

**A STUDY ON THE APPLICATION AND EFFECTS OF CONTENT AND LANGUAGE
INTEGRATED LEARNING (CLIL) IN PRIMARIARY SCHOOL IN CHINA**

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**A STUDY ON THE APPLICATION AND EFFECTS OF CONTENT AND LANGUAGE
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Abstract

A STUDY ON THE APPLICATION AND EFFECTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN PRIMARIY SCHOOL IN CHINA

Tianqi Liu

Under the Supervision of Dr. Joshua J Anderson

This study explored the application and effects of Content and Language Integrated Learning (CLIL) in primary schools in China. As an emerging educational concept, CLIL aims to promote students' subject knowledge mastery and cross-cultural communication skills through the process of learning a second language, while teaching subjects using a non-native language. This analysis considered the implementation of CLIL in Chinese primary schools from both theoretical and empirical perspectives, focusing on students' language ability improvement, subject knowledge mastery, cognitive skill development, and cross-cultural awareness enhancement. Although there were issues such as teachers' professional abilities and resource allocation during implementation, the CLIL model has shown unique advantages in promoting comprehensive student development. It is recommended that future educational reforms consider more widely applying the CLIL model, optimizing its application in Chinese primary schools through teacher training and curriculum design innovation.

Key words: Content and Language Integrated Learning (CLIL), Primary school education, English education in China

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CHAPTER I Introduction

Statement of the Problem

In the 21st century, an era full of changes and challenges, the social development trends of globalization, informatization and diversification has put forward higher requirements for China's education system. The challenge in education is not only how to improve the quality and deepen education reform, but also how to cultivate innovative and internationally competitive talents. In this context, the traditional single-subject teaching method has been unable to meet the needs of students' all-round development, and the interdisciplinary and cross-field comprehensive education modes of instruction have gradually become a new trend of educational reform. The Ministry of Education of China proposed it in 2016 the "interdisciplinary learning" mentioned in the "13th Five-Year Plan" of Education Informatization emphasizes the importance of this comprehensive learning mode in cultivating talents needed by contemporary society, as well as the promoting the development of students' special talents and personalities.

Content and Language Integrated Learning (CLIL), as an emerging educational concept, originated in Europe, and has received wide attention around the world in recent years. It combines language learning with subject knowledge, promotes students' mastery of subject knowledge through the acquisition process of the second language, and improves their cross-cultural communication ability, so as to realize comprehensive quality-oriented education. CLIL not only promotes educational equity, enabling non-native language students to acquire the second language naturally while learning conventional subjects, but also cultivates students' core qualities with international competitiveness, emphasizing the integration of subject knowledge and language ability. CLIL not only improves students' language ability through interdisciplinary

learning, but also improves students' cognitive skills through comprehensive education mode, so as to achieve comprehensive quality education.

Considering that primary school is a key stage for the formation of children's various behavior habits, thinking modes and abilities, adopting CLIL has special value and significance in the teaching of Chinese primary schools. This study aims to deeply explore the application and practice of CLIL in Chinese educational environments, in order to provide useful reference and enlightenment for educational reform in China. Through the systematic elaboration of CLIL concept and combined with empirical analysis, this study aims to comprehensively evaluate the application effect of CLIL in Chinese primary schools on students' language ability improvement, subject knowledge mastery, cognitive skills development and cross-cultural awareness enhancement,, and provide scientific basis for future educational strategies and teaching methods.

Definition of Terms

On the basis of searching for literature and sorting out existing studies, this study mainly defines the connotation and discipline integration of CLIL

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is an educational approach that involves teaching subjects through the medium of a non-native language. By combining subject knowledge acquisition and language learning, CLIL aims to enhance both language proficiency and subject-related skills(Barríos et al., 2020). This teaching mode integrates various pedagogical methods, including Content-Based Instruction (CBI), Immersion, and Bilingual Education. The origin of CLIL in Europe has deep social and historical backgrounds. Driven by the wave of globalization, European countries began to seek cooperation and win-win situations

from the 1950s onwards, in order to enhance their political and economic status in the international community. After the establishment of the European Union in 1993, its member countries became more unified, and cross-border communication and connectivity became increasingly deep. However, language differences became a major obstacle for European countries to share experiences and address common issues. Therefore, there was growing demand from all sectors of society for improving foreign language education, which triggered continuous exploration of various foreign language teaching methods.

Multidisciplinary Integration

Many scholars have different interpretations of "disciplinary fusion", which are generally related to several key words such as multidisciplinary, organic connection, and integration. Based on the views of various scholars, this study defines "disciplinary fusion" as a new teaching model that takes a broad scientific background, thinking guidance, discipline knowledge, and commonality between related disciplines into consideration, and organizes, selects, processes, and integrates knowledge, ideas, and methods from different disciplines to form a new teaching model.(Bokade et al., 2021)

Purpose of the Study

The purpose of this study is to deeply explore the application and effect CLIL in primary schools in China. Special attention is paid to how to effectively integrate the English language with the teaching of various subjects under the CLIL concept, and the impact of this integration on improving students' language skills and subject comprehension ability. Through the qualitative analysis of CLIL application cases in primary school English teaching, this study will analyze the current teaching status in practice, facing challenges and solving strategies. The purpose of the study is to provide theoretical and practical guidance for the further

implementation of CLIL in Chinese primary education, promote the development of students' comprehensive ability, and lay a solid language and subject foundation for students' future study and life.

Significance of the Study

Theoretical Significance

This research delves into the application and effects of CLIL in primary schools in China, offering new perspectives and empirical support for the evolution of integrated education theories. By analyzing how the CLIL teaching model is implemented in the context of Chinese primary education and its impact, this study aims to enrich and expand the existing theoretical foundations of CLIL. Specifically, it contributes to the theoretical construction of enhancing students' language abilities and subject knowledge simultaneously.

Practical Significance

From a practical standpoint, the findings of this research will provide guidance and strategies for implementing the CLIL teaching model within the realm of primary education in China. First, through detailed case study analyses, this study reveals the actual effects of CLIL on improving students' comprehensive language application abilities and academic achievements, offering educators insights into designing and implementing more effective integrated language and content learning activities. Second, this research supports the facilitation of interdisciplinary collaboration among teachers, the innovation of teaching methods, and the enhancement of teaching quality, further promoting the holistic development and lifelong learning abilities of students. The conclusions and suggestions of the research can provide strong support for China's education policy formulation and curriculum reform, promote the popularization of CLIL model and optimize the allocation of educational resources.

