



Implementing CLIL at the Primary School Level – A Pilot Study

Artur Stępnia

Catholic University of Lublin Bilingual Primary School "Smart School" (Poland)

dyrektor.zamosc.sp@smartschool.edu.pl

Abstract

As the need to reconsider the implementation of CLIL at the level of primary education has sprung across, the importance of the teacher's identity at this very specific stage of education has also been given considerable attention. At the same time, Mehisto, Marsh and Frigols (2008) confirm the information that there is a shortage of teachers who are capable of using CLIL while teaching. They continue informing us that even if there are such teachers who are equipped with the ability to teach a foreign language and also have the subject-area qualification, not all of them will be able to focus on teaching both at once[1].

This paper is to examine whether the identity of the teacher who introduces children into the foreign language learning environment is of any importance; if yes, to what extent. The pilot study of my authorship introduced in the Bilingual Primary School Smart School in Zamość, Poland, and authorized by the Polish Board of Education, will serve as the basis for the assumptions. Being the head-master of this school and gaining from the experience attained during my ongoing PhD research in the field of CLIL in the Institute of English Studies of the Catholic University of Lublin I will present my observations. The innovative system introduced in the above mentioned school creates the teaching environment where both English and the scope of integrated subjects (grades 1-3) are taught by one teacher, who has been formally skilled in both these areas of education. Therefore, the questions to be answered during my presentation will center on whether the identity, personal traits, general psychological and sociolinguistic profile of this teacher will reflect in the profile of his/her scholars.

References

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