with ease and understanding while improving English skills as well as the learners are eager to show their knowledge from other subjects in English. Teachers continued that the topics were "attacked" from all sides and students could take in the topic much deeper than it would be learning separately. One of the respondents answered that particularly young learners with lower English proficiency were all 'hands on' the tasks and enjoyed the lessons.

Those respondents, who commented on their CLIL experience as negative, admitted that not always, the topics correspond with the theme of the subject; therefore, it was difficult to prepare the CLIL lesson. One teacher added that students were confused, and they still wanted to use Latvian language during the lessons, but when they got used to it - cooperation was excellent and productive. Another respondent answered that it depends on how much students are interested in the subject as well as how well he or she can collaborate with the colleague who teaches the subject. There was a respondent who considered CLIL rather

negative than positive because of the big amount of work, which a language teacher has to do to create the materials. Finally, there was an English teacher, who answered that learners were bored and quoted his or her learners' responses 'Again, teacher, we have already done that in other subjects...' or 'We know that already' even though the materials were innovative and rather challenging.

Question 7 asked, which competences in teachers' views CLIL develops. The competences, which were the most frequently mentioned, are shown in the figure below.

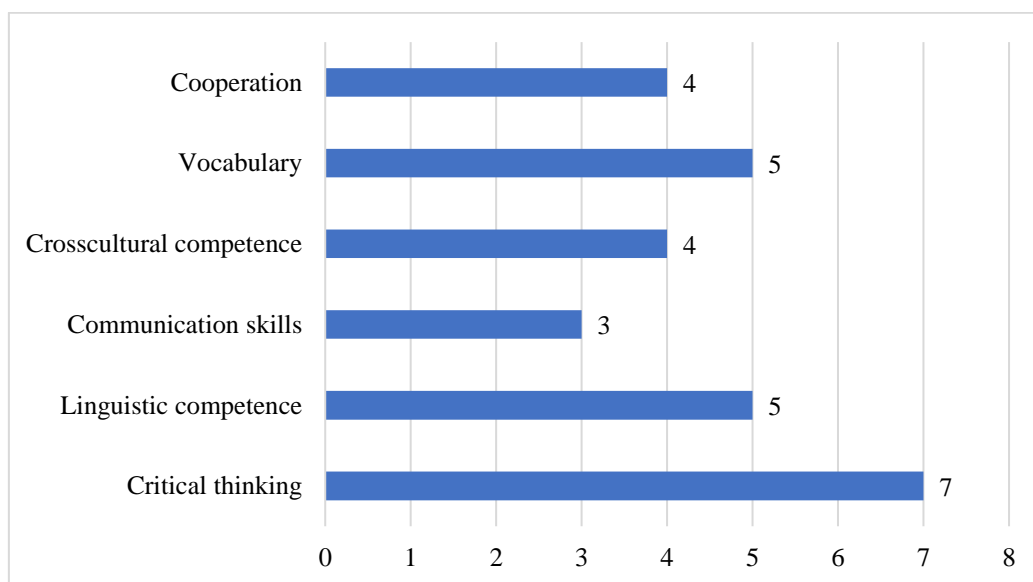


Figure 4.7 **Competences, which CLIL develops**

As it is seen in the figure above, CLIL develops different competences. The majority considers that CLIL helps to develop critical thinking, linguistic competence, communication skills, learners' vocabulary, ability to cooperate as well as the cross-cultural competence. One teacher considered that CLIL develops all competences, but other responses were such as argumentation skills, logical thinking and comprehension of the language system, when some words in Latvian are similar to English. There was also mentioned the ability to use the target language not just for the sake of it, but also to see it in the big picture of education.

Question 8 was aimed to ask if teachers have any tips based on their experience to teachers who want to use CLIL in their lessons. There were the following answers:

- Choose an appropriate content (regarding the age, interests and other parameters of the target audience);
- Communicate, collaborate, do not be afraid of mistakes or failures;
- Start early, because it may require extra work in preparing the CLIL lesson;
- Do not be afraid of teaching language skills in the context of different topics;
- Do a lot of research to find the best materials;

- Collaboration with colleagues is very important;
- Lexis should be adjusted to the learners' language level;
- In primary school, CLIL lessons can be based on the vocabulary; it is easy to connect topics from English lessons to topics in other lessons. Songs, video blogs, Youtube etc. where native speakers share their ideas that might be useful;
- Make your own worksheets in both languages;
- Use different teaching methods or co-operative strategies;
- Contemporary learners are overwhelmed with information and come to school with great English proficiency. In my opinion, CLIL works in classes that do not have students with high English proficiency.

Teachers emphasize that CLIL lessons need to be well prepared, and it takes a big amount of time to do it. Teacher has to be able to adjust the materials to his or her learners' language level as well as several respondents admit that collaboration with colleagues is very useful and might be a good experience.

Question 9 was aimed to ask, where the English teachers found the CLIL materials for their lessons. The figure below shows the results of the respondents' answer analysis.

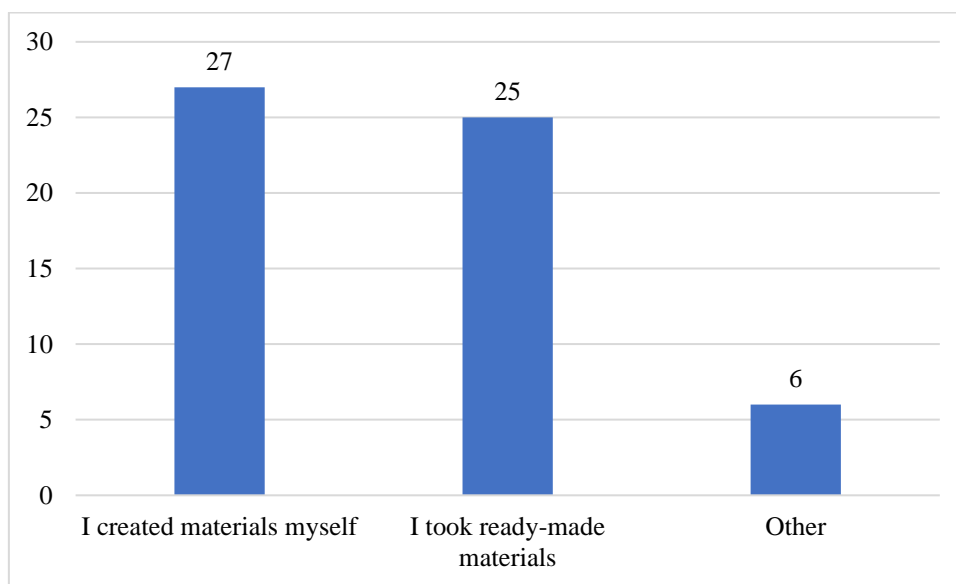


Figure 4.8 Materials, which teachers have used for their CLIL lessons

As the figure above shows, teachers do both create the materials themselves as well as take ready-made materials. Four respondents added that they have searched for the materials on the Internet or got the materials when participating in the ERASMUS programme. One teacher suggested to use 'Incredible English' book set, because it provides variety materials for young learners.

Question 10 asked in what content there would be need for the teachers to receive prepared CLIL materials. Teachers could choose among mathematics, social sciences, natural sciences as well as option ‘other’. There was more than one answer possible. The results are presented in the figure below.

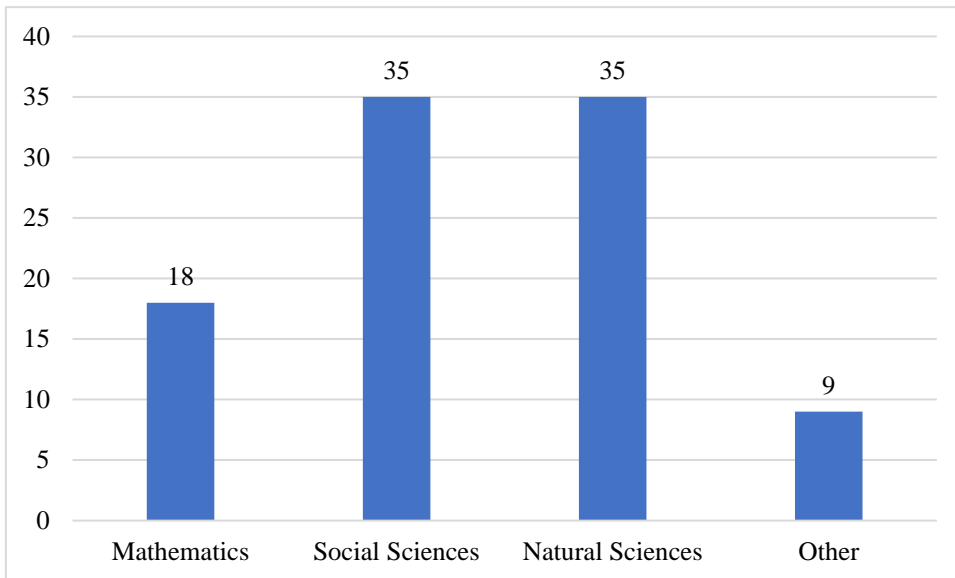


Figure 4.9 Subjects in which teachers would like to receive CLIL materials

It is seen that teachers would be more interested in receiving CLIL materials in subjects like social sciences and natural sciences. The minority would like to receive materials in mathematics. The rest of the respondents added that the subjects could be the following: physics, history, geography, ethics and military topics.