Delimitation of the Study

This study aims to explore the application of Content and Language Integrated Learning (CLIL) in various disciplines of primary school education in China, and its impact. The research will focus on two main areas:

Literature Review on the Implementation of CLIL in Chinese Primary Schools

CLIL is a teaching model that uses English to teach other subject content, balancing subject knowledge with language learning, with the aim of achieving dual improvement of language and skills. It combines multiple teaching methods, including the Content-Based Instruction (CBI), Immersion, and Bilingualism, and was initially widely implemented as an important educational strategy in the European Union. The concept of CLIL can also be defined as "the education philosophy of maximizing the use of the target language to integrate teaching, learning content, and language to achieve multiple educational goals" (Chang Junhui & Zhao Yongqing, 2020).

A comprehensive review of the current implementation status of CLIL in Chinese primary schools includes summarizing teachers' perspectives on CLIL, the challenges encountered during implementation, and successful case studies reported in the literature. This study outlines the application of CLIL teaching methods in practice and the main issues they face.

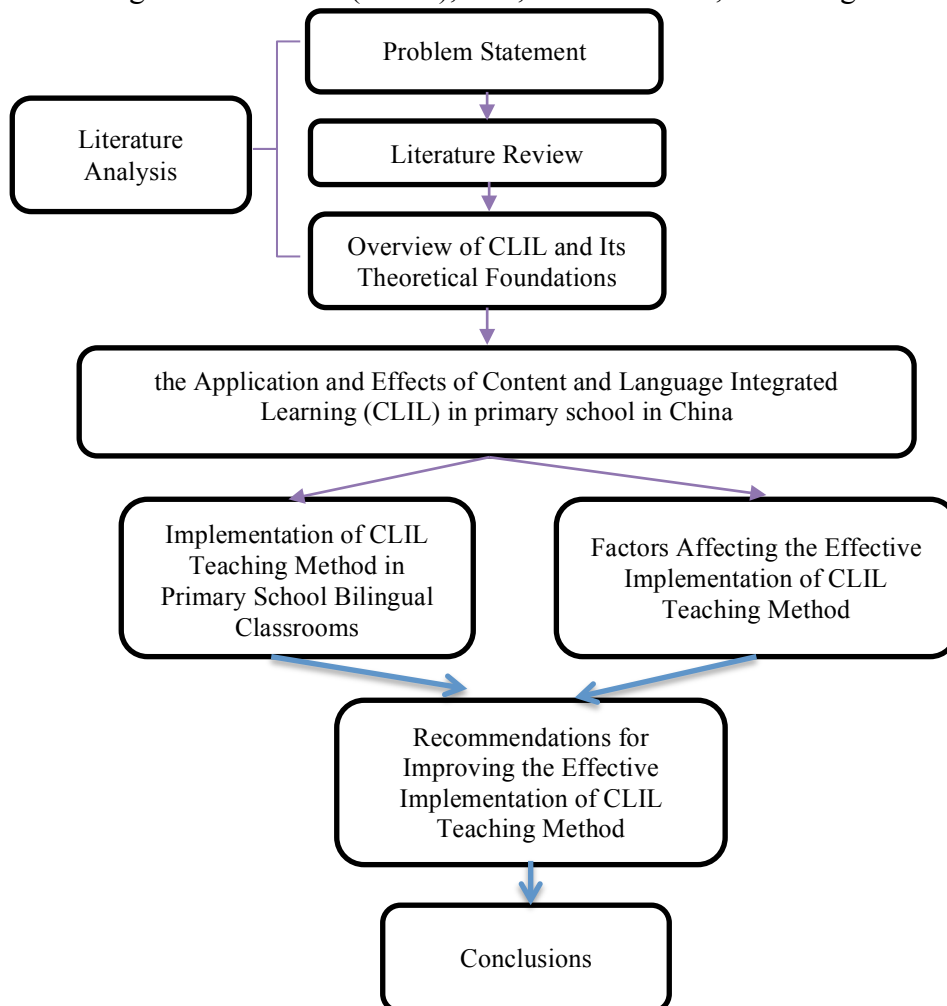
Literature Analysis on CLIL Teaching Design and Its Impact

Collect relevant materials through CNKI, VIP, Baidu Scholarship, and Google Scholar. Through the literature review, it was found that research on CLIL teaching methods in China mainly involves theoretical research, curriculum practice, and teacher professional development. Theoretical research focuses on the enlightenment of this teaching model for English teaching at various stages, such as reading and writing teaching in junior and senior high schools. Curriculum practice mainly includes practical analysis combined with a specific course. Teacher

development includes teacher team building, teacher training, and capacity development, etc. However, there is still no analysis of a comprehensive review of CLIL teaching, and there is a lack of review of the current overall development effectiveness. Reviewing the research on the CLIL teaching concept is beneficial for summarizing the shortcomings in the development process of CLIL and exploring innovative points.

Methodology

This study relies on the consultation and comprehensive analysis of existing literature in order to understand the effectiveness of CLIL application using keywords such as "content and language integrated learning," "primary education," "China," and "bilingual education." The research involves consulting, analyzing, and synthesizing existing literature to gain insights into the application and effectiveness of CLIL. Data is collected from sources like China National Knowledge Infrastructure (CNKI), VIP, Baidu Scholar, and Google Scholar.



CHAPTER II REVIEW OF LITERATURE

This study summarizes the application of Content and Language Integration Learning (CLIL) in Chinese primary schools and its integration with subject content

The study of the CLIL

Content and Language Integrated Learning (CLIL) was born in Europe in the mid-1990s, providing a teaching method that focuses on both language and subject content learning. This section will discuss the idea of CLIL and its application in course content integration from both theoretical and practical aspects. The literature review shows that the theoretical research on CLIL mainly focuses on its four core areas: concept definition, teaching objectives, theoretical basis and teaching evaluation. Specifically:

CLIL connotation study

The current research on the connotation of CLIL shows diversified views without forming a unified consensus. Marsh (2002) regards CLIL as a broad concept, and believes that any activity of learning non-language subjects in foreign languages belongs to its category, in which language learning and subject knowledge are equally emphasized. Coyle (2010) describes CLIL as a dual-focus teaching method, focusing on the language and subject content. G. Lange regards it as a learning method based on language, emphasizing the balance and progress of subject knowledge and language ability in the learning process. Bentley (2010) believes that CLIL forms a unique teaching method by integrating content and language teaching. Domestic scholars Liu Huiying and Huang Fuquan(2013) define CLIL as the integrated teaching of subject content and language learning. Different from traditional teaching, teachers develop corresponding resources according to the teaching situation. Xiang Rong and Xu Simin see CLIL as a new form of education beyond traditional language education and subject teaching, which is taught through

non-native languages. CLIL teaching method, also known as integration of content and language teaching approach, focuses on the dual goals of content and language in bilingual classrooms, without prioritizing one over the other. However, the relationship between the two remains a topic of discussion for many scholars. According to relevant scholars, some teachers view the content and language goals as opposing rather than complementary, which leads to a deviation in teaching focus in practice. As pointed out by Montaner Villalba Salvador (2021), in CLIL classrooms, teachers tend to focus on content to achieve mastery of subject knowledge, neglecting the cultivation of students' language skills, thus prioritizing content-based objectives. In conclusion, although scholars have different emphasis on analyzing the connotation of CLIL, they generally emphasize the dual focus characteristics of CLIL, that is, the integration of language learning and subject knowledge, and believe that the two are of equal importance.

