



Ana Otto · Beatriz Cortina-Pérez
Editors

Handbook of CLIL in Pre-primary Education



Springer

The *Springer International Handbooks of Education* series aims to provide easily accessible, practical, yet scholarly, sources of information about a broad range of topics and issues in education. Each *Handbook* follows the same pattern of examining in depth a field of educational theory, practice and applied scholarship, its scale and scope for its substantive contribution to our understanding of education and, in so doing, indicating the direction of future developments. The volumes in this series form a coherent whole due to an insistence on the synthesis of theory and good practice. The accessible style and the consistent illumination of theory by practice make the series very valuable to a broad spectrum of users. The volume editors represent the world's leading educationalists. Their task has been to identify the key areas in their field that are internationally generalizable and, in times of rapid change, of permanent interest to the scholar and practitioner.

Ana Otto • Beatriz Cortina-Pérez
Editors

Handbook of CLIL in Pre-primary Education

With 76 Figures and 37 Tables

 Springer

Editors

Ana Otto 
Complutense University
Madrid, Spain

Beatriz Cortina-Pérez 
Languages and Literature Education Department
University of Granada
Ceuta, Spain

ISSN 2197-1951

ISSN 2197-196X (electronic)

Springer International Handbooks of Education

ISBN 978-3-031-04767-1

ISBN 978-3-031-04768-8 (eBook)

<https://doi.org/10.1007/978-3-031-04768-8>

© Springer Nature Switzerland AG 2023

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

The publisher, the authors, and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, expressed or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Springer imprint is published by the registered company Springer Nature Switzerland AG.
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

Foreword

The early years are a period of intense development in which children have the capacity for profound learning. In recognition of this exceptional phase of the human life cycle, there has been an increasing shift of emphasis towards what is commonly called early childhood education (ECE). ECE covers the period from birth to about 5–6 years of age when a child first enters primary school, or possibly younger if they enter pre-primary which is the focus in this publication. It is a recognized feature of high-performing educational systems such as Estonia, Finland and Singapore.

The shift of emphasis involves a move away from providing children of this age with ‘childcare’, to provision of a developmental approach which integrates care, growth, wellbeing and learning. The current dynamic development of ECE involves particular attention given to wellbeing and learning.

Recognition of the significance of ECE has been driven by the long-standing intuitive wisdom of parents, guardians and educators of very young children alongside more recent research, often quantitative, which links ECE with the achievement of intended learning outcomes in later life, both at school and beyond into adulthood. One example is the OECD Program for International Student Assessment (PISA), which shows the connection between advanced ECE and top-performing PISA countries.

The educational sciences increasingly substantiate the role of ECE as a key driver for laying a solid foundation for a child’s present and future life. In pre-primary ECE, teaching and learning is closely geared to basic education curricula. Here goal-oriented activities systematically prepare children for their future studies, not only in the forthcoming primary years, but for life. Having established the intended learning outcomes through curricula, it is teaching and learning processes which are currently of major interest in the field.

To achieve meaningful and sustained success for children as they develop into adults, the spotlight for even very young learners is now on pedagogy. In some countries, this has led to focus on play-based learning which is realized as a form of ‘learning-by-doing’ common also to forms of Content and Language Integrated Learning (CLIL).

Another key development in ECE involves languages. Attitudes that very young children should master their first language to a high level of fluency before learning an additional language have existed for many years. As science reveals more about

languages and the brain, some of these attitudes have been uncovered as myths. These myths are now being superseded by the view that early additional language learning is advantageous and should be an integral part of ECE and especially pre-primary education.

Put simply, very young children have an intuitive and profound capacity for learning one or more languages. This capacity appears to atrophy with age. The reasons why are many, and some are subject to controversy such as the Critical Period Hypothesis. Play-based learning and other similar ECE pedagogies which are now influencing good practice focus on the learning of meaningful content as also found in CLIL. This is different to ‘learning for the sake of learning’ such as memorizing words, rules or forms of seemingly irrelevant information.

The innate ability for a child to learn its first language (or first languages) can be used to learn another language if the pedagogy and curriculum is appropriate. The learning of both is not easily achieved by being taught about a language but is facilitated by learning through a language as found in CLIL. The type of CLIL deployed at pre-primary needs to be both age-appropriate (especially in relation to cognition) and situation-specific (depending on the role of the additional language in the lives of children and their families, alongside other social and linguistic factors).

This publication is unique in opening windows on the theoretical and methodological issues at stake when we consider the position, past, present and future of what the authors, with experience of different countries, have described as CLIL-ECE. These authors blend insights, facts and ideas which address the concerns and questions which educators and ECE administrators need to explore and consider in this rapidly developing educational level.

The fact that childcare has been the norm in so many countries for so many years means that attitude change towards tangible and sensible ECE needs to be driven by expertise from both research and practice. This is what is found in this publication which is rightly called a handbook – that is a source of information, instruction or advice about a subject, place or activity.

All three of these are relevant in the discussion and guidance on the development of CLIL-ECE as an increasingly important educational phenomenon. The handbook is easily navigable and will serve the needs and interests of a broad range of people who care about and are responsible for realizing the holistic potential of very young children, and who strive to provide them with a firm foundation for their future lives.

David Marsh

Contents

1	CLIL-ing Pre-primary Education. Towards a Holistic Approach to Implement CLIL in Early Childhood Education	1
	Ana Otto and Beatriz Cortina-Pérez	
Part I	Theoretical Underpinnings	15
2	Content and Language Integrated Learning in Pre-primary Education: Moving Towards Developmentally Appropriate Practices	17
	Lucilla Lopriore	
3	CLIL Soft Models: The Challenge of Teaching Very Young Language Learners	31
	Virginia Vinuesa Benítez	
4	Defining CLIL Contents for Preschool	45
	Ana Andúgar and Ana Isabel García-Abellán	
5	Cognition in CLIL at Pre-primary Level	63
	María Fernández-Agüero and Isabel Alonso-Belmonte	
6	A Framework for Developing Social and Emotional Learning (SEL) in Pre-primary CLIL	79
	Louisa Mortimore	
7	Play as a Key Construct in Early Childhood Education CLIL ...	101
	María Elena Gómez Parra	
Part II	Mapping Pre-primary CLIL Internationally	115
8	Paving the Way for CLIL in Pre-primary Education: The Case of Madrid	117
	Xabier San Isidro and Ángel Huerga	

9	Infan CLIL: A Model for Implementing Plurilingual Projects in Pre-primary Education in Spain and Portugal	133
	Pilar Couto-Cantero and Maria Ellison	
10	Content and Language Integrated Learning (CLIL) and Project-Based Learning (PBL) in Pre-primary Education: A European Perspective	153
	Ana M. Piquer-Piriz and Ana Pérez-Valenzuela	
11	The Multiplicity of Pre-primary CLIL in Finland	169
	Karita Mård-Miettinen, Anu Palojärvi, Katri Hansell, Kristiina Skinnari, and Josephine Moate	
12	CLIL at Pre-primary in Italy: Insights and Experiences	185
	Olivia Mair and Francesca Costa	
13	PEBI: Bilingual Education in Portuguese Kindergartens	199
	Ana Xavier, Conceição Baptista, Helena Gil, Jessica Ridge, and Julie Tice	
14	Mapping Pre-primary CLIL in Russia	219
	Victoria Pogolian, Anna Barkova, Ana A. Uvarova, and Olga Selivanovskaya	
15	CLIL for Pre-primary Education in South America: Curriculum and Practice	233
	Darío Luis Banegas, Marisa Cleff, and Luciana Fernández	
16	CLIL in Cyprus Pre-primary Education	249
	Sophie Ioannou Georgiou	
17	Constructing Pre-primary CLIL in Mexico. Policy Analysis and Teachers' Perspectives	263
	Natalia Martínez-León	
Part III	Methodological Issues: CLIL Pedagogy Applied to Pre-primary Education	275
18	Teaching Guidelines to Introduce CLIL in the Pre-primary Stage	277
	Ángela Álvarez-Cofiño	
19	Language and Content Learning Through Oracy at Pre-primary Education and in CLIL-Based Contexts	297
	M. Teresa Fleta	
20	Early Literacy Development and Pre-primary CLIL	315
	Ángela Álvarez-Cofiño	

