The CAMPS Project: CLIL for Arts and Music Teaching in Primary Schools

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Abstract

The paper examines the implementation of the European project CAMPS, funded by the European Commission, by the EuroED primary school in Iasi, Romania and educational institutions from Ireland, Italy, Spain, and Romania. The project relies on the Content and Language Integrated Learning (CLIL) approach used in primary schools. Applying the method in primary school is quite novel, while it is currently mostly applied in secondary schools. Since language studies have increasingly shown that foreign languages can be learned more easily at a younger age and the CLIL methodology favours the language learning process, the CAMPS project aims to develop awareness of the importance of the CLIL methodology for primary schools. The project examines how to incorporate CLIL into school curricula with an emphasis on the arts and music. It also looks at its practical applications, advantages over conventional approaches, and additional value. The project offers a trustworthy and accessible e-course in methodological training that can provide knowledge and expertise with the CLIL methodology and easy and effective access to CLIL teaching tools for primary school teachers. The article provides an overview of the project' s goals, target groups, and key findings while illustrating the methodology. It also provides details on the online training programme, which is accessible from a specific e-learning platform.

Keywords: *CLIL methodology, primary school, etraining course, teachers*

1 The European Context and the CAMPS Project

Education has faced numerous challenges since the 1990s including mobility, internalization of education, and technological advancement. The demands of Europe's multiculturalism and multilingualism press hard on schools. Students need new competences to adapt to new circumstances, where foreign languages, arts and sciences have vital significance. The Content and Language Integrated Learning (CLIL) method satisfies these demands by encouraging the integration of language study into other curriculum subjects. Teachers utilizing the CLIL method teach the content of a subject through the medium of a language other than the student's mother tongue; thus, language becomes a helpful means of instruction and not an end in itself [1].

According to the CLIL method, the learning of the second language happens in meaningful contexts just as the learning of the mother tongue does. Language acquisition does not proceed in the conventionally progressive manner. Rather, language structures are taught to learners because they are essential to the learning material. The chosen topic, communication, cognition (thinking abilities), and culture (the cultural component of the lesson) are all used in the CLIL activities. CLIL offers opportunities for students to use languages effectively while learning them. All subjects can be taught through foreign languages: mathematics, physics, chemistry, civic education, biology, geography, arts, music or history [2, 3, 4].

The CLIL approach has proven to be successful for encouraging students to further develop their linguistic and scientific literacy. Cultural awareness, language proficiency, improved motivation are all advantages of CLIL.The development of new methods for language learning has piqued Romania's interest [5]. English, German, French and Spanish are the main languages taught in Romania. If teachers' qualifications and budget permit, at parents' or students' request CLIL may be provided at the primary, lower secondary, and upper secondary levels of education in private schools as well as optional classes (mathematics, physics, and chemistry in a foreign language) in state schools. Programs that encourage students to study languages are very appealing to parents. Parents

embrace CLIL because they are certain of its advantages. Students are more prepared for the workforce since CLIL classes teach in a manner that is similar to real-world employment. Additionally, CLIL students are exposed to the constructivist method of learning and will be better adapted to collaborate in groups in the workplace.

Despite the fact that CLIL is acknowledged to have advantages and that it plays a significant role in language teaching, there are just a few schools that benefit from the program. The CAMPS project's results bridge several significant gaps by developing an online course for primary school teachers, CLIL resources, as well as best practice samples. The CAMPS project looks at how to integrate CLIL into the curricula in primary schools with a focus on the arts and music.

2 The CAMPS project
2.1 The CAMPS project's objectives
Since language studies have shown that foreign languages can be learned more easily at a younger age and this seems to be the case for foreign languages learned and taught through the CLIL methodology, the CAMPS project aims at increasing awareness of the significance of the CLIL methodology for primary schools.

The specific aims of the project are:
- To offer primary school teachers substantial training to enable them to create content in English suitable for their children
- To provide teachers with CLIL based video lessons in English focusing on Arts and Music as samples of best practice to follow
- To raise awareness of and promote the CLIL methodology at the primary school level through motivational case studies

2.2 The project's partnership
The CAMPS project's challenges need a multinational approach to be solved. The partnership is made up of primary schools (EuroEd Primary School, Iasi, Romania and the IC Pier Cironi, Italy), language teachers' associations (LEND − Lingua e Nuova Didattica, Roma, IT), education, research and training institutions/organizations (Pixel, Florence, Italy and Universal learning systems, Dublin, Ireland) and local government officials (The Guadassuar Town Council, Spain). These institutions promote the European dimension of education encouraging innovation, multiculturalism and multilingualism, engaging children and citizens in active participation in community social life and exploiting the best potential of ICT for education and training.