Research on the teaching objectives of the CLIL

There are diverse academic perspectives on the specific teaching objectives of CLIL. In particular, the '4C' framework proposed by Coyle (Coyle et al., 2010; Coyle, 2011) has had a wide international impact. This framework emphasizes the importance of the four dimensions of content, cognition, communication, and culture, believing that these goals support each other and together constitute the core of CLIL teaching. These goals not only promote the in-depth understanding of the course content, but also promote the development of language ability, showing the comprehensive and multidimensional nature of the CLIL teaching method.

The content dimension refers to the knowledge and skills that students acquire during the CLIL teaching process. This includes not only the content of traditional subject courses, but also covers projects and interdisciplinary courses based on specific topics. Teaching content in such a setting makes CLIL not limited to the teaching of a single subject, but provides a richer and more

comprehensive learning experience through diversified content. (Coyle et al., 2010; Coyle, 2011)

The cognitive dimension emphasizes training students to use a variety of problem-solving skills, including understanding, hypothesis, interpretation, debate, and inquiry. This goal aims to improve students' cognitive ability through CLIL teaching method, and promote their deep thinking and understanding in the learning process. For example, a study by Liu (2020) demonstrated that using CLIL in a Chinese primary school setting helped students develop better critical thinking and problem-solving skills. Teachers observed that students were more engaged and able to apply these skills across different subjects. This supports Coyle's assertion that the CLIL approach enhances cognitive abilities and deepens student understanding. (Coyle et al., 2010; Coyle, 2011)

The communicative dimension uses the instrumental function of language to guide students to understand and effectively express the language deeply. In CLIL teaching, language communication includes not only the process of learning through language (using language to learn), but also the process of learning how to use language (learning to use language). These two levels of communication goals emphasize both "focus on form" and "focus on meaning", and promote the improvement of students' pragmatic ability and cross-cultural communication consciousness by completing specific tasks.

Culture plays a core role in CLIL teaching. It is not only the basis of the three dimensions of content, cognition and communication, but it is also interspersed in every link of learning. This dimension emphasizes that learners should deepen their understanding and understanding of different cultures through language and subject content learning, so as to promote the promotion of cross-cultural awareness and international perspective. Wang, J., & Wang, J. (2023) Cultural learning is seen in CLIL as a bridge connecting knowledge, thinking, and communication,

aiming to train students to become global citizens with a global vision.

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Scholars have deeply discussed and analyzed the educational objectives and teaching effects of CLIL. Sheng Yunlan (2012) believes that CLIL teaching aims to achieve the synchronous development of subject content and language learning, emphasizing language as a tool for learning subject content, and advocating that subject content teaching should be more inclined to academic or professional fields, such as physics, mathematics, etc. Zhou Mi and Zhang Jingkun (2014) value CLIL's dual goals of both improving language ability and mastering subject knowledge. Liu Huiying (2014) analyzed the relationship between course content and culture, pointing out that at the macro level, CLIL aims to promote the world view of learners, pay attention to human universality and cultivate multicultural consciousness; at the micro level, it emphasizes language learning, and provides multiple perspectives through subject content learning, so as to promote students to have a more comprehensive understanding of the subject and stimulate their interest in English learning.

The comprehensive analysis of CLIL teaching objectives by many scholars shows that although each are different priorities, the consensus lies in the multidimensional nature of teaching objectives. The 4C education goals proposed by Coyle(fill in parenthetical information)

emphasize the interplay between subject content, language communication, cognitive thinking, and cultural awareness. Under this framework, teachers create real language situations, which can encourage students to acquire the language and understand and master the subject content in these situations, so as to realize the common development of both. In a study conducted by Wang and Wang (2023), a CLIL-based science class was implemented where students learned about the water cycle. The teacher explained scientific concepts such as evaporation, condensation, and precipitation while introducing and practicing relevant vocabulary and language structures in English. Students engaged in activities like conducting experiments, discussing their observations, and presenting their findings in English. This approach ensured that students were simultaneously developing their scientific understanding and English language skills. By doing so, students not only gained a deeper grasp of scientific principles but also improved their ability to communicate these concepts in a second language, thus achieving the dual focus goal of CLIL. Zhou Mi, Zhang Jingkun and Tian Yuan emphasized the dual educational goals of CLIL, and on this basis, Sheng Yunlin further pointed out the tendency of the subject content, especially in the academic or vocational fields such as science and biology. On the basis of identifying that language is as important as subject content, Liu Huiying especially emphasized the macro goal of CLIL in cultivating cultural awareness. In short, although scholars have their own details, one obvious common denominator is the emphasis on the 'dual focus' goal, that is, the emphasis on subject knowledge and language communication ability, and that the two are of equal importance.

Research on the theoretical basis of CLIL

Many scholars have deeply studied the theoretical basis of CLIL. In their work, “A Comparison and Analysis of the New Bilingual Teaching Model between North American CBI

and European CLIL”, Xu Simin and Xiang Rong (2018) pointed out that CLIL integrated the important viewpoints and ideas of constructivism and two language acquisition theory, and then developed its own theoretical framework. In particular, the 4C model proposed by Coyle in 1999 is based on these theoretical views. Yang Yinghua (2016) believes that CLIL is based on a social-cultural theoretical model and emphasizes the importance of learning and understanding a foreign language in meaningful specific contexts. Luo Qiao li (2006) argues that the development of CLIL theory is the result of further development of language learning and communicative function, on which communicative competence and functional linguistics form their cornerstone. In conclusion, the theoretical basis of CLIL is multiple and comprehensive, integrating the perspectives of constructivism, second language acquisition theory, socio-cultural theory, and functional linguistics. Together, these theories constitute the framework of CLIL, emphasizing the importance of learning and understanding the language in a specific context, and supporting the development and application of CLIL teaching models.

Gong Hai pen (2015) proposed that the theoretical basis of CLIL is a complex of four interrelated theoretical fields. Firstly, that second language acquisition theory believes that language learning is based on understanding and emphasizes actual meaningful subject content as a medium for language learning, which is consistent with Krashen's(1985) language input hypothesis. Secondly, research on applied linguistics, especially the work of Long and Swain(1985) , highlights the importance of interaction between teachers, students and students in language learning, and CLIL promotes the internalization and use of language by integrating interactive activities. Third, immersive education theory emphasizes the creation of a learning environment that promotes language understanding and use. Fourth, the theory of content-based language teaching (CBI) points out that language learning should revolve around meaningful

communication and specific subject content. On this basis, CLIL further emphasizes the function of language as a carrier and the integration of language and subject content. Jin Yanyi (2016) analyzes CLIL from the perspective of linguistics and regards it as the development of improved communicative teaching method, that is, focusing on the meaning communication of language, and develops it into an interdisciplinary teaching mode with both form and meaning.