Question 11 was aimed to find the language proficiency level for which the teachers would like to receive CLIL materials. Teachers could choose more than one answer. The results are as follows

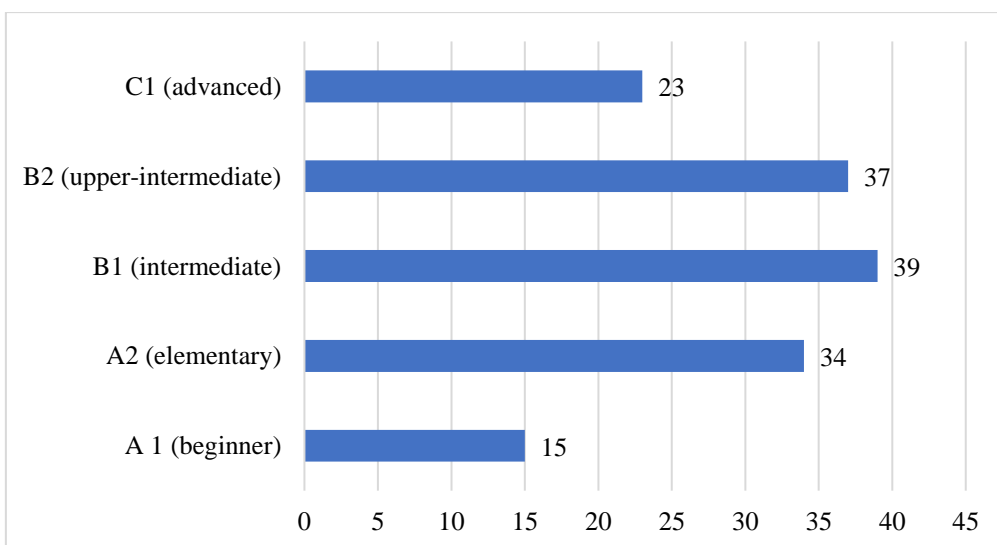


Figure 4.10 English proficiency levels in which teachers would like to receive CLIL materials

Although the majority would like to receive CLIL materials for intermediate and upper-intermediate level, there were 34 answers that it would be useful to receive CLIL materials for elementary level. As the focus in the current paper was on form 5, it was important to find out if English teachers would be interested in using the materials for this particular language proficiency level.

Question 12 asked what type of materials the English teachers would like to use. There were provided options like visual materials for whiteboard, interactive materials and handouts. The following figure illustrates the teachers' answers.

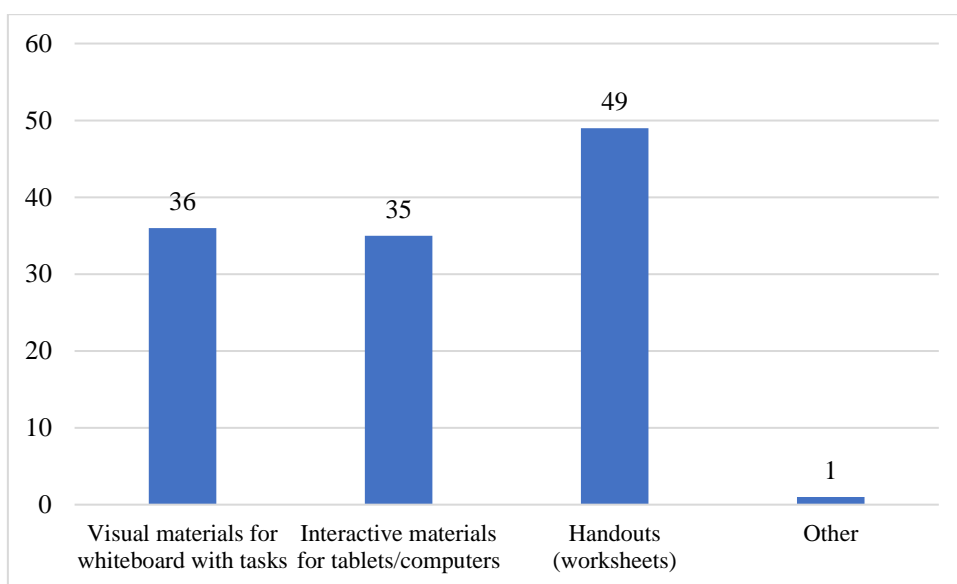


Figure 4.11 Type of CLIL materials teachers would like to receive

As the figure above shows, teachers mainly would like to receive handouts, which include worksheets. In the figure is also seen that almost the equal amount of the respondent would like to have ready materials meant for a whiteboard as well as interactive materials for tablets and computers. There was one teacher, who would like to receive all types of the materials.

To conclude, the majority of teachers have experience with CLIL working individually as well as collaborating with colleagues. The teachers' experience was rather positive than negative, because they find CLIL effective, although it takes a lot of time to prepare the materials. Teachers agree that they would like to receive CLIL materials in different fields for all English proficiency levels and age groups of learners.

The next subchapter presents the findings of the interviews with field specialists in order to find out the experts' opinion and experience working with CLIL.

4.4.2 Analysis of the interviews with the field specialists

In order to be able to create CLIL materials and use CLIL practically, there were two experts interviewed:

- Expert 1 – a lecturer giving lectures both in Bachelor and Master Studies, an expert of the European Social Found (ESF) project ‘Competency approach to learning content’(see Appendix 2);
- Expert 2 – a teacher in Riga English Grammar School, who regularly practices CLIL in her lessons as well promotes CLIL in different projects outside the school (see Appendix 3).

The type of the first interview was a structured interview, and it included seven open-ended questions. The interview was aimed to find out about the process of the competency-based curriculum and how CLIL is related to the curriculum.

The first question was aimed to find out the expert’s opinion about the teachers’ readiness for competency- based curriculum. The expert emphasized that there are 100 pilot schools which have been trained and most of the teachers have been informed about the changes and they also have been moving to that direction. She continued ‘I don’t think there is much change happening apart from CLIL with English language curriculum. So I think the cooperation between the teachers is the only novelty that we have’.

In the second question, the expert expressed her opinion about the changes in the education at primary level when implementing the competency-based curriculum. She stated that changes would start already from the preschool. She continued ‘The whole focus is that students are doing more themselves, and the teachers are supposed to be providing the tasks that would make the students more independent. In that way I would think that the children who come to the primary school would also be different’. She also added that this would be challenging as children come of great varieties and their levels are quite different.

The third question was aimed to find out if in the expert’s view the competency-based curriculum is related to CLIL. She claimed that there was a proposal written that there would be progression towards CLIL ‘The idea was that in lower levels- primary school teachers would be cooperating with language teachers and two language teachers need to cooperate and see how the languages interact. I think that it’s important that teachers don’t penalize children for language transfer, because if they have studied something in one language, they should not be penalized for that in another language’. She also added that in the 4th or 5th form the language teachers would be cooperating with the teachers of sports or arts, because in that way the total physical response, for instance, would be a link between the language learning

and doing sports. The expert continued that she has done a research and designed a questionnaire for 40 language teachers from different schools across Latvia, where she found out that CLIL has already happening in all its aspects, including the use of foreign language teaching materials like videos. For example, teachers of natural sciences, history or mathematics are using video recordings in English. These teachers are not talking to their students since they do not know English so well, but they are using this input material.

Question 4 was aimed to find out if children at primary level are ready for CLIL. In the expert's opinion they have been doing CLIL most of the time from the view of input, but she does not think that teachers are ready to do output 'My questionnaire also suggested that the problem is the language knowledge of subject teachers'. She also emphasized that it is not necessary using 100 per cent foreign language in a CLIL class. Mixing languages is natural for children nowadays, because they are used to English video recording and cartoons. 'This is how they live now.'

Question 5 asked if there are any courses or seminars for teachers organized, where they can be introduced to CLIL or competency-based curriculum. The expert stated that there was a professor from the United States, who was travelling across Latvia recently and she did the teacher training. She pointed out that when observing the CLIL classes, the problem was that these CLIL classes normally did the English language teachers, but also subject teachers should be comfortable in using English in the way they want. The expert admitted that she hopes that the competency-based approach would help to solve this problem. 'CLIL should be introduced gradually so that people can benefit from integrating the language and content in their own pace.' She considers that this is wrong that subject teachers think that in CLIL classes there must be 100 per cent English language used.

Question 6 was aimed to find out the information about the methodological materials for teachers. She noted that the Latvian language Agency produces materials not only for CLIL, but also for the curriculum reform. Thus, there is not a lack of materials for teachers, who want to find out more about CLIL or competency-based curriculum.

Question 7 asked if in the expert's opinion it is the future for schools in Latvia to have bilingual lessons already at primary level. 'That is what I am hoping that teachers will allow the students to use the languages that they are studying naturally. Teachers can use the dictionaries, lists of terminologies, compare languages and become the bridges instead of walls as it is now.' The expert emphasizes that the new curriculum is also stressing the need for the cooperation between teachers.

The type of the second interview was also a structured interview and it included ten open-ended questions. The interview was aimed to find out about the teachers' experience of using CLIL in Riga English Grammar school.

Question 1 asked about the implementation and the practical usage of CLIL in Riga English Grammar school. The expert stated that it all started already 10 years ago, where English teachers individually started using CLIL. These teachers took part in a European Union educational program Comenius, where they were introduced to CLIL. These teachers shared their experience and as a result, the teachers at school wrote the Erasmus + project and were able to go to the United Kingdom, where they had a chance to study the CLIL methodology with respected CLIL trainers such as Diana Hicks and Graham Workman. When coming back, they organized a training program at Riga English Grammar schools for their teaching staff. The expert emphasized that it was important to encourage teachers that perfect English is not necessary using CLIL. As the result, both language teachers and subject teachers use CLIL across the school already for three years. She continued that at primary level there are different ways how they use CLIL. One way is when two teachers – a language teacher and a subject teacher are collaborating and working together. The other way is when a subject teacher does a CLIL class teaching his or her subject in English. As in the school there are 16 English teachers, each teacher is responsible for a particular form and helps to use CLIL in their lessons.