21	The Role of L1 in the Pre-primary CLIL Classroom	329
	M. Ángeles Jiménez-Jiménez and Ana M. Rico-Martín	
22	Language-Conducive Strategies to Enhance Communication in the CLIL Pre-primary Classroom	343
	Mila Schwartz	
23	From Tasks in Project-Based Learning Towards a Phenomenon-Based Learning in Pre-primary CLIL Classrooms	355
	Silvia Corral-Robles and Ana María Pino-Rodríguez	
24	Pre-primary CLIL and STEAM: Science in the Early Years	369
	David Shepherd and Ana María Pino-Rodríguez	
25	Proposing CLIL Music Teaching Approaches in Pre-primary Education: Rationale, Experiences, and Implications for Educators	385
	Berta Torras-Vila	
Part IV	Resources and Materials	401
26	Planning for Effective Co-teaching with a Foreign Language Assistant in the Pre-primary CLIL Classroom	403
	Lyndsay R. Buckingham	
27	Criteria for Selecting Materials and Resources for the Pre-primary CLIL Classroom	421
	Michele C. Guerrini	
28	Promoting Intercultural Competence Through Children's Literature	441
	Raquel Fernández-Fernández and Ana Virginia López-Fuentes	
29	Digital Storytelling in Pre-primary CLIL Education	457
	M. Dolores Ramírez-Verdugo	
30	CLIL-ing Preschoolers Through Cartoons and Other Audiovisual Materials	475
	Thomaï Alexiou	
31	Technology for the CLIL Preschool	495
	Jesús García Laborda, Slavka Madarova, and Cristina Calle Martínez	
Part V	Insights from the Classroom	513
32	Analysing Physical Appearance in the Pre-primary CLIL Classroom	515
	Magdalena Custodio-Espinar	

33	Working with the Five Senses in the Pre-primary Classroom	529
	Natalia García Martínez	
34	Getting to Know Animal Habitats in CLIL Pre-primary Education	557
	Hazuki Nakata and Kazuko Kashiwagi	
35	Using the Grouchy Ladybug for CLIL in Pre-primary Education	565
	Sara Arranz	
36	“You Are What You Eat”: An Integrated Language Approach to the Pre-primary Classroom	575
	Lee Ann Bussolari	
37	From Seed to Plant: Early Forms of Scientific Literacy Through an Additional Language in Pre-primary Education	589
	Beatriz López Medina	
38	A CLIL Lesson Plan for 3–4 Year-Olds: Living on the Farm	597
	Ana A. Uvarova	
39	Dinosaurs: An Integrated CLIL Project for Pre-primary Education	609
	Ángela Álvarez-Cofiño	
Part VI	Final Remarks	629
40	CLIL in Pre-primary Education: Trends, Challenges and Future Directions	631
	Yolanda Ruiz de Zarobe	

Infan CLIL: A Model for Implementing Plurilingual Projects in Pre-primary Education in Spain and Portugal

9

Pilar Couto-Cantero and Maria Ellison

Contents

Introduction	134
Theoretical Framework	135
Plurilingual Education in Pre-primary Education in Spain and Portugal	137
The 6 Is. Identity, Inclusion, Integration, Interaction, Imagination and Investigation	140
The 6 Cs: The 4 Cs of CLIL and Two More	141
Cooperative Learning and Project Based Learning Within the CLIL Approach	143
The InfanCLIL Model in Four Steps	144
Challenge, Proposal and Final Product Definition	144
Planning and Group Making	144
Connecting the Project with the Current Legislation Parameters	145
Evaluation, Dissemination and Transferability	147
Conclusions and Final Considerations	147
References	149

Abstract

The onset of early foreign language learning is a global phenomenon brought about by a range of political, economic and social factors. In parallel with increased levels of migration and movements of people(s) across and within continents, there is even more of a need to provide education in the early years which fosters positive attitudes towards languages and international citizenship whilst supporting the understanding and development of self and community. From the collaboration of scholars in two national contexts, namely Spain and Portugal, a proposal for a model, *InfanCLIL*, which endorses the above has emerged. The conceptual framework of this model is grounded on 6Is: Identity,

P. Couto-Cantero (✉)
 Universidad de A Coruña, A Coruña, Spain
 e-mail: pilar.couto@udc.es

M. Ellison
 University of Porto, Porto, Portugal
 e-mail: mellison@letras.up.pt

Inclusion, Integration, Interaction, Imagination and Investigation which acknowledge the potential of pre-schools in the development of plurilingual/pluricultural competences; and 6Cs: the 4Cs of the CLIL approach (Content, Communication, Cognition and Culture) (Coyle, Coyle, Hood, & Marsh, *CLIL: Content and language integrated learning*. Cambridge University Press, 2010) to which the authors have added a further two, Context and Collaboration, essential to situating teaching and learning, and framing a constructive educational process. In this chapter, the aforementioned conceptual framework is discussed, followed by a practical example of the model which incorporates the topic ‘Harvest’ within the methodology of Project Based Learning. It is hoped that the proposed InfanCLIL model of 6 Is and 6 Cs will provide guidance to pre-primary teachers on how to develop plurilingual projects resulting from close international collaboration.

Keywords

Pre-primary education · Bilingual education · CLIL · Plurilingual · Pluricultural · 6Is · 6Cs

Introduction

Children are increasingly being exposed to more languages at younger ages through ‘formal’ education at school where the early introduction to foreign language learning is now a global reality, or ‘informally’ via the media or ‘intercultural’ encounters which are a consequence of increased movement of peoples worldwide. Both formal and informal education present challenges and opportunities regarding the transmission of values and fostering of attitudes towards self and others. This underscores the importance of citizenship education in the early years, and the pre-school as a community where plurilingualism (Plurilingualism is here defined as “the dynamic and developing linguistic repertoire of an individual user/learner (CEFR Companion volume, 2020. p. 30)) can be appreciated and developed. One educational approach which promotes the development of intercultural understanding and global citizenship is Content and Language Integrated Learning (CLIL) (Coyle et al., 2010, p. 39). Combining ‘Culture’ with its other pedagogic pillars, *Content*, *Communication* and *Cognition*, CLIL “opens an intercultural door, where learners can have experiences which they would not have in a monolingual setting meaning, (...) it provides a rich catalyst for ‘living’ intercultural experiences which are fundamental to a deeper understanding of global citizenship” (ibid, p. 39). CLIL is an approach which focuses on using language(s) in situ for authentic, communicative purposes rather than instructional language learning itself. It is dual focused, so language and content are learned simultaneously and purposefully during interaction with others in ‘communities’ of learning. This makes CLIL appropriate for pre-school where there is an emphasis on integrative, holistic learning and the development of the whole child.