Although the analytical perspectives vary, a significant consensus runs through prior CLIL research: CLIL effectively integrates the essence of various teaching theories, and innovates and deepens on this basis. This convergence leads to the unique teaching feature of CLIL, namely 'dual focus', highlighting an integrated interdisciplinary teaching model. This model not only promotes the synchronous development of subject knowledge and language skills, but also provides a rich and multi-dimensional learning environment for learners, emphasizing the practicality and interactivity of learning.

Research on the teaching evaluation of the CLIL

There is no unified consensus on the definition of CLIL teaching evaluation method in the academic circle, but different scholars have put forward their own opinions from multiple perspectives. Among them, the CLIL test matrix model proposed by the international scholar Short(1976) has received wide attention. This model advocates a variety of evaluation methods that comprehensively consider students' performance in problem solving, skills mastery, language application, communication skills, and community participation. Short specifically emphasized the importance of alternative evaluations such as reading/writing lists, student self-evaluations, and archival record bags, thus providing a framework on how to comprehensively evaluate the effectiveness of CLIL teaching. Further, Mohan (1964) introduced the theory of knowledge framework for the effective evaluation of the integration of language

and subject content in interdisciplinary teaching. He divided the knowledge structures into two categories: theory (background knowledge) and practice (action), believing that these structures run through the thinking skills of all disciplines. In addition, Mohan proposed that the knowledge framework has three forms in language expression: graphic meaning, discussion language, and the language needed to establish the discourse. This provides theoretical support for the effective integration of language learning and subject content learning in an interdisciplinary environment, emphasizing the assessment type according to the actual situation in the classroom, and always maintain consistent attention to learning objectives. In conclusion, although the teaching evaluation method of CLIL has not been clearly defined, the studies of Short and Mohan provides important theoretical support and practical guidelines for the teaching evaluation of CLIL, emphasizing the diversity and comprehensiveness of the evaluation.

Liu Huiying (2014) stressed that the teaching evaluation of CLIL should aim at promoting and supporting the learning process, making consideration for the three dimensions of priority, principle, and content. Specifically, the evaluation should give priority to the subject content and ensure the dominant position of teaching; maintain high expectations for learners and should not reduce the evaluation; the evaluation content should be comprehensive, including detailed understanding, key point mastery, thinking ability and independent inquiry ability. Zhan Ying (2016) analyzed the common problems in CLIL teaching evaluation, putting forward the evaluation subject content and the language balance, the importance of evaluation, ensure the evaluation validity and evaluation method, and suggest to follow six principles: priority subject content, clear evaluation objectives, adopt various evaluation form, to ensure that the language use of appropriate, maintain the authenticity of the language evaluation, reasonable use of stent strategy. These principles are designed to ensure that the assessment process focuses on both

subject content and skills and language knowledge.

Through a bilingual teaching case of human resource management, Xia Fubin, Lu Ping, Song Guoxue (2013) proposed CLIL evaluation should cover three aspects: teaching design, teaching process and teaching effect. This framework divides the teaching process into three stages: preparation, implementation and evaluation, and emphasizes the comprehensive evaluation of pre-class preparation, in-class communication and teaching implementation, as well as after-class subject knowledge mastery, language ability improvement and the development of cross-cultural communication ability. Different scholars put forward opinions and suggestions on CLIL teaching evaluation from multiple perspectives, jointly emphasizing the multidimensional and complexity of evaluation, as well as the need to consider subject content, language learning and teaching process comprehensively when implementing CLIL teaching evaluation.

In conclusion, both domestic and international scholars on CLIL teaching evaluation reflect two significant consensuses. First of all, in terms of the evaluation content, it is jointly believed that the teaching evaluation should not only pay attention to the mastery of the subject content, but also pay attention to the students' language expression ability. This emphasizes the importance of systematic integration of language learning with subject content learning objectives in interdisciplinary teaching. Secondly, in terms of evaluation methods, the diversity and diversity of evaluation methods are widely advocated, which means that teaching evaluation should surpass a single test or examination and adopt various forms including project homework, oral report, self-evaluation and peer evaluation, so as to comprehensively reflect students' learning results and process. This diversified evaluation method can support the implementation of CLIL teaching objectives while promoting the development of students' comprehensive

abilities.

CLIL Application and Pedagogical Strategies in Primary Education

Many scholars have conducted extensive research on CLIL, which has gradually expanded in scope, covering both theoretical and practical levels. There have been empirical studies that combine CLIL with specific courses for case analysis. Deng Xiaofang (2013), for example, used a primary school English-History lesson taught at the Radio Museum in Wales, UK, to demonstrate the integration of history and English disciplines in the CLIL teaching process triggered by the radio collection. She explained the feasibility of multimodal CLIL teaching in primary schools conducted at the museum. The teaching objectives were divided into history and English dimensions. History objectives included understanding the development history of radios in the 1940s, related stories about radios, and the lives and learning conditions of children at that time. English objectives were to discuss and compare the current and past lives and learning conditions of children using English. Throughout the entire teaching process, students were guided to express historical knowledge in English, perceive language through reading, listening, and speaking activities, explore history, and learn and develop both English and subject knowledge. Qi Lijun (2016) took the unit review lesson of "It's a Nice Autumn Day" in Beijing's version of English 3rd grade as an example to explore how to carry out effective teaching design and implementation under the CLIL concept. Based on the characteristics of the CLIL teaching model and the 4C principle of Coyle, she believed that teachers should set teaching objectives for the unit review lesson from four dimensions of content, culture, communication, and cognition. She emphasized that in CLIL teaching, students should be the center and various teaching activities should be designed based on fully understanding the actual situation of students. She emphasizes Carefully reading the textbook, changing the situation of "learning language for

language" in traditional classes, focusing on content learning with real and meaningful contexts, and achieving the teaching goal of "double focus" that pays attention to both content and language. This reflects the dual-focused goals inherent in CLIL teaching, ultimately aiming to promote the improvement of language skills through participation in real and meaningful content.

Chen Wei (2015) applied the concept of CLIL to high school English reading courses in his research, pointing out that the long-term emphasis on vocabulary and grammar learning in Chinese primary and secondary school English teaching had neglected the cultivation of students' comprehensive language application abilities emphasized in curriculum standards.

Through analyzing the Oxford High School English (Module 2) Third Unit "Welcome to the Unit & Reading I: The Curse of the Mummy", Chen Wei discussed the application of CLIL in high school English teaching and proposed specific practical paths and methods. The teaching objective design revolves around four dimensions: content knowledge, communicative ability, learning objectives, and cultural awareness. This reflects the dual-focused goals inherent in CLIL teaching, ultimately aiming to promote the improvement of language skills through participation in real and meaningful content.