Question 2 was aimed to find out about the popularization of CLIL outside the school, where other teachers in Latvia would have a chance to get the information about the practical usage of CLIL. The expert pointed out that the school takes part in many international projects like Erasmus+. One of the projects is based on CLIL and ICT, where children practice classes via skype once month. These classes are taught by teachers in Riga English Grammar school as well as by teachers from Italy and Estonia. She continues that the school has a collaboration with Saldus Grammar school concerning CLIL. Teachers also travel to different schools in Latvia to share their experience.

Question 3 and question 4 were aimed to ask about the expert's individual experience with CLIL. The expert emphasized that she works with children at secondary school, but she also helps to prepare CLIL lessons to teachers, who are working with younger learners. She uses soft CLIL in her lessons, which means that some language aspects are taught with the content. She also adds that it is better to start using CLIL already at primary level so that children could start to get used to it. At Riga English Grammar School, the most popular subjects that are taught through CLIL are geography, arts, mathematics, biology and sports.

She also notes that teachers, who have done the CLIL lessons, share their materials with their colleagues uploading them in their platform.

Question 5 was aimed to find out if and how in the expert's opinion CLIL is related to the competency-based curriculum. She agreed that the competence, which would be developed is the learner's ability to use a foreign language to acquire the subject. 'English is a tool, which helps to find the information and learn other subjects'.

In the next question about the learners' readiness for CLIL at primary level, the expert noted that children already are ready for CLIL, because of the environment, in which children live now. 'English is everywhere,' she adds. In expert's view children are also freer to use the language and are not afraid to make mistakes in CLIL lessons.

Finally, question 7 asked if in the expert's opinion CLIL is the future for schools in Latvia. She stated 'Yes. Children need to know English, because it is the way to open the door to education outside Latvia. English can help to find out more and with the help of CLIL children start get used to a communication in English in the real-life situations'. She also points out that the sooner CLIL is introduced at school the better.

To conclude this subchapter, it is clear that CLIL is a part of competency-based curriculum and helps to develop many competences. Teachers in Latvia have been introduced to CLIL gradually and the method becomes more popular. There are several projects and courses organized for teacher, who would like to use CLIL in their lessons, but need more information about its practical usage. CLIL and bilingual education in both experts' views are the future for the schools in Latvia.

Comparing the teachers' view with the experts' view, it can be concluded that teachers in Latvia have been introduced to CLIL gradually and the method becomes more popular. Field specialists consider that EFL teachers already have experience with using CLIL, which also was seen from the teachers' answers in the questionnaire. The specialists admitted that there are CLIL materials available, but in contrast, the teachers' responses showed that they do not use CLIL as much as they wanted because of the lack of materials. EFL teachers answered that they would like to receive materials for CLIL lessons. Both the teachers and the experts agreed that using CLIL in EFL lessons helps to develop several competences including the linguistic competence.

4.4.3 Analysis of learning subjects programme in form 5

In order to design three lesson plans for form 5, it is necessary to analyse the samples of Basic Education State Programme. In this subchapter, there have been four samples analysed:

- The Sample of Basic Education State Programme of the Learning Subject – English Language for Forms 1 – 6 (National Centre for Education of the Republic of Latvia, n.d.: Online);
- The Sample of Basic Education State Programme of the Learning Subject – Natural Sciences for Forms 1 – 6 (National Centre for Education of the Republic of Latvia, n.d.: Online);
- The Sample of Basic Education State Programme of the Learning Subject – Music for Forms 1 – 9 (National Centre for Education of the Republic of Latvia, n.d.: Online);
- The Sample of Basic Education State Programme of the Learning Subject – Mathematics for Forms 1 – 9 (National Centre for Education of the Republic of Latvia, n.d.: Online).

As the first has been the Sample of Basic Education State Programme of the Learning Subject – English Language for Forms 1 – 6 analysed. In the programme there are three competences distinguished: communicative, linguistic and sociocultural competence. Communicative competence concerns to communication in different situations and has the aim to be able to use the language in these situations. Socio-cultural competence helps to structure the learner's attitude towards foreign languages and other cultures. Linguistic competence concerns to sounds, words, sentences and texts (ibid.). The communicative and linguistic competence are related as they both concern to the language as such. The aspects of linguistic competence, which need to be taught in form 5 are such as comparative and superlative adjectives, the use of was/were and quantifiers much, many, some, any. At the end of the year, the learners need to know the function of these aspects as well as to give examples.

As the second has been the Sample of Basic Education State Programme of the Learning Subject – Natural Sciences for Forms 1 – 6 analysed. According to the programme, one of the topics, which need to be taught, is the Solar system. Teacher should spend about six classes on this topic. After the classes the knowledge, which learners need to have include the following aspects:

- Learners are able to name the planets of the solar system;
- Learners are able to describe the planets of the solar system;
- Learners are aware of the distance, which each planet has from the Sun.

These particular aspects have been taken into account when designing the CLIL lesson for form 5.

As the third has been the Sample of Basic Education State Programme of the Learning Subject – Music for Forms 1 – 9 analysed. In form 5 one of the aspects, which need to be taught is music as a part of culture. This aspect includes the knowledge about three composers: Frederik Shopen, Johann Strauss and Sergei Prokofiev. The learners need to be able to shortly describe their compositions as well as know some biographical facts.

As the fourth has been the Sample of Basic Education State Programme of the Learning Subject – Mathematics for Forms 1 – 9 analysed. One of the basic aspects for form 5 is fractions. Learners need to be able to name the parts of a fraction as well to know how to solve the tasks, which include fractions.

The aspects of the programmes mentioned above have helped to design the lesson plans, which are described in the following subchapter.

4.4.4 Analysis of the Pilot Teaching

In order to develop learners' linguistic competence, there were 3 lesson plans designed. Scrivener's (2007) structure of a lesson plan has been used. In the lesson plans have been 'symbol' shorthand used to express the interaction between a teacher and learners. There have been the following symbols used:

- T = teacher;
- S = an individual student,
- T → C - the teacher working with the whole class;
- S,S,S = students working on their own;
- S← →S = students working in pairs;
- GG = students working in groups (Harmer, 2007: 374)

The tasks were chosen basing on the samples of Basic Education State Programmes and course books for form 5 in natural sciences, music and mathematics.

Lesson Plan 1 (see Appendix 4) was aimed to develop learners' linguistic competence (comparative and superlative adjectives) through the topic Solar System in natural sciences. Learners start with a small warm-up activity (see Appendix 5). They needed to work in pairs and describe the picture on the screen providing as much information possible. As the next, learners watched a video in youtube.com about the solar system twice. When learners watched the video for the first time, they needed to write down all planets they heard. After watching, teacher showed the slide with eight planets. Then, learners watched the video for the second time. This time they had to write down the adjectives used in the video. After

checking the adjectives, followed the slides with grammar part, where teacher went through the comparative and superlative adjectives. Learners had the examples as well as they had to do the practical tasks themselves. After studying the planets of the solar system and comparative and superlative adjectives, learners were divided into teams using small slips of paper (see Appendix 5). Each team had to make a line according to the order of planets in the solar system. At the end of the lesson, learners had to complete the worksheets in groups (see Appendix 5). Their task was to describe the solar system using the adjectives, which they had taken from the basket as well as make sentences using comparative and superlative adjectives. After completing the worksheets, learners shared their answers with a class. As the homework was given a crossword, which included questions about the planets in solar system and comparative and superlative adjectives.

Lesson 2 (see Appendix 4), was aimed to develop learners' linguistic competence (past simple) through the topic composers Frederick Chopin, Johann Strauss and Sergei Prokofiev music. This was a skype lesson, where one teacher was with the learners in a classroom, but the other was communicating through a skype video call. The lesson started with a warm-up activity. Each learner took a slip of paper with a sentence on it (see Appendix 5). Their task was to guess the composer and find the correct picture with the composer's name. The pictures were put on the classroom's walls. When the learners were ready, teacher explained that one more teacher would be helping them. Teacher on the skype greeted the learners and read short biography of the composers (see Appendix 5) in order to check if the learners have found the right pictures. As the next, there was a group work. Learners had to make the posters about the composers. As they were already divided into three groups basing on the first activity, the teacher on skype reminded the rules for the group work. She also explained that the learners could use the tablets. The teacher added that before writing anything on the poster, learners needed to check grammar, which was past simple. The role of the teacher on skype was to help to check grammar. If children had any questions about the usage of past simple, they had to ask her. The teacher in the classroom was responsible for any other questions as well as for the classroom management. At the end of the lesson the learners had 5 minutes to divide the text for the presentations, which also was a homework for the next class.