This chapter is meant to exemplify how the CLIL approach can be suited to the preschool level by making the required adaptations and understanding of the unique features of this age when it comes to language, holistic and experiential learning, and it also aims to provide guidance for teachers in supporting the implementation of plurilingual projects in pre-school education drawing on the principles of CLIL and the methodology of project based learning where opportunities are made for languages to be noticed and used in activities which promote interaction and inquiry. Thus, it taps into the languaging potential of young learners, their physical and intellectual attributes, and natural curiosity. The proposed InfanCLIL model adheres to the pre-primary curriculum, but also additional language learning from a plurilingual perspective. In this case, the languages are Spanish, Galician, Portuguese, and English. The abovementioned proposal for a model for the development of plurilingual projects at pre-school level has been designed through close international collaboration of scholars in Spain and Portugal. The authors' hypothesis is founded on the need for collaboration between countries and colleagues to elaborate proposals which aim to foster intercultural understanding at the same time as learning Foreign Languages (FL) at pre-primary level. One means of operationalising this is through the design and presentation of practical examples which may be considered as a guide or model for other contexts. Thereafter, it will be necessary to monitor their implementation and improve measures for ensuring quality for further projects in the future.

The chapter is divided into three parts. First, the theoretical framework of this model is discussed. This is grounded on: (1) a brief state of arts; (2) explanation of the 6Is: Identity, Inclusion, Integration, Interaction, Imagination and Investigation considered fundamental in the configuring of pre-schools as plurilingual/pluricultural communities; (3) the 6Cs, including the 4Cs of the CLIL approach Content, Communication, Cognition and Culture (Coyle et al., 2010) to which the authors have added a further two, Context and Collaboration, and finally; (4) the importance of the strong connection between Project Based Learning (PBL), Cooperative Learning (CL) and the CLIL approach to execute this kind of proposal. The second part of this chapter presents a practical example of the model in action, which incorporates the topic 'Harvest' with the methodology of PBL for two national contexts, namely Spain and Portugal and the languages of these contexts, namely Spanish, Galician, Portuguese and the main foreign language, English. Final considerations about the model are presented in the conclusions.

Theoretical Framework

Early childhood is the most important developmental phase in a human's life when the foundations of a range of competences: motor, cognitive, linguistic and socio-emotional are established. From a neuroscientific perspective, the most rapid period of brain development occurs in the first years of life and the impact of the quality of this development lasts throughout a person's life (Shaeffer, 2020). Research on plurilingualism has demonstrated that it is possible to acquire more than two

languages at early developmental levels which poses no problem to cognitive development in young learners (Nacamulli, 2015; Ferjan & Kuhl, 2017). Some researchers ascertain that plurilingualism contributes to the development of metalinguistic awareness as well as creativity (Jessner, 1999; Baker et al., 2016). Most studies about Bilingual Education (BE) highlight the positive effect of acquiring a third foreign or additional language (Navés & Muñoz, 2000). This positive influence can be explained thanks to linguistic interdependence, to a vast metalinguistic awareness, and to the different strategies used to learn languages. In addition, Cenoz (1997) demonstrated that learning a third language at the same time as mother tongue, with a fixed number of hours a week, constitutes no obstacle at all for learners to the development of all languages involved. Pavlenko (2005) states that being bilingual has a positive impact on critical thinking. Moreover, Lindholm-Leary (2001) affirms that bilingual programmes improve academic performance and have positive effects on language learning. Recent studies also support the implementation of BE at all educational levels, including initial stages (Bialystok, 2016). On more specific terms, BE has also proven to be beneficial at cognitive and neurolinguistic levels (Hanesová, 2014; Baker et al., 2016); and also at social and intercultural levels (Dewaele & Wei, 2013; Fielding & Harbon, 2013). Moreover, the benefits of a bilingual brain in contrast with a monolingual brain, including the idea of a linguistic sophistication demonstrated by bilinguals, have also been confirmed by recent studies (Nacamulli, 2015; García & Lin, 2017; Ferjan & Kuhl, 2017). Pre-primary education seems to be, therefore, the perfect stage of life to develop foreign language learning capacities, among others (Schwartz, 2020).

If one takes all these elements into account, pre-primary education constitutes an ideal opportunity to foster plurilingualism. Attempts have been made to do this in Europe through the implementation of pluralistic approaches (Candelier et al., 2012) among which is 'Awakening to languages', "a theoretically incisive and pedagogically-friendly framework for introducing foreign languages to young children" (Maad, 2016, p. 16) which is "anchored in a pedagogy of discovery and inquiry (...) for the purpose of raising children's intercultural awareness through projects that underscore the learning qualities of curiosity, reflection and interaction" (ibid, p. 323). Awakening to languages is "characterised by the fact that some of the learning activities are concerned with languages which are generally not intended to be taught in school" (ibid, p. 245) (See Candelier (ed), 2004, for European interpretations, case studies and experiences of this approach). Coelho et al. (2018, p. 200) characterise programmes incorporating Awakening to languages as ones which enable children to "explore a myriad of new sounds, observe different writing systems, reflect on differences and similarities between languages, compare and contrast languages and their sounds, and recognise their own linguistic repertoire as a valuable asset when learning other languages". This therefore accounts for the languages which children 'bring' to school, as well as those which educators may or may not strategically incorporate in the classroom. Of the former, positive outcomes in relation to syntactic ability and attitudes towards language and cultural diversity have been noted (Coelho et al., 2018) and phonological awareness (Lourenço & Andrade, 2014) in studies conducted in pre-schools in Portugal. In the Portuguese

context (see below), the foreign language that tends to be ‘formerly’ introduced in pre-primary education is English. This is not to say that other languages of immigrant populations or those of regions bordering Portugal as is the case of neighbouring Spain and the region of Galicia – the focus of the InfanCLIL collaboration- should not be ‘present’ in the pre-primary classroom in Portugal.

The authors’ intention is to afford opportunities for the development of plurilingual projects through Content and Language Integrated Learning which they consider as containing elements of a pluralistic approach. In recent decades, the CLIL approach has been implemented in different levels of education with subsequent revisions: Primary (Pappa, 2021), Secondary (Couto-Cantero, 2020; Fazzi & Lasagabaster, 2021), and Higher Education (Fajardo Dack et al., 2020). In stark contrast, few studies have been focused on CLIL at Pre-primary level, and few sets of guidelines exist for teachers on how to implement it at this level (for an example see Ioannou-Georgiou & Pavlou, 2011; Bobadilla-Perez & Couto-Cantero, 2015). Hence, the need for proposals for pre-primary CLIL are necessary.

Plurilingual Education in Pre-primary Education in Spain and Portugal

Pre-primary education is currently non-compulsory in Spain and available to children from the age of zero to six. Pre-primary education may be directed by state, state-funded or private institutions and, unfortunately, educational policies on this matter are not equal and may vary depending on the Autonomous Community (Andúgar et al., 2019) (Territorially, the decentralization system in Spain is divided into 17 Autonomous Communities and 2 cities with autonomy statute - Ceuta and Melilla). Therefore, there is no consensus in Spain with regards to language policies.

As the InfanCLIL model has been designed in Galicia (North-Western Spain), which is very close to Portugal and has a lot in common with this country, the following statements will be directed precisely to this Autonomous Community and its legislation. The official languages in Galicia are Spanish and Galician, with the same number of hours included in the curriculum for both. This means that there is little space left to devote to first foreign language learning, and little or nothing to the learning of a second foreign language advocated by the Council of Europe in 2001 and 2020. According to the Decree law 330/2009, the educational content for pre-primary education in Galicia is divided into three main areas: (1) Knowledge of the self and personal autonomy; (2) Knowledge of the surroundings, and (3) Languages: communication and representation. The Decree law 79/2010 which regulates the implementation of plurilingualism in Galicia constitutes an attempt at formal implementation of BE programmes in schools. However, this regulation only refers to primary and secondary education, whereas for pre-primary education little or no guidelines were provided.