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designing integrative content lessons that blend subject matter with language learning, encouraging project-based learning to foster research and presentation skills, implementing interactive activities like debates and role-plays to enhance communication, using scaffolded instruction to support comprehension of complex texts, integrating cultural elements to enhance awareness and appreciation of diversity, utilizing various assessment methods to evaluate both content and language proficiency, and incorporating technology to create engaging and interactive learning experiences. These strategies ensure that students develop both language skills and content knowledge in a meaningful and contextually relevant manner. Chen Wei also reflected on the problems and challenges existing in classroom teaching, stressing that teaching design should give more consideration to the integration of subject content, and that teachers need to be forward-looking and be able to predict and deal with the expression difficulties that students may encounter. This study not only highlighted the importance of implementing the CLIL concept in the teaching of English reading, but also provided specific strategies to effectively integrate curriculum content, advance students' language skills and raise cultural awareness in teaching practice. Through this teaching mode, it aimed to realize the organic combination of language learning and subject knowledge learning, so as to improve students' comprehensive language use ability.

Research on discipline integration

Research on discipline integration

In recent years, the concept of subject integration has attracted extensive attention and research in the international education field. As early as 1926, American scholar Woodworth first publicly used the term "interdisciplinary" to describe comprehensive research between two

or more disciplines. In China, the concept was translated as "interdisciplinary". With the deepening of research, the broader term "interdisciplinary" has entered the academic and public eye, emphasizing the importance of surpassing single discipline boundaries and conducting comprehensive research of the multiple disciplines involved. British scholar Humphrey (1981) defined interdisciplinary learning as a process of using multidisciplinary knowledge to solve real life problems, pointing out that the wide range of interdisciplinary knowledge can promote the development of learners' cognitive and thinking ability in knowledge transfer and transformation. American scholar Shoemaker (1989) emphasized that subject integration teaching should cross disciplinary boundaries and promote the improvement of students' practical skills and comprehensive thinking ability by building meaningful connections between disciplines. Lu Qiwei(2021), a Chinese scholar, proposed that discipline integration is not a simple multidisciplinary mix, but should organize teaching around the characteristics and essence of core disciplines, and use other disciplines as auxiliary methods and means. To sum up, subject integration, as a teaching and learning method, aims to break the boundaries between traditional disciplines and provide students with a richer and comprehensive learning experience through interdisciplinary research and practice. This method not only helps students' deep understanding of knowledge, but also promotes the development of their comprehensive abilities.

Research on the integrated teaching of primary school English subjects

Marsh (1994) proposed the concept of the CLIL (Content and Language Integrated Learning) model began to develop in various parts of Europe and was widely used in bilingual teaching. Compared with the foreign CLIL research, Chinese CLIL research started relatively late, but more and more language and educational scholars have begun to pay attention to this topic. Yang Yinghua (2016) introduced the historical background and basic principles of the

CLIL teaching model. Due to the superiority of the CLIL teaching model in English teaching, the author's research hopes to improve the "time-consuming and inefficient" problem of domestic English teaching by applying the CLIL teaching model. Gong Haoping (2015) started from academic claims, background, and theoretical basis, leading to enlightenments for English teaching in China and suggestions for applicable populations. The above research started from the ground up, exploring the application scope and basis of the CLIL model, and assisting domestic language teaching in moving towards better development from a theoretical perspective. Wang Weiwei (2012) proposed that CLIL is an emerging teaching model, and the CLIL teachers who arise from it should have the ability to match its innovative nature. She believed that a training model involving both theoretical and practical aspects should be established to train CLIL teachers, focusing on four aspects: target language, content knowledge, value standards, and teaching skills. From the perspective of teachers, CLIL mode can truly value in language teaching. Hu Juan (2017) proposed that CLIL teacher training models should be built based on the 4Cs principle. She believed that the required teacher literacy for CLIL mode is a comprehensive manifestation of various abilities, so professional teacher training is very necessary. Hu Juan advanced this field by proposing that CLIL teacher training models should be built based on the 4Cs principle—content, communication, cognition, and culture. She emphasized that the necessary teacher literacy for the CLIL mode is a comprehensive manifestation of various abilities, highlighting the importance of professional teacher training. Hu's work builds on the existing CLIL framework by addressing the critical need for well-trained educators capable of effectively delivering CLIL instruction. This convergence of research highlights the progressive evolution of CLIL from its European origins to its growing significance in China, underscoring the global relevance and adaptability of CLIL methodologies.

Chen Siyu (2014) proposed that universities and primary and secondary schools should collaborate to efficiently cultivate integrated language learning teachers for preschool education, with the aim of creating an "expert-beginner community" training model for pre-service integrated language learning teachers. Yu Yan (2017) discussed the teaching design of integrating information technology with primary school English, emphasizing the importance of the student-centered teaching model in stimulating students' autonomy and interest in learning, as well as its positive impact on improving classroom efficiency. Through practical reflection, Chen Xinyan and Yu Xueqin (2014) pointed out the challenges facing English teaching, including the reform of college entrance examination, the lack of curriculum culture, and the neglect of communication skills. They put forward a teaching reform strategy with the cultivation of students' ability as the core, emphasizing the English curriculum standards and talent training objectives, the construction of English learning objectives from multiple dimensions, and advocating the integration of information technology in teaching, so as to cultivate students' international vision and diversified abilities.

In conclusion, although there are relatively many studies on the integration of primary school English and information technology, there are relatively few studies on the integration of primary school English with other subjects, showing potential directions for future research. These studies highlight the role of integrated teaching in promoting the development of students' comprehensive abilities and the importance of innovative teaching methods in adapting to current educational needs.

Research on the integrated teaching of English and science in primary schools

Yang Liting(2021) articulates that the fusion of science education with English teaching is not only a requisite driven by the evolution of educational paradigms but also serves as an

effective avenue for augmenting students' comprehensive qualities. She emphasized the need to develop educational programs that resonate with scientific development, current affairs, and daily life, thus incorporating science education into these narratives. This methodology aims to immerse students in authentic and meaningful contexts, enabling them to concurrently navigate through the realms of language and scientific knowledge, thus achieving the dual objective of enhancing linguistic proficiency and scientific understanding. Through the initiation of varied English learning activities, such as football-themed English songs, science-themed posters, and participation in science festivals, the strategy seeks to infuse scientific knowledge within the fabric of English learning, thereby catalyzing students' cognitive and innovative capabilities. Yang underscores the teaching philosophy of "engaging with real-world tasks in English(P156)," advocating for a deep comprehension of students' interests and crafting teaching content that aligns with their capabilities. This pedagogical approach not only fosters a seamless integration of existing and new knowledge but also stimulates an enhanced linguistic competence amidst scientific inquiry, thereby enriching the educational experience and underscoring the intrinsic value of amalgamating English and science education.