Lesson 3 (see Appendix 4) was done collaborating with the mathematics teacher. Her role was to help with the subject topic, which was fractions. The lesson was aimed to develop learners' linguistic competence (quantifiers much, many) through the topic *Fractions* in mathematics. At the beginning of the lesson, there was a short warm-up activity with the aim to pay the learners' attention to the topic nouns including countable and uncountable nouns. After the warm-up, activity teacher explained that they also would be learning fractions in the

lesson as an additional topic. For the next task (see Appendix 5) each learner received a tablet, the headphones and a worksheet (see Appendix 5). One-half of the learners had tablets with a number 'one' but the other half with number 'two'. Learners with number one opened a video in youtube.com about countable and uncountable nouns. Learners with number two opened a video in youtube.com about fractions. Learners watched the videos and completed the tasks about their topics in the worksheets. After watching the videos, teacher divided the learners into pairs using the app *Team Shake*. Each learner had to share the information with a classmate, so that the other classmate would be able to complete the rest of the worksheet. When the worksheets were finished, teachers checked the tasks and learners continued working in the same pairs moving to the next task (see Appendix 5). They had 15 minutes to complete the worksheets about fractions and countable and uncountable nouns. Teachers helped with the tasks while learners were doing them. After completing the worksheets, learners handed in the worksheets. For the last task in the lesson (see Appendix 5), learners needed the tablets. Teachers explained that learners needed to find a website kahoot.com, where they needed to write a pin to play a game. On the screen, there were eight questions showed one by one with the answers *true* or *false*. Learners competed with each other and showed their knowledge about the topics of the lesson. At the end, learners received the worksheets with the homework (see Appendix 5).

Overall, the lessons went well. Learners were interested in the topics, because the lessons were different from the ones, which they normally have in both English and other subjects. In order to show the progress of learners' knowledge concerning linguistic competence, the next subchapter deals with the analysis of pre-task and post-task.

4.4.5 Analysis of the Pre- and Post- Testing

The tasks in the pre-test (see Appendix 6) and post-test (see Appendix 7) were designed according to the Nunan's (2005: 59) classification, which included linguistic type of tasks (Nunan, 2005: 59). Both tests included eight tasks with examples. The pre-test was given to the learners before the piloted CLIL lessons, but the post-test was given afterwards. The participants were 15 learners in form 5. Both tests were given in the form of worksheets; therefore, according to the Harmer's (2007) division of tasks in the 'Reversed resources pyramid' the tasks were in the 3rd stage, which included only paper and pens.

There were the following aspects of linguistic competence checked: comparative and superlative adjectives, past simple tense and quantifiers much and many, which also included countable and uncountable nouns.

The first part of the tests was designed in order to check the learners' knowledge about the comparative and superlative adjectives. Task 1 in both tests included 6 examples, where the learners needed to complete the sentences with comparative adjectives. In the second task the learners needed to complete the sentences using a superlative. Task 3 was a combination of both comparative and superlative adjectives. Tasks in both tests were designed similar in their structure as well as included similar examples.

The second part of the tests was designed in order to check the learners' knowledge about the past simple tense. As in the piloted CLIL lessons (see Appendix 4, Lesson Plan 2) children needed to describe the biography of the composers, the tasks included the examples about the affirmative and negative sentences in past simple as well as the verbs *was* and *were*. In task 4 the learners needed to circle the correct forms of the verbs in three examples. Task 5 asked to write 2 affirmative and 2 negative sentences in the past simple. Task 6 was aimed to check if the learners are able to express their experience about the events in the past. They needed to write 4 sentences in this task.

The third part included two tasks- task 7 and task 8. In task 7 the learners circled the uncountable nouns, but in task 8 they needed to complete the sentences using *much* and *many*. Task 8 included four examples.

As there were 45 points for 8 tasks, which each learner could get in total in both tests, the results in the pre-test are seen in the figure below.

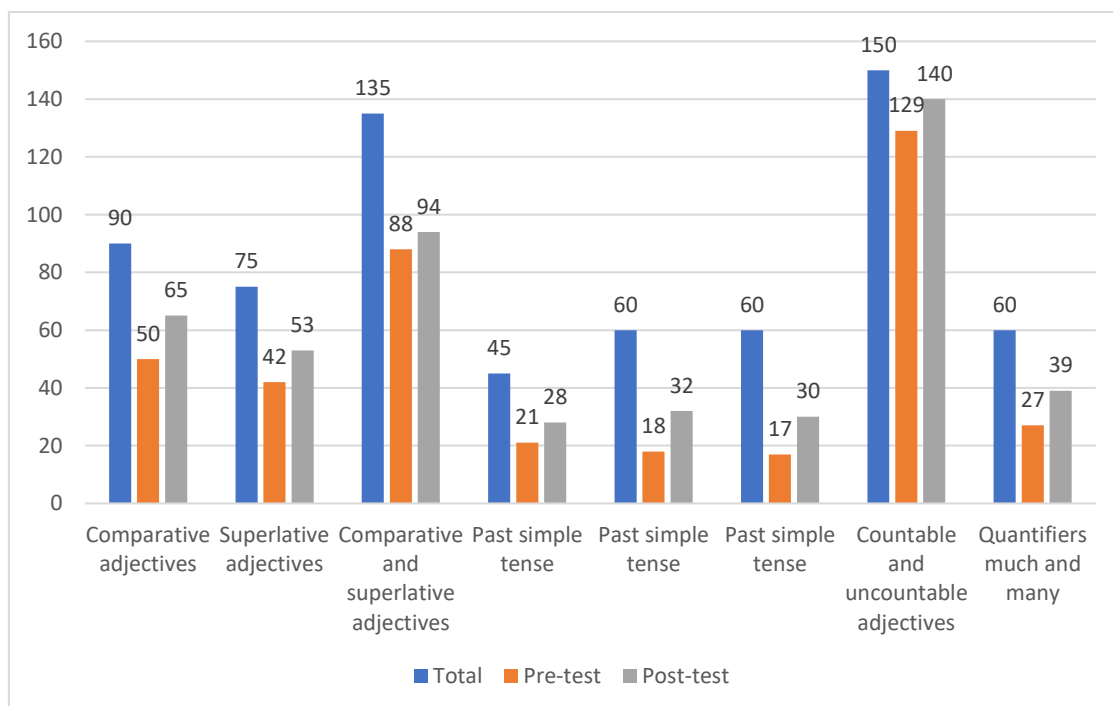


Figure 4.12 Task results compared in the pre-test and post-test

In the blue column the total number of points, which each learner could get in each task, can be seen. For instance, in task 1 the total number of points for 15 learners was 90. In the pre-test, the learners received 50 points, but in the post-test they received 65 points etc. As it is presented in the figure above, learners achieved better results in the post-test in all tasks after the piloted lessons. Thus, it can be concluded that the piloted CLIL lessons helped to develop the particular aspects of linguistic competence if there is a corresponding content chosen. As can be seen in the figure 4.12, the best results in the post-test were achieved in the tasks related to comparative and superlative adjectives. In the post- test, learners received for 32 more points than in the pre- test. The most difficult topic for the learners was countable and uncountable nouns, because in the post-test learners received only for 23 points more than in the post- test. This could be related to the chosen subject — mathematics. Learners admitted that they find the subject more difficult than others; therefore, it was complicated to comprehend the language part. Overall, the learners enjoyed the CLIL lessons, because the lessons differed from those, which they usually have. There are also several benefits of using CLIL in the EFL lessons:

- Learners take an active part in CLIL lessons, because they want to share their knowledge in different areas like mathematics, natural sciences and music;
- Learners are not afraid to use the language, because they are more focused on the procedure of the lesson than on the language errors;
- Teachers can cooperate, when conducting lessons, which could be useful for the classroom management;
- Teachers can cooperate, when designing materials;
- Teachers can share the materials in order to other teachers could use them;
- CLIL helps to develop the vocabulary in those areas, where the content is taken from.

In the next chapter, there are the conclusions of the research discussed.

Conclusions

The goal of the present study was to explore how using CLIL in English lessons in form 5 helps to develop learners' linguistic competence in basic school. The hypothesis of the research has been formulated as follows 'if a teacher applies CLIL tasks in EFL lessons, it helps to improve learners' linguistic competence'.

In order to reach the goal of the paper, there were several theories on competency-based learning and teaching and CLIL selected. The theories revealed that CLIL is an integral part of the competency-based curriculum. That is to say, that both CLIL and linguistic competence is a topical issue at schools in Latvia. The theories covered that in CLIL lessons the focus is not on the content or on the language, because both are equally important. A teacher can choose if he or she wants to emphasize the aspects of the English language or the topics taught in the subject. The teacher can also choose the form of teaching CLIL. In other words, it is possible to conduct and design the CLIL materials alone or collaborate with colleagues. These colleagues can be other language teachers or subject teachers.

With this in mind, there were two interviews with the field specialists carried out as well as a survey for English teachers designed. The field experts pointed out that in their opinion bilingual education as well as CLIL is the future for schools in Latvia. They also agreed that CLIL helps to develop linguistic competence. Similarly, the analysis of the results of the survey with 59 respondents showed that mainly teachers already have experience with CLIL working individually as well as collaborating with the colleagues. Mainly the experience was ranked more positive than negative, although some teachers emphasized that it takes a lot of time to prepare CLIL lessons; therefore, they do not use CLIL as much as they wanted.

In order to confirm the hypothesis, there have been three pilot lessons conducted. The participants were 15 learners in form 5. As the particular group of learners has an English class five times a week and the group is comparatively small, the language proficiency level and the amount of group may be viewed as the main limitations of the research. Working with bigger groups, where the students have diverse levels of language proficiency, it may be more complicated for the EFL teachers to conduct the CLIL lessons.

In order to check the learners' progress, there was a pre-test carried out before the piloted lessons and accordingly a post- test was given afterwards. After the piloted lesson learners improved their results as in the post-test they earned more points than in the pre-test. In both tests, the tasks designed were similar in order to compare the learners' knowledge before and after the piloted lessons. Although the students enjoyed CLIL lessons, they

admitted that they were more motivated in those lessons, which had the content part from subjects they were good at.