2.3 Target groups
The project targets primary school educators, principals, parents, and children. Teachers at this level are less fortunate than teachers at higher levels in terms of the accessibility of training, materials, tools, and general resources online and, therefore, it makes sense to focus on them.

2.4 The CAMPS project's Results
The key subjects and their subtopics to be handled when devising the main structure of the deliverables were determined by a mixed team of teachers, trainers, and technicians working within the project consortium in order to produce the project's results.

The main project deliverables are:
- An online training course which makes use of digital solutions to enhance the accessibility and usability by primary school teachers
- A collection of video lessons on specific Arts and Music topics
- A database of CLIL case studies illustrating direct experiences of CLIL experts, primary school teachers, primary school decision-makers, and policymakers in the field of education

3 The Online Course
3.1 The content of the Online Course
The online course is the main result. It offers priceless insights into useful methods and resources for CLIL teaching. The online training course is structured into five modules. It provides an introduction to the CLIL (Content and Language Integrated Learning) methodology and focuses on teaching Arts and Music in primary school by using a foreign language, English. The online course also supplies primary school teachers with the skills for self-assessing their CLIL knowledge.

The Online Course includes the following chapters:
- Introduction
- Module 1 explains the CLIL Methodology for Primary Schools. CLIL is related to all forms of education in which subjects are learned through a foreign language (L2). As a general term, CLIL is frequently applied to a range of distinct educational techniques. This module promotes numerous methods and tactics that are essential to introducing and using CLIL in primary school. This module examines how to create a CLIL environment in primary education based on Vygotsky's idea of a dialectic approach to language and learning, in which a child's need to learn more languages grows as a result of the child's increased language proficiency.
- Module 2 makes use of the most common teaching practices among primary school teachers and instructs teachers how to use them with a CLIL focus. Another focus is on approaches and the techniques to scaffold learning in CLIL classes.
- Module 3 focuses on assessment and provides teachers with suitable tools to self-assess their knowledge and skills.
- Module 4 examines the practical uses of CLIL, its advantages over traditional methods and gives solid suggestions as to how to integrate them into the school curricula with an emphasis on arts and music.

Children can study two or more school subjects using CLIL since interdisciplinary knowledge, understanding, and skills must be pre-learned for learning to occur. Additionally, certain learning techniques including active, experimental, digital, cooperative, learning via discovery, and task-based learning are supported by CLIL in primary school. Tasks must be selected, and the choice of resources depends on the activities to be carried out, once the teacher has identified the topic to examine and which abilities are going to be developed.

Teachers are also given links to open educational resources that can be tailored to the aims of the lessons. Lesson plans for teaching English while teaching the arts, music, and other subjects are also available to teachers in this module. The lesson plans for online instruction include the learning objectives, visual or auditory resources, step-by-step activities to achieve the objectives, and information about the students (Figure 1 A lesson plan).

Figure 1 A lesson plan

Module 5 not only provides teachers with materials and lesson plans but also helps them to create their own materials.

3.2 Teachers' feedback
The feedback we got was positive. Thus, in their opinion, the project's modules helped teachers to:
- find ideas and activities for developing CLIL art and music projects
- give relevance to the curriculum (if the content is relevant to the students, their motivation to learn will be sustained);
- provide active and experiential learning for pupils

- work with pupils through English, to develop projects in drawing, art, craft, design, and music;
- identify and analyse the language demands of their curriculum
- adapt target language materials
- design CLIL art activities to support pupils in their CLIL learning;
- use visual language as support for the 4Cs
- plan and deliver CLIL art lessons with confidence
- increase and diversify the way they implement learning activities with children
- encourage the development of a new type of teacher focused on children and better prepared for challenges
- use better strategies/activities to teach children
- follow best practices and adapt them to their own context

4 Future developments

The future development of the project focuses on providing teachers with suitable best practice examples to follow as well as with materials to enable primary school teachers to improve their teaching methods, stimulate children's motivation and create their own resources tailored to their children's needs. All the project's outputs will be piloted in schools and modified to meet the needs of teachers and children. The project partners will create:

- A collection of video lessons on specific Arts and Music topics being taught in English by teachers who are native speakers
- A database of case studies with which the project partners will collect direct experiences of CLIL experts, Primary school teachers, Primary school decision-makers, and policymakers in.

5 Conclusions

The project's goal is to provide teachers with training and innovative teaching tools that help them introduce and develop the CLIL Method with primary children. The project increases teachers' understanding of the value of CLIL and the role that school topics and foreign languages play in education. CLIL programmes motivate children to learn languages by using them for real practical purposes. They also develop children's tolerance and respect for other cultures. Given the current challenges of distance and digital teaching and learning, the project aims to strengthen the profiles of educators, empower and equip them with essential and logically structured digital open educational resources, which are necessary for the development of primary school children.

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