Guan Yaxin (2022) pointed out that with the development of society, discipline integration has become an inevitable trend of education reform, which aims to cultivate students' international vision, spirit of inquiry and cooperation ability, to meet the needs of the future society. She advocated that schools should carry out curriculum reform and teaching mode innovation, and promote the all-round development of students through subject integration. While analyzing the units of Animal Behavior and Measurement in the textbook Light Up Science, Guan showed how integrated English and science teaching can effectively improve students' comprehensive ability. She believed that by creating situations, organizing group

discussions and carrying out experimental exploration activities, students can be stimulated to conduct scientific inquiry through thinking processes such as prediction, hypothesis, comparison and summary, so as to improve students' thinking and problem-solving ability. Guan stressed that when implementing integrated subject teaching, we should focus on students and pay attention to their emotional and life experience, so as to ensure that students can acquire more natural science knowledge while improving their English skills, so as to improve their English and scientific literacy. She believed that this kind of integrated teaching not only contributes to the breadth and depth of students' knowledge, but also promotes students' ability to apply what they have learned in real life, laying a solid foundation for students' lifelong learning and all-round development.

According to Luo(2023), the core goal of contemporary English teaching is to improve students' comprehensive quality, which requires teachers to pay attention to and optimize the teaching content and methods. Although the Ministry of Education stipulates the teaching content, the selection and implementation of teaching methods depend on the innovation and initiative of teachers. To achieve this goal, teachers not only need to adhere to the established curriculum standards but also actively explore and apply various innovative teaching methods. This approach aims to stimulate students' interest and potential in learning, thereby more effectively enhancing their overall quality, the selection and implementation of teaching methods depends on the innovation and initiative of teachers. Therefore, Luo advocated that teachers should explore new English teaching strategies, especially in the improvement and utilization of science education resources, so as to strengthen the integration of English and science subjects. He stressed that by finding an effective entry point for the integration of English and science courses, the optimal allocation of teaching resources can be realized, so as to maximize the learning effect of students. Luo also pointed out that the application of subject mind mapping is

of great value in English teaching, which can not only help students integrate and systematize their learning content, but also stimulate their initiative and enthusiasm. By introducing mind mapping into English classes, teachers can effectively promote students' deep understanding of English knowledge and scientific concepts, while improving their thinking ability and innovative spirit. In short, the teaching method reform advocated by Luo Keping aims to strengthen the main role of students and explore the effective integration of English and science through the innovation of teaching content and methods, so as to comprehensively improve the comprehensive quality of students.

Mou Jie(2021) pointed out that due to the natural comprehensiveness of English subjects, diversified teaching methods and approaches should be adopted as far as possible, aiming to let students feel and experience the language in a variety of situations. Especially for primary school students with strong curiosity and wide interest, the combination of English teaching and scientific exploratory learning can make full use of the unique charm of science to attract students' attention and interest. Taking "Seeds Grow into Plants" as an example, Mou Jie advocated the introduction of English teaching through scientific inquiry activities such as observing seed growth, conducting experiments, and reasoning about the relationship between seeds and fruits. This teaching strategy not only enriches the content and form of English learning, but also improves the students' scientific inquiry ability and practical language application ability. Mou Jie believed that this integrated teaching strategy shows significant openness and flexibility in the use of teaching methods and course resources, which can help to break the limitations of the traditional teaching mode, stimulate students' learning motivation, and promote the development of their comprehensive ability. To sum up, by combining English with scientific exploratory learning, the characteristics of science can not only be used to

stimulate students' interest in learning, but also improve students' ability in language use and scientific knowledge mastery, providing students with a richer and more comprehensive learning experience.

Based on the above analysis, we can conclude that it is not only necessary to integrate English and science curriculum in primary school, but also fully accord with the law of English learning and the needs of the development of the current era. This fusion strategy aims to use students' natural curiosity and interest in scientific exploration to effectively promote the dual development of students' language skills and scientific cognition through practical activities and inquiry learning. At the same time, this interdisciplinary learning method is helpful to cultivate students' comprehensive thinking ability, innovative spirit and international vision, and provides a solid foundation for students to adapt to the future social life. Therefore, educators and schools should actively explore and implement the integration of English and science teaching, innovate the teaching mode, enrich the teaching content, so as to comprehensively improve the comprehensive quality of students.

Through the above literature, we can see that Content and Language Integrated Learning (CLIL) is a teaching approach that effectively integrates language learning with subject content. Originating in Europe in the mid-1990s, CLIL emphasizes the dual-focused nature of teaching, aiming to enhance both linguistic skills and subject knowledge simultaneously. This approach has been widely adopted and adapted in various educational contexts, including Chinese primary schools. The '4C' framework—content, cognition, communication, and culture—is central to CLIL, ensuring a balanced focus on academic content and language development. This approach fosters critical thinking, effective communication, and cultural awareness. The '4C' framework—content, cognition, communication, and culture—is central to CLIL, ensuring a

balanced focus on academic content and language development. This approach fosters critical thinking, effective communication, and cultural awareness. Evaluation in CLIL is diverse and comprehensive, using project-based assessments, oral presentations, and peer evaluations to assess both language proficiency and subject mastery.

In summary, CLIL is a versatile and effective teaching method that enhances academic outcomes, cognitive abilities, and intercultural competence, making it valuable for modern education.

CHAPTER III Analysis of the Current State and Issues in Primary School English Teaching

This chapter delves into the application status of Content and Language Integrated Learning (CLIL) in English education in Chinese primary schools, as well as the problems and challenges encountered at both teacher and student levels. Through the analysis in this chapter, we will conduct an in-depth discussion on the current application of CLIL in English education in Chinese primary schools, the issues faced by teachers and students, and lay the groundwork for proposing effective solution strategies and suggestions for improvement.

The Importance and Challenges of Primary School English Education

The Demand for English Education in the Context of Globalization

In the context of globalization, English education has become increasingly important for Chinese students, particularly during the primary school stage. This period is crucial for developing students' English skills, sparking their interest in learning, and cultivating good study habits. Therefore, optimizing English teaching in primary schools to lay a solid foundation for students is especially critical. Currently, English education in Chinese primary schools faces many challenges, such as monotonous teaching methods and a lack of effective interactions, which, if not addressed, will negatively impact students' growth.

Yin Li (2022) emphasized that with China's rapid economic development and deepening international exchanges, the demand for English-speaking talents has been continuously increasing, resulting in higher requirements for English teaching at the primary school stage. In rural areas, English teaching not only plays a vital role in cultivating students' interest in learning but also in enhancing their overall quality. Therefore, English teachers in rural areas need to explore new teaching methods based on the individuality and interests of students to improve

teaching efficiency and quality.