Thus, the hypothesis of the research can be considered to be proved. CLIL helps to develop linguistic competence in basic school working with learners in form 5. The theoretical and empirical study in the present paper can be used as a basis for CLIL material design for learners at basic school. As CLIL helps to develop the linguistic competence, the further research can be devoted to the development of different aspects of linguistic competence using CLIL in EFL lessons.

Theses

1. A curriculum should include activities, skills and knowledge, which are important for both learners and teachers, taking into account the teachers' ability to implement these aspects into the learning process.
2. The schools in Europe try to implement a curriculum, which includes the use of competences as well as encourages students' personal development in a social and cultural context.
3. As curriculum tends to continuously change, it is important to develop a curriculum involving the specialists like teachers, who use the curriculum in their daily.
4. Competency-based curriculum is a part of modern education system, which means that everything that concerns to competences is a crucial component of teaching and learning.
5. Linguistic competence is fundamental in the process of language learning and teaching.
6. CLIL has originated in Latvia due to the big impact of bilingual education.
7. CLIL has different advantages such as the acquisition of language in a natural, the role of language, which becomes meaningful to children, because of the content, which is already familiar to them.
8. There are several drawbacks using CLIL like the lack of CLIL specialists or the big amount of time, which is needed to prepare the CLIL lessons.
9. When designing a curriculum it is important to take into account the learners' needs and the teacher's role in EFL classroom.
10. The analysis of the results of the survey revealed that the English teachers have used CLIL in their lessons, as well as they would like to receive materials for CLIL lessons in subjects like natural sciences, music, arts, mathematics and others.
11. The interviews with the field specialists showed that there are several projects and courses organized for teachers, who would like to use CLIL in their lessons, but need more information about its practical usage.
12. The piloted lessons revealed that learners enjoy CLIL lessons if they are good at the subject chosen for the content as well as these lessons help to improve learners' skills in both the content of such subjects as natural sciences, music and mathematics and the language aspects like comparative and superlative adjectives, past simple tense and countable and uncountable nouns.

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Appendix 1: Questionnaire for English Teachers

Dear Colleagues,

Currently I am working on my Master Thesis about CLIL. I would like to find out more about your experience with CLIL. The questionnaire is anonymous.

1. How long have you been teaching English?
 - a) Less than 1 year.
 - b) 2 -5 years.
 - c) 6-10 years.
 - d) 11-15 years.
 - e) More than 15 years.

2. Have you ever used CLIL in your lessons? (If the answer is YES, indicate, please, how regularly you do it).
 - a) Yes, but only once.
 - b) Yes, I have used CLIL a couple of times.
 - c) Yes, I use CLIL regularly (indicate, please, how regularly you do it)

 - d) Other _____

3. Have you ever collaborated with a colleague/colleagues using CLIL?
 - a) Yes, I have. (see question no. 4).
 - b) No, I haven't (see question no. 9).
 - c) No, but I would like to try (see question no. 9).

4. Which are the forms you have used CLIL in?
 - a) Form 1-4 (please, indicate) _____
 - b) Form 5-9 (please, indicate) _____
 - c) Form 10-12 (please, indicate) _____

5. From which subject was taken the content, when you used CLIL in your lesson/ lessons?

6. What kind of experience it was? Why?

a) Positive (please, comment)

b) Negative (please, comment)

c) Other

7. Which competences, in your view, does CLIL develop?

8. Do you have any tips based on your experience to teachers who want to use CLIL in their lessons?

9. Where did you find CLIL materials for your lessons?

a) I created materials myself.

b) I took ready-made materials (please, comment, if you can suggest where to find useful materials)

c) Other _____

10. In what content would there be a need for you to receive prepared CLIL materials?

a) Mathematics

b) Social Sciences

c) Natural Sciences

d) Other _____

11. For which English proficiency level would you be interested in receiving CLIL materials? (You can circle more than one option.)

a) A1 (beginner)

b) A2 (elementary)

c) B1 (intermediate)

d) B2 (upper-intermediate)

c) C1 (advanced)

12. What type of materials would you like to use? (You can choose more than one option.)

a) Visual materials for whiteboard with tasks

b) Interactive materials for tablets/computers

b) Handouts (worksheets)

c) Other _____

Thank you for your time! Have a nice day! ☺

Appendix 2: Interview Questions for Expert 1

1. According to National Centre for Education of the Republic of Latvia (VISC), you are an expert of the ESF project "Competency approach to learning content", so in your opinion, are teachers/schools in Latvia ready for competency- based curriculum?
2. In your opinion, will the competency- based curriculum change the education at primary level? How?
3. Do you agree that competency - based curriculum is related to CLIL? Why?
4. In your opinion, are children at primary level ready for CLIL?
5. Are there any courses or seminars for teachers organized, where they can be introduced to CLIL and/or competency- based curriculum? Have you ever taken part in these courses/seminars?
6. Are there any methodological materials for teachers to help them to find out about CLIL/ competency- based curriculum?
7. Is it the future for schools in Latvia to have bilingual lessons already at primary level? Could we provide a competent teaching staff to teach subjects in a foreign language?

Appendix 3: Interview Questions for Expert 2

1. Could you tell me about the implementation of CLIL in Riga English Grammar School?
2. If and how does Riga English Grammar School popularize CLIL outside the school?
3. Which are the forms you have used CLIL in?
4. Have you ever collaborated with a colleague/ colleagues when using CLIL?
5. In your opinion, is CLIL related to the competency-based curriculum? How?
6. In your opinion, are children at primary level ready for CLIL?
7. Is it the future for schools in Latvia to use CLIL?

Appendix 4: Lesson Plan 1

Topic: Solar System (content); comparative and superlative adjectives (language)

Level: Form 5

Time: 40 minutes

Aim: develop learners' linguistic competence (comparative and superlative adjectives) through the topic *Solar System* in Natural Sciences

Assumed knowledge:

Learners are familiar with adjectives; know how to use them in sentences.

Anticipated problems	Possible solutions
Ss may not distinguish the adjectives in English.	Provide additional examples of adjectives.
Ss may not be aware of the names of the planets in Natural Sciences.	Before the lesson repeat the names of the planets together with Ss.

Success indicators:

Ss successfully complete the practical tasks using comparative and superlative adjectives as well as distinguish the names of planets, know the difference of the planets and their order in the solar system.

	Activity/ Aids	Interaction	Procedure	Time
1	Warm-up Task 1 computer, beamer	T → C S ← → S T → C	T shows the first slide of the power point presentation and asks learners to describe the picture in pairs. Ss describe the picture in pairs Ss present their answers to the whole class.	5 min

2	Task 2 computer, beamer	S,S,S T→ C	Ss watch a video and write down the planets they hear in the video T shows the answers on the next slide. Ss practice the pronunciation and discuss the meaning of the planets.	3 min
3	Task 3 computer, beamer	S,S,S T→ C	Ss watch the video again. This time they need to write down the adjectives they hear. T shows the adjectives on the next slide. Ss repeat, what are the adjectives. T explains that the planets in the solar system are very different and in order to be able to compare them, there is a need to know how to use the comparative adjectives.	5 min
4	Computer, beamer Task 4	T→ C S,S,S	Ss read the slides. T explains the use of comparative adjectives. Ss do the practical task on the slide.	5
5	Computer, beamer Task 5	T→ C S,S,S	Ss read the slides. T explains the use of superlative adjectives. Ss do the practical task on the slide.	5
6	Task 6 Computer, beamer, slips of paper (names of planets)	GG	Ss take the slips of papers from the basket. Each person has one name of planet. Ss need to make a line to create the solar system.	3

7	Task 7 Computer, beamer, handouts, tablets	GG	Ss complete the tasks in the worksheets. Ss can use the tablets if necessary. Ss present their answers	10
8	Homework	T → C	Teacher explains the homework. Ss need to complete the worksheets.	4 min

Appendix 4: Lesson Plan 2

Topic: Composers Frederick Chopin, Johann Strauss and Sergei Prokofiev (content); past simple (language)

Level: Form 5

Time: 40 minutes

Aim: develop learners' linguistic competence (past simple) through the topic composers Frederick Chopin, Johann Strauss and Sergei Prokofiev music

Assumed knowledge:

Learners are already familiar with the use of was/were in affirmative and negative sentences, they know how to use regular verbs as well as they have studied the irregular verbs.

Anticipated problems	Possible solutions
<p>Ss may have problems with the use of irregular verbs;</p> <p>There may be problems with the Internet connection/skype.</p>	<p>Provide the lists of the irregular verbs.</p> <p>Before the lesson make sure that there is an internet connection, log in in skype and check if it works.</p>

Success indicators:

Learners are able to complete the practical task, which includes highlighting the verbs in the past simple tense on their posters. They are able to write a brief biography of the composers using the tablets and the teachers' help.