In pre-primary education, the CLIL approach was defined by the so-called: “immersion model”. This model is based on the use of games and the active participation of pupils. This approach encourages unconscious learning, so that

children focus on the activity without realising that they are in fact learning (García & Ruiz de Adana, 2009). Regulation in the directions given to pre-primary institutions about the teaching of FL was very flexible. In fact, it only recommended the introduction of the FL in the last year suggesting three 20-min sessions of English per week. Consequently, a lack of coordination in the development of coherent Plurilingual programmes for pre-primary education in Galicia emerged (Bobadilla-Perez & Couto-Cantero, 2015). Fortunately, the situation has changed, and the Government in Galicia implemented the Plan Galego de Potenciación das Linguas Estranxeiras from 2010–11 to 2016–17, with very positive quantitative and qualitative results. This programme fostered the teaching and learning of the FL through many different options: Implementing Plurilingual Education Centres; Bilingual Sections; the PIALE Programme for teachers; the CUALE Programme for students accreditation in FLs; The CALC Programme for teachers to certify linguistic competence; AXUDASLE formative summer-activities for students in FL; Auxiliares de conversación Programme which hires native speakers to promote oral conversation and support teachers in Plurilingual Official Centres (12 h minimum), and the Autumn Linguistic Immersion Programme for sixth year Primary students and second year Secondary compulsory education students for a week in different places all around Spain during October and November.

Furthermore, the Plan EDUlingüe was launched in Galicia in 2020. This plan was designed to provide continuity with the previous one and to promote FL covering all educational levels, and including not only students and teachers, but also families. The aim is for every student to learn a foreign language (mainly English and Portuguese) from Pre-primary to University through a holistic and integrative perspective. Learners will be able to certify their language competences and skills at the end of the Baccalaureate. At this moment, 42 pre-primary schools in Galicia have already applied for the “Plurininfantil Star” which certifies Plurilingual education. Young learners will receive 1/3 of curricular areas in a FL with a methodological approach based on Games and Play, Cooperative Learning and Project Based Learning. In these Plurininfantil Centres, teachers should have at least a B2 level in the FL and will be helped by native conversation assistants (16 h minimum) (For further information on this matter, see: http://xuventude.xunta.es/images/Observatorio_Galego_da_Xuventude/ano_2021/Estratexia_Galega_de_Linguas_Estranxeiras_2020.pdf).

Pre-school education in Portugal is non-compulsory and available to children from the age of three until the onset of compulsory primary school (usually at the age of six). It may be administered by state or private institutions. In the decree law n° 5/97, nine objectives (a-i) are specified which focus on the personal and social development of the child and their inclusion in society. These include democratic citizenship, respect for other cultures, access to equal opportunities, development of expression and communication through various ‘languages’ in order to understand the world around them, awaken curiosity and critical thinking, and encourage parental participation in education in order to foster healthy ties with the community.

Guidelines for curriculum organisation and administration (Orientações Curriculares para a Educação Pré-Escolar) are provided by the Ministry of Education

(Lopes da Silva et al., 2016). These guidelines promote a type of pre-school education which is holistic, flexible, inclusive and innovative. The curricular content focuses on three areas: (1) Personal and social development; (2) Expression and communication which is further subdivided into Physical Education; Artistic Education; Maths; Language – spoken and written; and (3) Knowledge of the World. Suggested methods for implementing the curriculum are through project and group work. In Portugal, the official language is Portuguese although Mirandese is recognised as a regional language. Recent economic immigration has brought many people from Eastern Europe and Asia, namely China. There is wide exposure to other languages, mainly English through the media (films, music, advertising). Films and TV series are subtitled rather than dubbed, so the Portuguese population is exposed to many language varieties.

The main FL taught in schools is English – officially from the third year of primary education through to the penultimate year of upper secondary education. A second foreign language is introduced in middle school (fifth year). According to a survey conducted by the Associação Portuguesa de Professores de Inglês (APPI) the results of which were published in 2016 (APPI Report: Inquérito: Oferta de Língua Estrangeira na Educação Pre-Escolar em Portugal. https://appi.pt/storage/app/media/docs_appi/Relat%C3%B3rio-Inqu%C3%A9rito-Pr%C3%A9-escolar-2016_Final-julho-revisto.pdf), there is a substantial number of pre-schools in the public and private sectors which offer English to the early years despite there being no official guidelines for implementation. Thus, there is considerable variation in approaches, methods and techniques across the country. In the main, the teaching of English in pre-schools is done by English language teachers although they might not have had any initial training for teaching in pre-school. Among recommendations made by APPI is the development of curricular projects which incorporate the FL and engage both English language teacher and pre-school educationalist in collaborative work.

Bilingual Education in Portugal is not compulsory at any level of schooling. Schools, whether public or private, may implement it. For public and some private schools (which follow the Portuguese national curriculum), this is through annual application to the Bilingual Schools Programme (PEBI) of the Ministry of Education via the Direção-Geral de Educação (DGE) in collaboration with the British Council (running since 2016 (See: <https://www.dge.mec.pt/noticias/programa-escolas-bilinguesbilingual-schools-programme-em-ingles-pebi-abertas-candidaturas>)) after a successful pilot project in primary schools across the country from 2011–2015. The other route to implementing CLIL/Bilingual Education is via curricular flexibility permitted by the Ministry of Education (on application). This has afforded grassroots CLIL projects to develop. CLIL/Bilingual Education is growing in Portugal, yet it is still underexplored (see Ellison, 2018). Private schools may develop bilingual projects at their own discretion. There are several international or other national schools which use other languages as media of instruction.

Drawing on the principles and objectives of pre-school education in Spain (Galicia) and Portugal, (and aligning these with those of Bilingual/plurilingual programmes), we can see that they share a similar context, they are geographically very close, and both languages (Portuguese and Galician) are also similar. Therefore,

the InfanCLIL model is appropriately suited to this partnership. The model subscribes to six fundamentals, henceforth known as the 6Is, which these authors consider important for the development of plurilingual/pluricultural awareness. These are further elaborated on below.

The 6 Is. Identity, Inclusion, Integration, Interaction, Imagination and Investigation

The child is not a blank slate when he/she begins pre-school. From conception/birth aspects of their identity are already formed. Identity is further shaped by the home environment, local and national community/culture and values to which these purport. Early schooling nurtures the socialisation process where the child begins to learn a sense of self in relation to others their age in their immediate milieu. Pre-school education which fosters plurilingualism draws on the linguistic and cultural repertoires of children and their families as funds of knowledge to be appreciated, shared and learned about. An understanding of 'self' is key to understanding others. The young child does not discriminate, nor do they expect to be discriminated against. They are accepting of others. Pre-school education which includes exposure to foreign languages and cultures is in itself inclusive, welcoming and appreciative of the richness that this provides. Pre-school education is, by default, integrationist in that learning is not compartmentalised into subjects, but rather focused on topics which support the development of the whole child – physical, emotional, social, cognitive, linguistic, and moral. Integration is at the core of education which is interdisciplinary and holistic. Integrative methodologies employed in pre-school embrace this holistic perspective. As a social being, the young child needs to interact in order to fulfil basic human needs. From conversations with themselves to communication with others, the pre-school child must be provided with opportunities to communicate with his/her peers and educators through language and other means. Through interaction, language skills are developed and bonds with others are formed. Language requires cognitive engagement which in turn exercises meaning-making (Fig. 9.1).