To address the issue of excessive academic pressure, the Chinese government implemented the "Double Reduction" policy in 2021, which aims to reduce excessive homework and limit private tutoring. Building on these insights into the growing demands and challenges of English education, Meng Na (2023) conducted an in-depth discussion on the impact of the "Double Reduction" policy on the field of basic education, especially on English teaching. The implementation of the "Double Reduction" policy on the field of basic education, especially on English teaching. The implementation of this policy not only signifies a fundamental reform in basic education but also highlights the challenges faced by non-native English teaching during the reform process. Although there is extensive research on the "Double Reduction" policy, there is relatively little investigation and exploration of primary school English teaching under this policy. Taking Yunnan, a large province in southwest China, as an example, Meng Na's study observed the current situation and challenges of primary school English teaching reform after the "Double Reduction" policy and proposed targeted improvement suggestions, aiming to provide feasible plans for future teaching reform.

Facing with these challenges, Yang Xuemei (2022) believes that primary school English education in China needs innovation and reform. Educators should start from the students' interests and needs, and create a more interesting and interactive teaching environment, such as using diversified teaching methods such as stories, games, role playing and so on to improve classroom participation and learning interest. At the same time, the integration of information technology has brought new possibilities for primary school English education. Teachers can use network resources, multimedia equipment, and other modern teaching tools to expand the teaching content and methods, thus improving students' English listening and speaking abilities,

attracting their attention, and deepening their understanding and memory of English knowledge. Finally, the change of teachers' teaching ideas and methods is key to the successful realization of educational reform. Teachers should abandon the old concept of focusing excessively on theoretical teaching and exam-oriented education, and turn to the new concept of emphasizing students' ability cultivation and quality education. Through such reform and innovation, we can lay a solid English foundation for primary school students, help them grow and develop better, and prepare them for future international exchanges. Integrating CLIL (Content and Language Integrated Learning) can directly address these challenges by providing a framework that emphasizes both language and subject content learning. CLIL's dual focus on content and language helps make learning more engaging and relevant, as it integrates subjects like science or history with English language instruction, aligning well with Yang Xuemei's call for a more interactive and interesting teaching environment. By using stories, games, and role-playing within a CLIL framework, educators can create lessons that are both content-rich and linguistically stimulating, thereby increasing classroom participation and learning interest. Additionally, the use of multimedia and network resources within CLIL can enhance students' listening and speaking skills through exposure to authentic language use in various subject contexts. CLIL also supports the shift from exam-oriented education to a focus on students' overall abilities and quality education, as it inherently requires active learning and critical thinking. Through these methods, CLIL can help lay a robust foundation in English for primary school students, fostering their overall development and better preparing them for future global interactions.

The Monotony of Teaching Models and Lack of Interaction

Since the successful convening of the 18th National Congress of the Communist Party of

China in 2012, China has officially entered a new era of socialism with Chinese characteristics. This important historical juncture has put forward new and higher development requirements for all walks of life, including education. In the context of globalization, English education, as an important link between China and the world, is becoming more and more important. According to a study by Liu Xiuling (2017), the global proportion of the English-speaking population has reached one-third, which not only shows the popularity of English, but also emphasizes its role as a bridge in global communication. As China's role on the global stage grows, the demand for English talents with intercultural communication skills has increased. In order to cope with the changes in the international situation and the needs of domestic development, Lin Chongde (2016) pointed out that it is particularly urgent to build a core literacy system that is in line with China's national conditions and in line with the characteristics of the times. The system is designed to develop students in the basic character and key abilities necessary to adapt to future social development, and to ensure that they remain competitive and innovative in a changing world. In response to the challenges of the new era, the field of English education in China began to make profound changes, aiming to better adapt to the trend of internationalization. The introduction of the new English education policies and curriculum standards in primary and secondary schools is precisely to deepen the understanding of English education and promote the innovation of teaching practice. Under the background of the new era, the characteristics of English education in primary and secondary schools have gradually changed from a single knowledge teaching to the cultivation of students' comprehensive application ability, to cultivating students' interest in English learning, and improving their ability to learn and use English independently. For English teaching in primary schools, Guo Yan (2018) stressed that English is not only a subject, but also the basis for students' future English learning. Teachers

should ensure that students can firmly master English knowledge through carefully designed teaching activities and content, so as to improve their English ability. Lin Pingzhu (2021) proposes a student-centered, teacher-guided teaching model based on the "STAMP" teaching philosophy, emphasizing the comprehensive improvement of students' English proficiency and core literacy through various teaching methods such as listening, speaking, reading, and writing. Through analyzing excellent elementary school English lesson examples, Lin's research provides teachers with a set of teaching guidance plans that integrate theory and practice, aiming to help teachers improve their ability in teaching design and implementation, and effectively promote students' English learning.

For primary school English teaching, Guo Yan (2018) emphasized that English is not only a subject but also the foundation for students' future English learning. Teachers should ensure students have a solid grasp of English knowledge through carefully designed teaching activities and content, thereby enhancing their English skills. Lin Pingzhu (2021), based on the "STAMP" teaching concept, proposed a student-centered, teacher-guided teaching model, emphasizing the comprehensive enhancement of students' English abilities and core literacy through various teaching methods such as listening, speaking, reading, and writing. Lin's study, through the analysis of excellent primary English lessons, provided teachers with a set of teaching guidance that integrates theory and practice, aimed at improving teachers' ability to design and implement teaching, effectively promoting students' English learning.

With the arrival of the new era of Chinese socialism, English education is facing unprecedented opportunities and challenges. This requires us to deepen educational reforms, closely integrate China's national conditions and the characteristics of the times, and construct a reasonable core literacy system for the English subject. Through such efforts, we can not only

cultivate more cross-cultural communication talents to meet the demands of societal development but also play a greater role in China's international exchanges and cooperation, promoting the process of globalization in China. In the future, China's English education will continue to explore and innovate, providing students with richer and more effective learning resources and environments, ensuring every student can find their own learning path in the new era and become a new-era citizen with a global vision and cross-cultural communication skills.