	Activity/ Aids	Interaction	Procedure	Time
1	<p>Warm-up</p> <p>Slips of paper with sentences; three</p>	T → C	<p>T explains that on the classroom walls she has put photos and names of three very famous composers: Frederick Chopin, Johann Strauss and Sergei Prokofiev. Each student receives a small slip of paper with a sentence about a composer. Their task is to find the composer, who is the sentence about.</p>	5 min

	pictures of composers		Ss find a picture, which in their opinion could be right one.	
2	Computer, beamer	T → C	<p>T 1 has logged in in skype. T 1 explains that two teachers will be teaching this lesson. One teacher is in the classroom, but the other T (T 2) will be communication with learners through skype.</p> <p>T 1 in the classroom makes a video call; children greet T 2. She explains that she will give a small insight into composers' biography. Ss need to listen and check if they have found the right composer. Teachers explain that now the ss are divided into three groups, where each group has a different composer.</p>	5min
3	Task 1 computer, beamer	T → C GG	Ss work in groups. Their task is to make a poster about their composer. T2 reminds the rules, which are important working in groups. She also points out that ss can use the tablets, but before making the posters, they need to use past simple to talk about events in the past. T2 will help to check grammar, but T1 will help with posters, vocabulary and will be responsible for the classroom management.	20 min
4	Task 2 Computer, beamer, posters	GG	Ss stop making the posters. Their task now is to highlight the verbs in the past simple on their posters.	5min

5	<p>Homework- getting ready for the presentations</p> <p>Computer, beamer</p>	<p>T → C</p> <p>GG</p>	<p>Ss get ready for the presentations. They divide the text, which need to be either learnt by heart or can be read.</p>	5 min

Appendix 4: Lesson Plan 3

Topic: Fractions (content); quantifiers much, many (language)

Level: Form 5

Time: 40 minutes

Aim: develop learners' linguistic competence (quantifiers much, many) through the topic *Fractions* in mathematics

Assumed knowledge: Learners have already an insight into the fractions in mathematics. They are able to name the parts of the fractions in Latvian. Learners are familiar with countable and uncountable nouns in English.

Anticipated problems	Possible solutions
Ss may not distinguish the countable and uncountable nouns.	Provide the examples of lists of countable and uncountable nouns.
Ss may have problems with fractions in their own language.	Use the help of a mathematics teacher, who will check the learners' understanding from the point of the subject.

Success indicators:

Ss successfully complete the practical tasks. They distinguish the countable and uncountable nouns and are able to use much/many in sentences. Ss successfully complete the tasks on fractions.

	Activity/ Aids	Interaction	Procedure	Time
1	Warm-up computer, beamer	T → C S,S,S	T shows a list of nouns on the screen and explains that these nouns can be divided into two groups. Ss need to figure out, how the nouns can be divided. Ss have one minute to think. Ss share their opinion. T explains that the nouns can be divided into countable and uncountable	3 min

		T → C	<p>nouns. Then the T explains that countable and uncountable nouns is a small part of the topics, which ss will learn today. T continuous that at the end of the lesson ss will know how to use the quantifiers much and many as well as fractions in English.</p> <p>T explains that she will be helping with the English part, but the mathematics teacher will help with the fractions.</p>	
2	<p>Task 1</p> <p>Tablets, headphones, worksheets</p>	<p>T → C</p> <p>S,S,S</p>	<p>Each S receives a tablet and headphones. One-half of the ss have tablets with a number ‘one’ but the other half with number ‘two’. Ss with number <i>one</i> open a youtube video about countable and uncountable nouns. Ss with number <i>two</i> open a youtube video about fractions. Ss put on the headphones and watch the videos. Their task is to complete the missing information about their topic.</p>	7 min
3	<p>Task 2</p> <p>worksheets</p>	<p>S ← → S</p> <p>T → C</p>	<p>T divides ss into pairs using the app <i>Team Shake</i>. Each S shares the information with a classmate, who needs to complete the missing information about the classmate’s topic.</p> <p>T checks the answers with a whole class.</p>	5 min
4	<p>Task 3</p> <p>worksheets</p>	S ← → S	<p>Ss continue working in the same pairs. Each pair needs to solve a task about fractions and a task about countable and uncountable nouns.</p>	15min

5	Task 4 Computer, beamer, tablets	T → C S,S,S	Ss open the website kahoot.it and play Kahoot game. Ss answer the questions about fractions and countable/uncountable nouns individually using the tablets.	5min
6	Homework	T → C	T explains the homework.	5min

Appendix 5: Piloted Lesson Tasks

Lesson 1



LET'S PLAY A GAME!

Task 1:

1. Work in pairs with the person sitting next to you.
2. Describe the picture.
3. Provide as much information as you can.
4. Wins the pair with the most information provided.



LET'S WATCH A VIDEO

Task 2:

write down the planets you hear in the video

Source: <https://www.youtube.com/watch?v=w36yxLgwUOc>

OUR SOLAR SYSTEM HAS 8 MAJOR PLANETS

1. Mercury
2. Venus
3. Earth
4. Mars
5. Jupiter
6. Saturn
7. Uranus
8. Neptune



LET'S WATCH THE VIDEO AGAIN

Task 3:

write down the adjectives you hear in the video

Source: <https://www.youtube.com/watch?v=w36yxLgwUOc>

ADJECTIVES

- close
- long
- hot
- large
- short
- beautiful
- cold

COMPERATIVE ADJECTIVES

	Form	Example
adjectives with one syllable	adjective + er (+than)	Uranus is colder (than the Earth).
<ul style="list-style-type: none"> ending in silent -e ending in a consonant + y ending in 'consonant-vowel-consonant' 	omit final -e change y to i double the final consonant	close safer dry- drier hot- hotter

(Adapted from Foley and Hall, 2008)

COMPERATIVE ADJECTIVES

	Form	Example
adjectives with two or more syllables	more + adjective	Jupiter is more massive (than Saturn).
irregular adjectives	good bad far	better worse further

(Adapted from Foley and Hall, 2008)

TASK 4



This is the Solar System. Please compare the planets and fill in the gaps. Use the words in the brackets.

1. Mercury is _____ to the Sun than Venus. (close)
2. Jupiter is _____ than Mars. (big)
3. Venus is not _____ than Neptune. (dry)
4. Neptune is _____ than Uranus. (far)
5. Earth is _____, _____ than other planets. (beautiful)

SUPERLATIVE ADJECTIVES

adjectives with one syllable	the + adjective+ est	Uranus is the coldest planet.
<ul style="list-style-type: none"> • ending in silent -e • ending in a consonant +y • ending in 'consonant-vowel-consonant' 	omit final -e change y to i double the final consonant	close - the closest dry- the driest hot- the hottest

(Adapted from Foley and Hall, 2008)

SUPERLATIVE ADJECTIVES

	Form	Example
adjectives with two or more syllables	the most + adjective	Jupiter is the most massive planet.
irregular adjectives	good bad far	the best the worst the furthest

(Adapted from Foley and Hall, 2008)

TASK 5

This is the Solar System. Please compare the planets and fill in the gaps. Use the words in the brackets.

1. Mercury is ___ planet to Earth. (close)
2. Jupiter is ___ planet in the solar system. (big)
3. Venus is not ___ planet. (dry)
4. Neptune is ___ planet in the solar system. (far)
5. Earth is ___ planet in the solar system. (beautiful)

TASK 6

- Let's divide you into two teams!
- Each person takes a slip of paper from the basket with the name of the planet.
- Imagine that each person is the planet, which he or she has taken! Make a line creating the solar system. Teacher is the Sun.
- **You have 1 minute to make a line.**

TASK 7

- Take the handouts!
- Read the task!
- Write the sentences in the groups!
- Present your task!

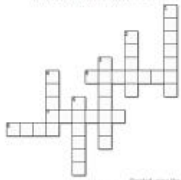
*YOU CAN USE THE TABLETS

HOMWORK

- Complete the crossword about the solar system.

Complete the crossword below

Name: _____



Across

1. This planet is the furthest planet in our solar system. Its distance from the Sun is 5,900 million km.
2. The four planets that are surrounded by gas are Jupiter, Saturn, Uranus and Neptune. The inner planets of this planet are Saturn and Neptune.
3. This planet is the second smallest planet in the solar system. It is called Red Planet.

Down

1. This is the biggest planet in the solar system. It has dozens of orbiting moons.
2. This is the only planet in the solar system whose life has been found. This planet is warmer than other planets.
3. This planet is the smallest planet to get its name. It is the closest planet to the Sun.
4. This planet is sometimes called Earth's twin. It has the longest rotation period.
5. This planet is the least dense of all the planets—it would float in water.

Created using the Crossword Maker on TheTeacherCorner.com

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 1

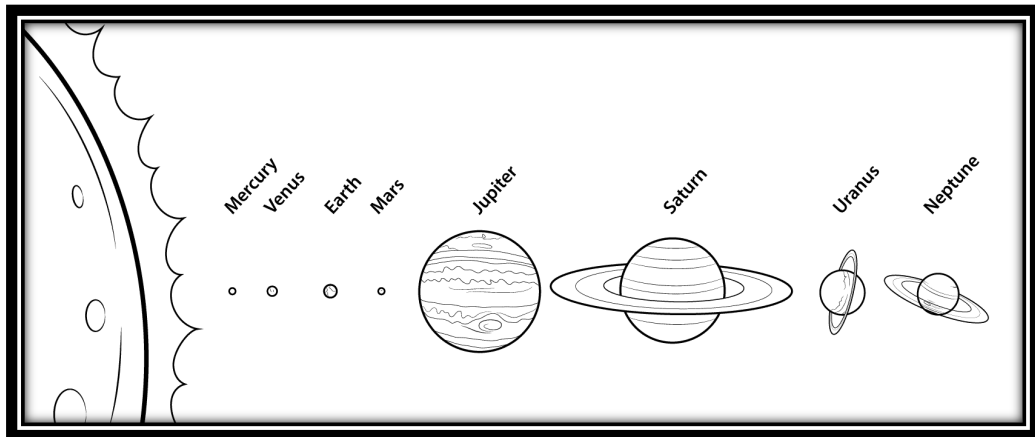
Mercury	Mercury
Venus	Venus
Earth	Earth
Mars	Mars
Jupiter	Jupiter
Saturn	Saturn
Uranus	Uranus
Neptune	Neptune

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 1

The person, who is the oldest in your group, goes to the basket and takes eight slips of paper with different adjectives. Your task is to describe the solar system using these adjectives.