Imagination is paramount in the child's world. Imagination needs to be stimulated through play, and make-believe providing a release and opportunity for creativity. The pre-school educator needs to tap into the child's imagination, to help them construct and create. In fostering plurilingualism, the imagination can be stimulated to think about others – their lives, culture, feelings and circumstances. The young child is curious. They have an innate need to explore and discover their world and seek explanations which satisfy, but also fuel their curiosity. Investigation comes naturally to young children. Thus, activities which encourage them to find out about something, how to do something or about others are essential. Reflection on such activities enables children to language their understanding and stimulates other types of thinking. This may be achieved in group work involving problem-solving activities.

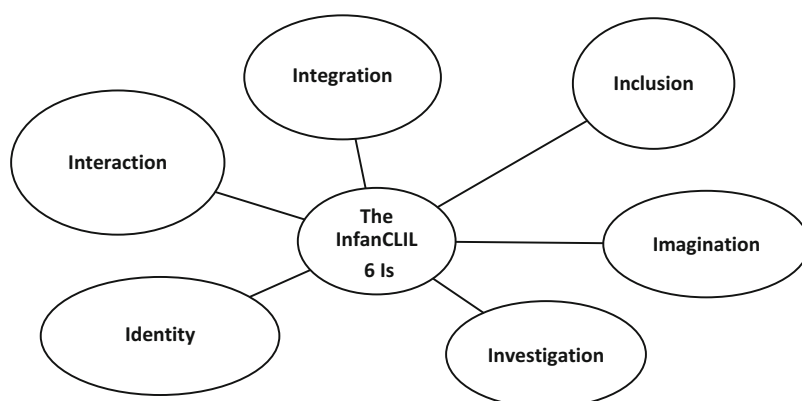


Fig. 9.1 InfanCLIL. The 6 I's

The 6 Cs: The 4 Cs of CLIL and Two More

Content, Communication, Cognition and Culture, the acclaimed '4Cs' of CLIL (see Coyle et al., 2010) are widely acknowledged as a set of principles on which the approach is based, as well as a useful framework for topic/lesson planning (Coyle, 2005) and by some, the focus of curriculum analysis (Couto-Cantero & Bobadilla-Pérez, 2018; Ellison, 2019; Carrió-Pastor, 2020; Gómez-Parra, 2020; Gómez-Parra & Huertas Abril, 2020). This applies to all educational levels from pre-school to higher education. In planning for CLIL, each C can be audited for the set topic/lesson. Thus, Content is the knowledge, skills and competences of the topic. Communication is the language needed to transmit and express understanding of the content. It is 'linguaging' in the sense of "learning to use language and using language to learn" (Coyle, 2005). This may be further divided into language *of*, *for* and *through* learning (Coyle et al., 2010, p. 36–37), in other words, key subject terminology, functional exponents and cognitive discourse functions (Dalton-Puffer, 2013) used in conjunction with key terms, as well as language required when working with others and asking questions; and lastly language through learning is that which the learner actually uses in acts of communication. Language *of* and *for* learning can be predicted and planned for; language through learning cannot, but the teacher can be on hand to provide and support emergent language. Cognition or activation and development of thinking skills is crucial in CLIL. Learners need to be challenged to think in different ways and construct meaning. The revised taxonomy of Bloom, *The Cognitive Process Dimension* by Anderson and Krathwohl (2001) is frequently cited in conjunction with this C with its categories of thinking. Meaning-making may be facilitated through interaction with others. In this sense, CLIL draws on socio-constructivism which links to Culture or Community (Mehisto et al., 2008). This C may be interpreted as the classroom culture and beyond where learners learn about themselves and from, with and about each other through direct or indirect contact that acknowledges other realities and perspectives. This is embedded in

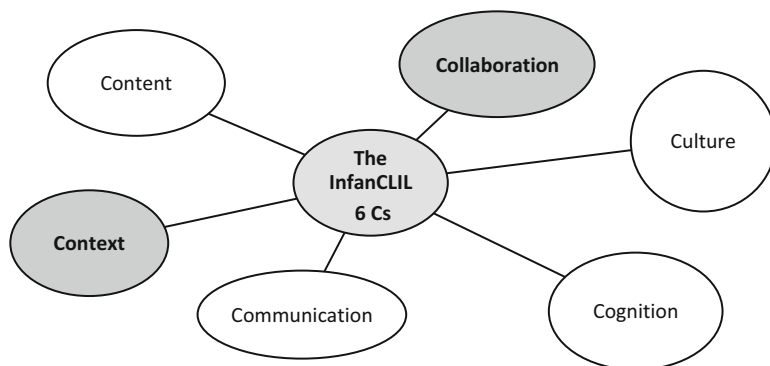


Fig. 9.2 InfanCLIL. The 6 Cs

artefacts and materials which provide authenticity and departure for intercultural education. Culture may also signify ‘disciplinary culture’ or the culture of the subject in which behaving and thinking of this culture is crucial to knowing how to learn within it, for example, behaving and thinking like a scientist if the subject is Science. In an environment of learning where other cultures are acknowledged and appreciated, and linguistic repertoires drawn upon and used, CLIL is an excellent opportunity “for our pluricultural and plurilingual world to be celebrated and its potential realised” (Coyle, 2005) (Fig. 9.2).

Coyle et al. (2010) describe the 4Cs as “four contextualized building blocks” which constitute a framework which “takes account of integrating content learning and language learning within specific contexts and acknowledges the symbiotic relationship that exists between these elements” (2010, p.41). CLIL is thus moulded to specific features of subject disciplines and communities of practice. In the classroom context, CLIL involves the teacher(s) and learners in acts of communication that are real, authentic and involve situated utilitarian use of the language for learning, making CLIL different from traditional FL lessons. On a broader scale, context-dependency (or flexibility) extends to national contexts where its practice may be determined at the macro level by ministries of education or a micro level of grassroots projects in schools. It is this that has attributed CLIL many guises, as well as the description ‘flexible approach’. CLIL is also ‘inter-contextual’ in the sense of learning about and working with others from different national contexts. Here it can be juxtaposed with the C of Culture with an emphasis on the development of intercultural awareness. Working with others is deeply entrenched in socio-constructivist theories and methodologies such as project based and cooperative learning (see section “[Cooperative Learning and Project Based Learning Within the CLIL Approach](#)” below) to which CLIL adheres.

As with context, collaboration is a multi-faceted concept. CLIL necessitates collaboration. Collaboration between learners provides opportunities for the co-construction of knowledge through languaging, allowing them to draw on their

linguistic repertoires in acts of meaning making. Collaboration between teachers (content and language) is crucial and will ultimately determine the quality of the CLIL experience for learners, since both types of teacher offer expertise from the knowledge bases of their respective disciplines. Interdisciplinary collaboration is essential to ensuring curricular content is taught, and knowledge, skills and understanding are developed in a way that allows for overall progression. Collaboration also constitutes intercultural dialogue where teachers and learners cooperate in projects that develop positive attitudes towards international citizenship and foster understanding of self and others. Thus, these authors wish to underscore the importance of Context and Collaboration within InfanCLIL and position these Cs alongside those of Coyle et al. (2010, 2014).