Write four sentences with comparative adjectives and four with superlative adjectives.



Sentences with comparative adjectives:

1. _____
2. _____
3. _____
4. _____

Sentences with superlative adjectives:

1. _____
2. _____
3. _____
4. _____

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 1

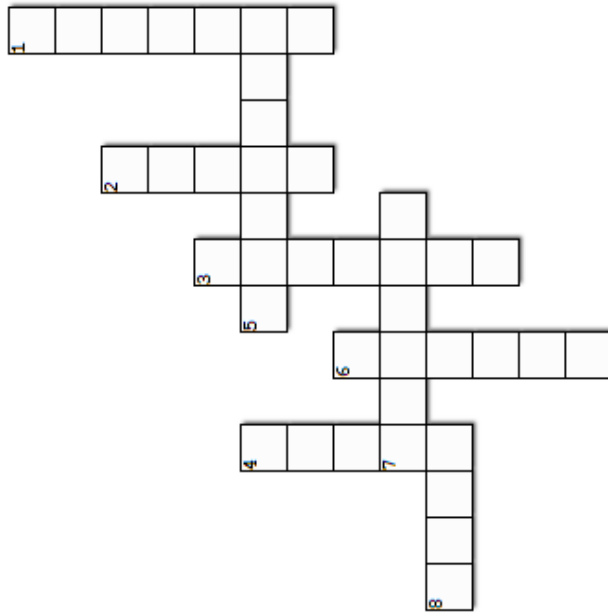
far	small
big	close
hot	cold
interesting	beautiful
slow	fast
popular	important
dark	light
ugly	dirty

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 1

Name: _____

Complete the crossword below.



Across

5. This planet is the furthest planet in our solar system. Its distance from Sun is 4495 million km.
7. The first planet to be discovered in all human history. The closest neighbors of this planet are Saturn and Neptune.
8. This planet is the second smallest planet in the solar system. It is called Red Planet.

Down

1. This is the biggest planet in the solar system. It has dozens of orbiting moons.
2. This is the only place in the solar system where life has been found. This planet is greener than other planets.
3. This planet is the hardest place to get to. It is the closest planet to the Sun.
4. This planet is sometimes called Earth's twin. It has the longest rotation period.
6. This planet is the least dense of all the planets—it would float in water.

Created using the Crossword Maker on TheTeachersCorner.net

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 2



Johann Strauss



Frederick Chopin



Sergei Prokofiev

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 2

He was a Russian composer. He was born in 1891. His most famous composition was a ballet 'Rome and Juliet'.

He was an Austrian composer. He was born in 1825. He was known as 'The Waltz King'.

He was a Polish composer. He was born in 1810. He wrote his first polonaise when he was 7.

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 2

Frederick Chopin

He was a Polish composer and was born in 1810. He was an excellent pianist; therefore, he wrote mainly for the solo piano. He moved to France when he was 20 and lived there until the rest of his life. He missed his homeland; therefore, he expressed his homesickness in his music. He composed mazurkas, polonaises, waltzes. He wrote his first polonaise when he was 7.

(Adapted from Frederick, 2012:111 and Vasmanis and Vilkrāse, 2003: 66)

Johann Strauss

He was an Austrian composer. Johann Strauss was the oldest son in a big family. He was born in 1825. He was known as 'The Waltz King', because he composed more than 500 dance pieces from which 150 were waltzes.

(Adapted from Vasmanis and Vilkrāse, 2003: 72)

Sergei Prokofiev

He was a gifted Russian composer and was born in 1891. He entered St. Petersburg Conservatory, when he was thirteen years old. One of his teachers was a Latvian composer Jāzeps Vītols. He was interested in writing operas and ballets. His most famous composition was a ballet 'Rome and Juliet'.

(Adapted from Vasmanis and Vilkrāse, 2003: 96)

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 2

Fractions

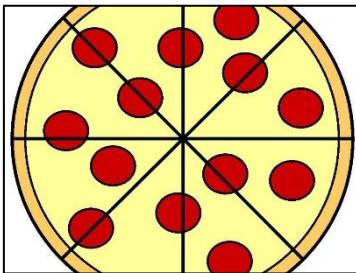
1. Complete the missing information.

The bottom number in a fraction is called the _____.

It shows _____.

The top number is called the _____.

It shows _____.



If you divide the pizza into eight slices, the denominator would be _____.

If you eat two slices of pizza, the numerator would be _____.

If there are two pieces of donut and you eat one, what would be the numerator and what would be the denominator? Write the fraction:

Countable and uncountable nouns (much, many)

2. Underline the correct word or complete the missing information.

Apples are *countable/ uncountable* nouns.

For countable nouns in English we add ___ or ___ for plural forms.

Uncountable nouns are _____.

We use *how many/ how much* for countable nouns.

We use *how many/ how much* for uncountable nouns.

A correct sentence would be:

- A) There is much rice.
- B) There is many rice.
- C) There are much apples.
- D) There are many apples.



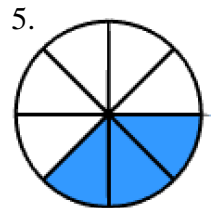
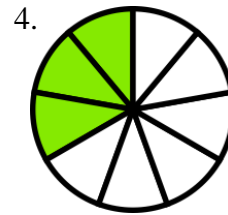
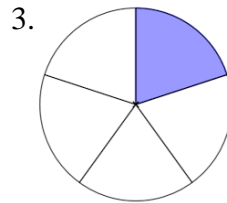
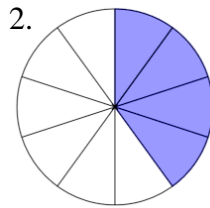
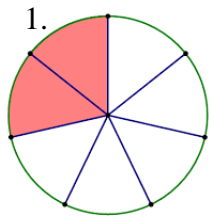
Appendix 5: Piloted Lesson Tasks (continued)

Lesson 3

Task 3

1. Match the fractions with the pictures, and then underline the correct word in each sentence.

a) $7/12$ b) $3/8$ c) $1/5$ d) $3/9$ e) $4/10$

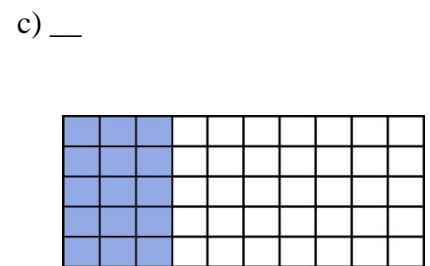
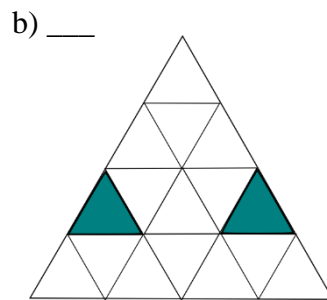
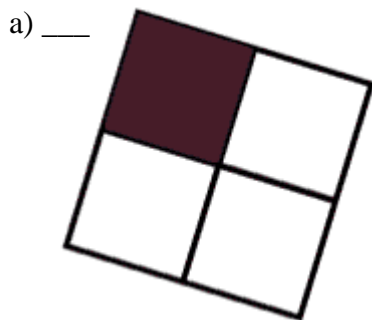


Circle is a *countable/ uncountable* noun.

There are *many/ much* circles.

(Adapted from France and Lāce, 2013:130)

2. Write down what fraction of the whole shape is shaded, and then underline the correct word in each sentence.



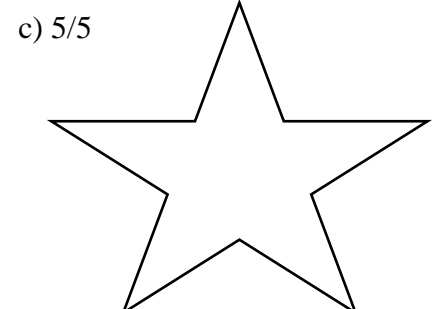
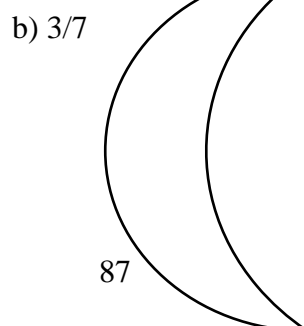
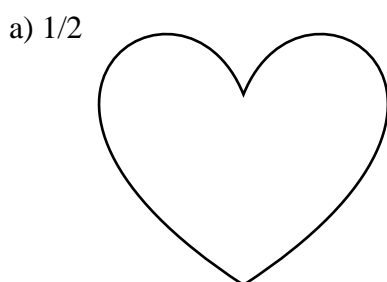
Square is a *countable/ uncountable* noun.

Triangle is a *countable/ uncountable* noun.

Rectangle is a *countable/ uncountable* noun.

(Adapted from France and Lāce, 2013:130)

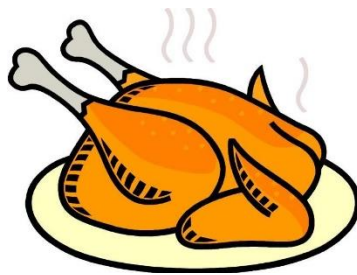
3. Colour in! Circle the uncountable nouns.