Cooperative Learning and Project Based Learning Within the CLIL Approach

According to the information provided by many educational institutions in their internal documents and on websites it can be ascertained that the CLIL approach is mostly implemented through Cooperative Learning (CL) and Project Based Learning (PBL). This is because it allows for a holistic perspective combining a multi-subject learning experience in which learners are the centre of the teaching and learning process, and content and language elements are very closely related in all tasks, activities and exercises implemented. The benefits of implementing Cooperative Learning in educational settings are well documented (Johnson et al., 1999). Likewise, the strong relationship between CL and PBL has also been reinforced (Kagan, 2001; Trujillo, 2012; Couto-Cantero, 2020). All this facilitates the opportunity to incorporate the methodology of PBL within the CLIL approach in Pre-primary settings, and this is one of the main targets for our InfanCLIL model.

There are many different models of PBL (Trujillo, 2012; Aksela & Haatainen, 2019; Ruano, 2021). According to Gilleran (2014) a number of elements should be considered for successful PBL: involve students from the beginning; break down the topic into well-defined tasks; plan well, set goals, define outcomes; divide your class into working groups with well-defined tasks; create a tangible artefact as an outcome; arrive at a conclusion and, finally, document and present it to a public audience. Based on the above, these authors have decided to create a series of four steps which provide initial guidance to pre-primary teachers for the development of a project of this kind: Step 1. Challenge, proposal and final product definition; step 2. Planning and group making; step 3. Connecting the project with the parameters of current legislation; step 4. Evaluation, dissemination and transferability.

To conclude this section, it is worth mentioning that the use of CL strategies (Johnson et al., 1999; Kagan, 2001; Trujillo, 2012; Couto-Cantero, 2020) together with the implementation of projects according to the PBL methodology within the CLIL approach seems to be the perfect combination to develop the pre-primary InfanCLIL model which is further explained below.

The InfanCLIL Model in Four Steps

This subchapter is devoted to providing a practical example of how the InfanCLIL model can be implemented at pre-primary level in two countries, Spain and Portugal. The four steps mentioned above are further explained to better understand the different stages of the process.

Challenge, Proposal and Final Product Definition

Teachers need to start with an original challenge and proposal which should be motivating and appealing for learners. It should take into consideration the inclusion of the 6 Is and the 6 Cs from the outset. Moreover, it is very important to highlight that one has to start with the end in mind, so that the proposal is connected to a well-defined final product. Languages should be considered and who can contribute ideas for tasks and materials. This will come from international collaboration. For example, a pre-school in Galicia and one in Portugal work together. They decide on the topic and then audit it according to the 6Cs and their language(s) as well as potential group work tasks. Teachers from each context may then contribute tasks and suggest materials which involve/include their respective language(s).

The challenge for the InfanCLIL model is then launched. All young learners seated in U-shape or circle time modality are given all information required to understand the aim of the project, participants, stages, languages and content involved, tasks and final product. The entry event may start with a motivating song related to the topic, in this example the harvest in the farm. For the launching of the event other options can be explored, for example an invited speaker from the local community. It can be a farmer or anyone who can talk about the topic. This will motivate learners to begin the project. Learners are also made aware of the final stage of the project which involves group presentations of their own hand-made artefact.

As the InfanCLIL model has been designed to enable cooperation between teachers and learners from different countries, young learners need to know that there will be at least two or three moments (pre, during and after) the project in which all participants will be interacting by means of an online platform available in the schools. This is planned in advance by the teachers involved from both contexts.

Planning and Group Making

At this stage, planning the number of sessions, workshops, the timing, and the activities to be delivered according to the school context is key. The use of Information and Communication Technologies (ICT) resources, if available, and technical tools for this purpose greatly facilitate task and materials development. In this step, it is necessary to plan the group work, decide how many and which children will be in each group and their potential roles. In line with the 6Is previously explained in the theoretical background, groups are divided into six ‘corners’, one

The InfanCLIL Model		
Meeting Point. All learners		
Entry event and presentation of the Project		
Identity Corner (4-5 children)	Integration Corner (4-5 children)	Interaction Corner (4-5 children)
Tasks - Name your farm. - Find harvest words in all languages involved. - List typical seeds.	Tasks - Compare harvests. - Discuss what you like about the harvests. - Draw a farm. (Teacher helps with images and examples on screen).	Tasks - Guess what the other groups' harvests are like. - Play with your Dollies. - Ask your partners about their harvests.
Investigation Corner (4-5 children)	Inclusion Corner (4-5 children)	Imagination Corner (4-5 children)
Tasks - Investigate Hay Day (videogame). - Design your corn Dolly. - Plan a visit to a farm.	Tasks - Describe what you see. - Classify words in the languages involved. - Explore your surroundings.	Tasks - Imagine the perfect harvest. - Think about... - Create your corn Dolly.
Meeting Point. All learners		
Final product. Presentation of each group's harvest		

Fig. 9.3 Group making around the 6Is corners

for each I: Identity corner, Integration corner, Interaction corner, investigation corner Inclusion corner and Imagination corner. Each corner includes a small number of tasks appropriately planned to be developed by young learners according to the concept in question.

Another important element worth mentioning at this stage is that all activities and tasks included in the six corners have been planned and designed bearing in mind the revised taxonomy of Bloom. Action-verbs related to the taxonomy are chosen for specific tasks. Therefore, not only is the concept of each I itself taken into account (integration, inclusion, etc.), but also the cognitive process dimensions: remember, understand, apply, analyse, evaluate and create (Anderson & Krathwohl, 2001) (Fig. 9.3).

Connecting the Project with the Current Legislation Parameters

The plurilingual InfanCLIL model is framed within a Pre-primary educational context. Therefore, it has been designed according to the current Portuguese and Spanish (Galician) legislation. These authors understand that the *Pre-primary Curriculum* means the collection of objectives, content, competences, pedagogical methods and assessment criteria which regulate the teaching and learning practice

during this educational stage. Therefore, as stated in the theoretical section all curricular standards and guidelines in both countries have been considered.

At Pre-primary level there are three interdependent areas of knowledge which must be considered from a global perspective: (1) Self-knowledge and personal autonomy, (2) Knowledge of the surroundings, and (3) Languages: communication and representation. Regarding the first, positive attitudes, accepting one's identity and that of others and respect for differences need to be included. Moreover, cooperation and interaction are fostered to establish positive relations among learners. The second area is centred on the approach to Nature. It is about learning related to discovering and understanding both the plant and animal worlds. Learners are also expected to observe changes and explore their own environment by being allowed to give opinions, show interest and concern about topics. Finally, the third area is focused on languages, especially verbal language. Learners will use their oral skills to tell stories, acquire knowledge, ask questions and to communicate their ideas, feelings and emotions. They will also learn vocabulary according to their level of cognitive development, which will allow them to construct phrases and sentences all of which are related to the harvest.

At pre-primary level, oral skills are promoted to foster conversation, short speeches, games, and so on, among students. Intonation, tone and pronunciation are key to enriching communicative competences at these ages. It is also very important to teach children to respect turns when speaking and to listen carefully to others without interrupting. And last but not least, introducing learners to routines and social conventions such as: salutations, good manners, etc. not only in their mother tongue but also in the foreign languages involved in the teaching and learning process. All objectives of this InfanCLIL model should be fulfilled along the entirety of the process. The main aim is to make children aware of other languages and cultures in line with a plurilingual approach as stated in the CEFR:

The **plurilingual approach** emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (...), **he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact.** (2001, p. 4).