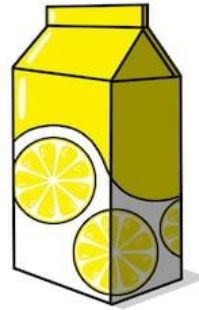
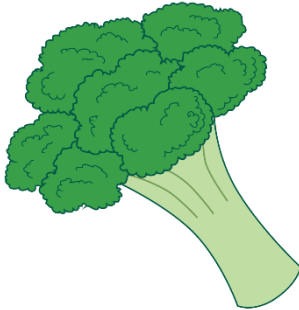


4. You want to cook some chicken soup for dinner. Look at the ingredients, and then divide nouns into countable and uncountable nouns.

<u>Ingredients</u>	<i>Countable nouns</i>	<i>Uncountable nouns</i>
- water		
- carrots		
- garlic		
- chicken		
- onions		
- potatoes		
- salt		
- spinach		
- broccoli		
- lemon juice		

5. Look at the ingredients again. How much of each you would need to cook some chicken soup? Divide each product into parts and write the fractions.





6. Complete the sentences with *much* or *many*.


- a) How _____ water do you need?
- b) How _____ carrots would you like?
- c) How _____ garlic did you take?
- d) How _____ chicken is there in the fridge?
- e) How _____ onions do we need for this recipe?
- f) How _____ potatoes do we have?
- g) How _____ salt do we need to buy?
- h) How _____ spinach do you want?
- i) How _____ broccoli can you see?
- j) How _____ lemon juice is there?

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 3

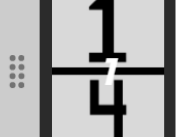
Description

CLIL lesson

 #math #fractions #much #many #nouns

Everyone

Game creator

 4 is a denominator.

Time limit: 20s

 3 is a numerator.


Time limit: 20s

 3 You can see one half of the pizza.

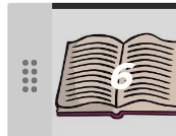
Time limit: 20s

 3/4 of the children are girls.


Time limit: 20s

 5 **Apple** is an uncountable noun.

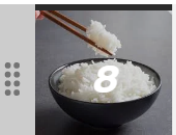
Time limit: 20s

 6 Book is a countable noun.

Time limit: 20s

 7 We use **much** with uncountable nouns like *water* or *milk*.

Time limit: 20s

 8 We use **many** with countable nouns like *rice*.

Time limit: 20s

Appendix 5: Piloted Lesson Tasks (continued)

Lesson 3

Task 4

1. Find 10 countable nouns and 10 uncountable nouns in your house.

Countable nouns
1.
2.
3.
4.
5.

Uncountable nouns
1.
2.
3.
4.
5.

2. Choose 2 countable and 2 uncountable nouns and make sentences using *much/many*.

*Example: There are many apples on the table.
There is some water in the glass.*

3. Choose one noun. Draw it and show how you can slice it using the fractions. You can draw more than one option.



Appendix 6: Pre- test

1. Complete the sentences. Use a comparative form of adjectives.

Example: Sue's car isn't very big. She wants a bigger car.

This house isn't very modern. I prefer more modern houses.

1. You're not very tall. Your brother is _____.
2. My chair isn't very comfortable. Yours is _____.
3. These flowers aren't very nice. The blue ones are _____.
4. Britain isn't very big. France is _____.
5. My case isn't very heavy. Your case is _____.
6. Jill's idea wasn't very good. My idea was _____.

(Adapted from Murphy, 2012: 163)

2. Complete the sentences. Use a superlative (the longest etc.)

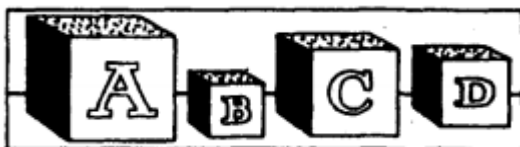
Example: This building is very old. It's the oldest building in the town.

1. It was a very cold day. It was _____ of the year.
2. It's a very large city. It's _____ in Australia.
3. It was a very happy day. It was _____ of my life.
4. It's a very good film. It's _____ I've ever seen.
5. She's a very popular singer. She's _____ in our country.

(Adapted from Murphy, 2012: 169)

3. Write sentences with comparatives (older etc.) and superlatives (the oldest etc.)

Example



1.									
2.									
3.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">RESTAURANT A</td> <td>excellent</td> </tr> <tr> <td>RESTAURANT B</td> <td>not bad</td> </tr> <tr> <td>RESTAURANT C</td> <td>good but not wonderful</td> </tr> <tr> <td>RESTAURANT D</td> <td>awful</td> </tr> </table>	RESTAURANT A	excellent	RESTAURANT B	not bad	RESTAURANT C	good but not wonderful	RESTAURANT D	awful
RESTAURANT A	excellent								
RESTAURANT B	not bad								
RESTAURANT C	good but not wonderful								
RESTAURANT D	awful								

Example: (big/small)

(A/D) A is bigger than D.

(A) A is the biggest.

(D) D is the smallest.

1. (young/old)
(D/C) D is _____
(B) B _____
(C) C _____
2. (expensive/cheap) _____
(D/A) _____
(C) _____
(A) _____
3. (good/bad)
(A/C) _____
(A) _____

(Adapted from Murphy, 2012: 169)

Circle the correct form of the verbs.

Example: I break / broke a cup yesterday.

1. Harry work/ worked last Sunday.
2. I didn't know/ knew where I was.
3. Mary didn't like/ likes/ liked her teacher.

(Adapted from Swan and Walter, 2005: 43)

4. Complete the sentences with affirmative (+) or negative (-) verbs.

Example: I did break this window, but (the other one) + ___ I broke the other one. ___

I went to school last week, but (the week before) - ___ I didn't go to school the week before. ___

1. She answered the first question, but (the others) - _____
2. She didn't speak English, but (German) + _____
3. I ate the vegetables, but (the meat) - _____
4. He didn't change his trousers, but (his shirt) + _____

(Adapted from Swan and Walter, 2005: 43)

6. Write 2 things that you did and 2 things that you didn't do yesterday.

1. _____.
2. _____.
3. _____.
4. _____.

7. Circle the uncountable nouns.

meat cup bread rice music oil cucumber potatoes bowl sugar

(Adapted from Swan and Walter, 2005: 190)

8. Put in much or many.

Example: She doesn't have many books at home.

She didn't buy much bread.

1. There aren't _____ people here.
2. We don't have _____ rice for sushi.
3. Do you know _____ songs?
4. Do you listen to _____ music?

(Adapted from Swan and Walter, 2005: 190)

Appendix 7: Post- test

1. Complete the sentences using a comparative.

Example: It's a warmer day than yesterday. (warm)

1. The vegetables in this shop are _____ than the ones in the supermarket. (fresh)
2. The train is _____ than the bus. (expensive)
3. Grand Hotel is _____ than the Sea View Hotel. (big)
4. The people here are _____ than in my town. (nice)
5. This new TV programme is much _____ than the old one. (funny)
6. Ms Davies is a _____ teacher than Mr Andrews. (good)

(Adapted from Elsworth and Walker, 2000: 60-61)

2. Complete the sentences using a superlative.

Example: This is the strongest case in the shop. (strong)

She is the most intelligent student in the group. (intelligent)

1. This is _____ hotel in the town. (cheap)
2. She is _____ person I know. (brave)
3. It's _____ capital city in the world. (dirty)
4. It was _____ time in my life. (bad)
5. It's _____ programme on television. (boring)

(Adapted from Elsworth and Walker, 2000: 101)

3. Choose a comparative or superlative. Remember to use *the* before superlatives.

Example: The 'Marriage of Figaro' is the most beautiful of all Mozart's operas. (beautiful)

My new car is faster than my old one. (fast)

1. My mother and her sisters are all _____ than their children. (short)
2. I think Annie is _____ person in our class. (intelligent)
3. Let's meet in the library- it's _____ than all the other rooms. (quiet)
4. My bedroom is _____ room in the house. (cold)
5. A 3 year-old's voice is _____ than 200 people in a busy restaurant.
(loud)
6. Brazil is _____ South American country. (big)
7. Lola has got _____ results in the group. (bad)
8. The lions are _____ animals than the giraffes. (dangerous)
9. Mercury is _____ planet to the Earth. (close)

(Adapted from Elsworth and Walker, 2000: 209)

4. Circle the correct form of the verb.

Example: I break / broke a cup yesterday.

1. Yesterday evening I watched/ watch/ didn't watched television.
2. We went to the shop but we go/ went/ didn't go to the bank.
3. The weather were/is/ was nice yesterday.

(Adapted from Murphy, 2012: 19-23)

5. Put these sentences into the past simple. Write them in the positive form (+) and negative form (-).

Example: She gets up early in the morning.

She got up early in the morning. (+)

She didn't get up early in the morning. (-)

1. I look very tired.

_____. (+)
_____ (-)

2. The birds fly away to other countries.

_____. (+)
_____ (-)

(Adapted from Swan and Walter, 2005: 34-35)

6. Write 2 things that you did and 2 things that you didn't do last summer.

1. _____.
2. _____.
3. _____.
4. _____.

7. Circle the uncountable nouns.

water carrots garlic chicken onions potatoes salt spinach broccoli juice

8. Complete the sentences using much or many.

Example: Have you got much work to do?

There aren't many carrots left.

1. We saw _____ beautiful birds on the walk.
2. How _____ money did you spend?
3. She's ill and she's not eating _____ food.
4. There aren't _____ tourists here this year.

(Adapted from Elsworth and Walker, 2000: 101)

Dokumentārā lapa

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Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti, un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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