It is paramount to introduce this plurilingual approach at pre-primary level and the authors believe, if it is well implemented in pre-school, it should be given continuity in other levels of education. The other objectives and basic competences planned for this InfanCLIL model have been adapted from both Portuguese and Galician legislation for this level. They are all designed around the topic 'harvest' and relate to: being able to observe and explore their natural surroundings, socialising with partners and working together to build their own harvest, developing their communicative skills to talk about the topic and, being able to develop a positive attitude towards foreign languages and cultures. The global and holistic perspective of pre-primary education takes us to the basic competences acknowledged by the

European Union, which must be acquired in a progressive and coherent manner. Out of the eight basic competences for this InfanCLIL model, special attention has been paid to: Communicative Language Competence, Knowledge and Interaction with the physical world, and Autonomy and Personal Initiative.

To end this section about the connection between the *Curriculum* and the InfanCLIL model it is important to return to the idea of the creation of a tangible artefact as one of the outcomes established for this model. Hand-made objects designed and created by young learners are very useful to develop their psychomotor skills and this is an important issue included in curricular guidelines for Pre-primary education. Learners in small groups are encouraged to create their own harvest made out of plasticine, recycled plastic materials, real products from their homes: carrots, potatoes, rice, corn, etc.

Evaluation, Dissemination and Transferability

The last step for a project to be complete is the evaluation of the whole process (teachers and learners included) and the final product. Any weaknesses and difficulties in the project must be detected in order to make improvements for future implementation. Thereafter, it is also important to disseminate the results of the project, not only in educational environments, but also to the wider community. These authors have provided a flexible model for implementing plurilingual projects at pre-primary level in two countries, but the four steps, suggestions and considerations included here can be transferred to other contexts and levels of education. The countries, languages, topic, final product, and everything included in this example can be transferred and adapted so a new teaching and learning process can be started from this one. The following table provides a checklist of what should be done when implementing an InfanCLIL project (Table 9.1):

Conclusions and Final Considerations

The InfanCLIL model constitutes an example of the implementation of plurilingual and pluricultural projects in pre-primary education. It is intended to be a starting point to facilitate the progressive inclusion of projects of this kind at these early educational stages. We consider that it is precisely in these early pre-primary stages when children are more receptive to noticing, acquiring and using other languages that such projects should be implemented. All agents involved in pre-school education should, therefore, be willing and able to embrace a positive attitude towards the teaching and learning of languages and cultures. The six Is and six 6Cs are important concepts to be considered in the development of these kinds of projects. The two Cs added by these authors: collaboration and the context in which these proposals are implemented are important in achieving a successful partnership and final product.

Table 9.1 The InfanCLIL Checklist

InfanCLIL checklist	Done
Brainstorm your idea and visualise your classroom	√
Decide the languages involved: Portuguese, English, Spanish, Galician ...	
Bear in mind the National Curriculum of each country (areas of knowledge, aims, content, competences, etc.)	
Decide the agents involved in the project. (E-twinning, pre-school teachers, language teachers, other schools)	
Consider the 6 Is (identity, inclusion, integration, interaction, investigation & imagination)	
Consider the 6 Cs (content, communication, culture, cognition, context & collaboration)	
Name your project	
Plan the stages, time, tasks. . .	
Organise your groups for teamwork	
Incorporate ICT resources (if applicable), materials, etc.	
Think of an entry event: Song, picture book, guest speaker	
Define a final product	
Create a hand-made artefact	
Think of global and continuous evaluation	
Consider how you will disseminate the project	
Consider how the InfanCLIL model could be transferred to other educational levels	

The implementation of projects like this at pre-primary level help teachers to develop valuable strategies which support the cognitive development of young learners. They also motivate children and facilitate the development of interpersonal relationships establishing bonds with other children within the classroom, and with those in other classrooms outside of the national context. In doing so, learners feel part of a group and a large community, which helps to foster their active participation in the project. With the InfanCLIL model meaningful learning is also fostered, where children take part in real learning situations from the very beginning, and are encouraged to be involved in making proposals, decisions and organising their actions throughout the various stages of the project. In addition and given the emphasis that European and National legislation is placing on the development of Plurilingualism and Pluriculturalism, current preschool teachers and language teachers should be encouraged to participate in training programmes which focus on developing plurilingual competences and CLIL/Bilingual Education in order to further develop their understanding of approaches, methods and techniques needed to implement these projects at school.

Finally, the importance of the languages involved and the close collaboration between countries, institutions, teachers, and students cannot be underestimated. The InfanCLIL model provided in this chapter is not only a project about “learning languages” but also about communication, about learning content, understanding cultures and identities, fostering universal values, supporting inclusion and respect for diversity, all of which are needed to prepare children to become good citizens of the present and future.

References

- Aksela, M., & Haatainen, O. (2019). Project-Based Learning (PBL) in practise: Active teachers' views of its' advantages and challenges. In *Integrated Education for the Real World 5th International STEM in Education Conference Post-Conference Proceedings*. Queensland University of Technology. Retrieved from: <https://bit.ly/3jHIEZI>
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Longman.
- Andúgar, A., Cortina Pérez, B., & Tornel, M. (2019). Tratamiento de la lengua extranjera en Educación Infantil en las distintas comunidades autónomas españolas. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(1), 10.30827/profesorado.v23i1.9163.
- Associação Portuguesa de Professores de Inglês. (2016). Inquérito: Oferta de Língua Estrangeira na Educação Pré-escolar em Portugal.
- Baker, D. L., Basaraba, D. L., & Polanco, P. (2016). Connecting the present to the past. Furthering the research on bilingual education and bilingualism. *Review of Research in Education*, 40(1), 821–883.
- Bialystok, E. (2016). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666–679. <https://doi.org/10.1080/13670050.2016.1203859>
- Bobadilla-Perez, M., & Couto-Cantero, P. (2015). Development and implementation of plurilingual/bilingual projects in pre-school and primary schools. *INTED2015 Proceedings*, 7448–7458. <https://library.iated.org/view/BOBADILLAPEREZ2015DEV>
- Candelier, M. (Ed.). Bernaus, M., Kervran, M., Martins, F., Murkowska, A., Noguerol, A. Oomen-Welke, I., Perregaux, C., Saudan, V., & Zielinska, J. (2004). *Janua Linguarum – The gateway to languages: The introduction of language awareness into the curriculum: Awakening to languages*. Council of Europe Publishing.
- Candelier, M., Daryai-Hansen, P., & Schröder-Sura, A. (2012). The framework of reference for pluralistic approaches to languages and cultures – A complement to the CEFR to develop plurilingual and intercultural competences. *Innovation in Language Learning and Teaching*, 6(3), 243–257. <https://doi.org/10.1080/17501229.2012.725252>
- Carrió-Pastor, M. L. (2020). The implementation of content and language integrated learning in Spain: Strengths, weaknesses, opportunities and threats. In P. Mickan & I. Wallace (Eds.), *The Routledge handbook of language education curriculum design* (pp. 77–89). Routledge.
- Cenoz, J. (1997). The influence of bilingualism on multilingual acquisition: Some data from the Basque country. In I Simposio Internacional sobre o Bilingüismo: Comunidades e individuos bilingües (pp. 278–287). Vigo: Universidade de Vigo.
- Coelho, D., Andrade, A. I., & Portugal, G. (2018). The awakening to languages approach at pre-school: Developing children's communicative competence. *Language Awareness*, 27(3), 197–221. <https://doi.org/10.1080/09658416.2018.1486407>
- Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment. Companion volume with new descriptors*. Council of Europe Publishing. <https://bit.ly/3xhdiCu>
- Couto-Cantero, P. (2020). Aprendizaje Cooperativo en entornos plurilingües. Un ejemplo para Educación Secundaria. En Gómez Parra M^a E. y Cristina A. Huertas Abril (Eds.), *Educación bilingüe: perspectivas desde el sistema educativo español* (pp. 113–132). Fundación Pública Andaluza Centro de Estudios Andaluces, Consejería de la Presidencia, Administración Pública e Interior, Junta de Andalucía.
- Couto-Cantero, P., & Bobadilla-Pérez, M. (2018). Ten fundamentals for novice CLIL teachers. *E-Teals: An E-Journal of Teacher Education and Applied Language Studies*, 0(9), 108–131. <https://ojs.letras.up.pt/index.php/et/article/view/6107>
- Coyle, D. (2005). *Planning tools for teachers*. University of Nottingham.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.

- Coyle, D., Hood, P., & Marsh, D. (2014). *The CLIL tool kit: Transforming theory into practice*. <https://bit.ly/2ouluvi>
- Dalton-Puffer, C. (2013). A construct of cognitive discourse functions for conceptualizing content-language integration in CLIL and multilingual education. *European Journal of Applied Linguistics*, 1(2), 216–253.
- Decreto 330/2009, de 4 de junio, por el que se establece el currículo de la educación infantil en la Comunidad Autónoma de Galicia. Diario Oficial de Galicia, 121, de 23 de junio de 2009, 10.773-10799. <https://bit.ly/3GpEApj>
- Dewaele, J., & Wei, L. (2013). Is multilingualism linked to a higher tolerance of ambiguity? *Bilingualism: Language and Cognition*, 16(1), 231–240.
- Ellison, M. (2018). (Net)working CLIL in Portugal and beyond. *Special Edition eTEALS on Content and Language Integrated Learning*, 9, 4–22.
- Ellison, M. (2019). CLIL in the primary school context. In S. Garton & F. Copland (Eds.), *The Routledge handbook of teaching English to young learners* (pp. 247–268). Routledge.
- Fajardo Dack, T., Argudo, J., & Abad, M. (2020). Language and teaching methodology features of CLIL in university classrooms: A research synthesis. *Colombian Applied Linguistics Journal*, 22(1), 40–54. <https://doi.org/10.14483/22487085/13878>
- Fazzi, F., & Lasagabaster, D. (2021). Learning beyond the classroom: Students' attitudes towards the integration of CLIL and museum-based pedagogies. *Innovation in Language Learning and Teaching*, 15(2), 156–168. <https://doi.org/10.1080/17501229.2020.1714630>
- Ferjan, N., & Kuhl, P. (2017). The brain science of bilingualism. *Young Children*, 72(2), 38–44.
- Fielding, R., & Harbon, L. (2013). Examining bilingual and bicultural identity in young students. *Foreign Language Annals*, 46(4), 527–544.
- García, F., & Ruiz de Adana, M. A. (2009). *Imaginemos el inglés. Bilingüismo-AICLE en el aula de infantil*. <https://bit.ly/3pEDqjW>
- García, O., & Lin, A. M. Y. (2017). Translanguaging in bilingual education. In O. García, A. Lin, & S. May (Eds.), *Bilingual and multilingual education. Encyclopedia of language and education* (3rd ed., pp. 117–130). Springer. https://doi.org/10.1007/978-3-319-02258-1_9
- Gillera, A. (2014). How to design project-based learning activities [YouTube video]. In *YouTube*. https://www.youtube.com/watch?v=_3yAODXnAsg
- Gómez-Parra, M. E. (2020). Measuring intercultural learning through CLIL. *Journal of New Approaches in Educational Research*, 9(1), 43–56. <https://doi.org/10.7821/naer.2020.1.457>
- Gómez-Parra, M. E., & Huertas Abril, C. A. (Eds.). (2020). *Educación bilingüe: perspectivas desde el sistema educativo español*. Fundación Pública Andaluza Centro de Estudios Andaluces, Consejería de la Presidencia, Administración Pública e Interior, Junta de Andalucía.
- Hanesová, D. (2014). Development of critical and creative thinking skills in CLIL. *Journal of Language and Cultural Education*, 2(2), 33–51.
- Ioannou-Georgiou, S., & Pavlou, P. (Eds.). (2011). *Guidelines for CLIL implementation in primary and pre-primary education*. European Commission.
- Jessner, U. (1999). Metalinguistic awareness in multilinguals: Cognitive aspects of third language learning. *Language Awareness*, 8(3–4), 201–209. <https://doi.org/10.1080/09658419908667129>
- Johnson, D. W.; Johnson, R. T., & Holubec, E. (1999). *El aprendizaje cooperativo en el aula*. Traducido del inglés por G. Vitale, Buenos Aires, Paidós SAICF, 1994.
- Kagan, S. (2001). Kagan structures: Research and Rationale. *Kagan Online Magazine*, Spring. San Clemente, CA: Kagan Publishing: <https://bit.ly/3BcMBdH>
- Lindholm-Leary, K. J. (2001). *Dual language education*. Multilingual Matters.
- Lopes da Silva, I., Marques, L., Mata, M., & Rosa, M. (2016). *Orientações Curriculares para a Educação Pré-Escolar*. Ministério da Educação/Direção-Geral da Educação.
- Lourenço, M., & Andrade, A. I. (2014). Promoting phonological awareness in pre-primary education: Possibilities of the 'awakening to languages' approach. *Language Awareness*, 23(4), 304–318. <https://doi.org/10.1080/09658416.2013.783585>

- Maad, M. R. B. (2016). Awakening young children to foreign languages: Openness to diversity highlighted. *Language, Culture and Curriculum*, 29(3), 319–336. <https://doi.org/10.1080/07908318.2016.1184679>
- Mehisto, P., Marsh, D., & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Macmillan.
- Nacamulli, M. (2015). *The benefits of a bilingual brain – Mia Nacamulli*. TED-Ed. <https://bit.ly/3mfmMoS>
- Navés, T., & Muñoz, C. (2000). Usar las lenguas extranjeras para aprender y aprender a usar las lenguas extranjeras. Recuperado de <http://www.ub.edu/filoan/CLIL/padres.pdf>.
- Pappa, S. (2021). Identity and emotions in teaching CLIL: The case of primary school teachers in Finland. In K. R. Talbot, M.-T. Gruber, & R. Nishida (Eds.), *The psychological experience of integrating content and language* (pp. 16–32). Multilingual Matters.
- Pavlenko, A. (2005). Bilingualism and thought. In F. Kroll & A. M. B. de Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 433–453). Oxford University Press.
- Ruano, E. (2021). *Design of a board game to revise contents from different subjects through project-based learning and serious educational games* (Unpublished MA thesis). Universidad de A Coruña. UDC. Spain.
- Schwartz, M. (2020). Language-conducive strategies in early language education. In M. Schwartz (Ed.), *Handbook of early language education*. Springer International Handbooks of Education. Springer. https://doi.org/10.1007/978-3-030-47073-9_24-1
- Shaeffer, S. F. (2020). *Mother tongue and early childhood care and education: Synergies and challenges*. *UNESCO Report*. Asia-Pacific Regional Network on Early Childhood (ARNEC). <https://unesdoc.unesco.org/ark:/48223/pf0000374419>
- Trujillo, F. (2012). Enseñanza basada en proyectos: una propuesta eficaz para el aprendizaje y el desarrollo de las competencias básicas. *Revista Eufonia – Didáctica de la Educación Musical*, 55, 7–15. Retrieved from: <https://bit.ly/3GjHAUp>