Implementation of CLIL in Primary English Education in China

Teachers' Awareness and Practice of CLIL

Luo Jiaying (2007) aimed to explore the feasibility of applying Content and Language Integrated Learning (CLIL) in the early stages of primary English education in China. In the context of globalization, English has transcended its role as a second language (EFL) or as a language of study (ESL) to become a tool for acquiring knowledge. Students in the sixth grade of primary school, undergoing physiological, psychological, social, and cognitive transitions, are influenced by these changes and social environmental factors in their motivation to learn English. However, the current training of primary English teaching staff, textbook compilation, course design, and assessment standards have not kept pace with the times nor have they proposed effective strategies to enhance students' learning motivation. Research by Xu and Liu (2015) on student motivation in primary school English classes demonstrates that students' motivation is significantly affected by teaching methods that fail to integrate engaging content and language learning activities. This supports the need for adopting CLIL strategies to better align with students' developmental stages and interests. Many European countries have adopted CLIL, following Finland's successful experience, as a mainstream language teaching method. Mehisto, P., Marsh, D., & Frigols, M. J. (2008): This study details how Finland improved student

language proficiency and subject knowledge through CLIL, and its subsequent adoption in other European countries. Yuan, H., & Zhao, C. (2019) explored the application of CLIL in Chinese primary schools, focusing on the integration of English with other subjects. Their research supports the effectiveness of CLIL in enhancing student motivation and academic performance. Researchers adopted the CLIL concept and the 4Cs (content, cognition, culture, communication) teaching framework to conduct an experimental study on the integration of English with natural and social sciences among sixth-grade students in a Beijing primary school. Methods included classroom observation, teacher diaries, discussions, video recordings, interviews, and surveys to collect and analyze data. The results showed that the CLIL teaching model, under the collaboration of teacher teams, facilitated joint exploration of learning methods by teachers and students, achieving a good integration of motivation between teachers and students. Moreover, students involved in the study benefited in language application, cognitive flexibility, communication skills, and academic performance.

Guan Jiajing (2023) emphasized the importance of English reading in primary English teaching. Teachers need to focus on how to improve reading efficiency and, based on the CLIL teaching model, explore key points for optimizing primary English reading teaching. Teachers should fully utilize the CLIL teaching model to transform the form of English teaching, enhance English reading teaching, delve into the cultural content of English reading, and propose integrated teaching plans inside and outside the classroom, thereby constructing a more comprehensive teaching framework to enhance the effectiveness of reading teaching and the overall quality of English teaching.

Challenges in Teachers' Knowledge Reservoir

The majority of teachers perceive their own limited knowledge base as the principal barrier to implementing integrated subject teaching. Darling-Hammond, L., & Bransford, J. (2005) work emphasizes the need for teacher education programs to expand beyond traditional subject-specific training to include interdisciplinary knowledge and teaching strategies. It highlights how comprehensive teacher preparation can enhance the ability to integrate content from multiple disciplines, which is crucial for effective integrated teaching. In the current educational landscape, integrated teaching requires teachers not only to have a solid foundation in their own subject but also to grasp the basic knowledge and teaching methods of other disciplines, demanding a higher level of comprehensive ability from them. Clearly, relying solely on teachers' expertise in their professional domains is insufficient to address the complexities and challenges of integrated teaching. Moreover, a minority of teachers, influenced by traditional disciplinary divisions, believe that integrating scientific knowledge into English lessons is unnecessary, reflecting a conceptual limitation and indicating a gap in teachers' understanding of interdisciplinary knowledge integration. Shulman, L. S. (1986), Shulman's concept of "pedagogical content knowledge" underscores the importance of teachers not only understanding their subject matter deeply but also knowing how to teach it in a way that integrates other relevant disciplines. His work is foundational in understanding the complexities of interdisciplinary teaching and the knowledge base required for effective integration. This situation reveals a deficiency in teachers' integration of their own subject knowledge with that of other disciplines, underscoring the urgent need for professional development. To effectively advance integrated teaching, not only is it necessary for teachers to expand their knowledge horizons and strengthen their learning and application of interdisciplinary knowledge, but regular training and educational reforms are also required to enhance teachers' interdisciplinary teaching

capabilities. Additionally, educational administrative departments and schools should provide more support and resources, including rich interdisciplinary teaching materials, effective teaching strategy sharing, and encouragement of collaboration and communication among teachers, to jointly explore effective teaching methods integrating different disciplinary knowledge. This will improve teachers' overall quality and teaching effectiveness, better meeting the needs of integrated teaching.

Constraints of Modern Teaching Evaluation Systems

In the current educational environment, the method of teaching evaluation is relatively singular, with most schools and teachers primarily using students' exam scores as the main criterion for evaluating students' academic levels. Popham (2001) argues that standardized tests are insufficient for evaluating complex skills such as critical thinking and creativity. Similarly, Stiggins (2004) emphasizes the need for a balanced assessment system that includes both formative and summative assessments, criticizing the heavy reliance on exam scores for leading to a narrow curriculum and teaching to the test. Black and Wiliam (1998) further highlight how current evaluation methods often fail to provide meaningful feedback that can improve learning, advocating for assessment systems that are more integrated into the learning process and support student learning more effectively. In the current educational environment, the method of teaching evaluation is relatively singular, with most schools and teachers primarily using students' exam scores as the main criterion for evaluating academic levels. his approach overly emphasizes the selection function, which refers to the system's focus on ranking and selecting students based on their performance in standardized tests. Such a focus neglects the importance of students' individuality and holistic development. As a result, many schools and teachers tend to impart a large amount of systematic subject knowledge to students in a short period of time, increasing

the burden of teaching tasks and leaving little time for educational research and the exploration of teaching methods. This score-centered evaluation method limits the breadth and depth of education, prioritizing knowledge transmission over the cultivation of critical thinking, creativity, and problem-solving skills essential for the 21st century. Moreover, this evaluation system also overlooks the cultivation of non-intellectual factors such as students' emotions, attitudes, and values, which are equally important for their personal growth and holistic development. This approach overly emphasizes the selection function, neglecting the importance of students' individuality and holistic development. Under such an evaluation system, many schools and teachers tend to impart a large amount of systematic subject knowledge to students in a short period of time. This not only increases the burden of teaching tasks but also makes it difficult for teachers to find time for educational research and the exploration of teaching methods. This score-centered evaluation method limits the breadth and depth of education, focusing more on the transmission of knowledge than on the cultivation of student abilities, especially critical thinking, creativity, and problem-solving skills essential for the 21st century. Moreover, this evaluation system also neglects the cultivation of non-intellectual factors such as students' emotions, attitudes, and values, which are equally important for students' personal growth and holistic development. To promote students' comprehensive development, it is necessary to reform and innovate the existing 'methods of assessment. Firstly, a diversified evaluation system should be established, not only assessing students' mastery of subject knowledge but also including evaluations of students' creativity, collaboration, and emotional attitudes. Secondly, evaluation methods should focus more on process-oriented assessments, such as learning process records, peer evaluation, and self-assessment, to encourage students' self-reflection and continuous learning. At the same time, schools and teachers should reduce students' academic

burden, leaving space for educational research and the exploration of more effective teaching methods, to foster students' comprehensive development and lifelong learning capabilities. Through these measures, the habit of centering teaching evaluations on scores can be gradually changed, promoting an overall improvement in the quality of education.

Lack of Theoretical Support and Quality Teaching Resources

Most teachers' understanding of subject integration often remains superficial, lacking systemic comprehension and theoretical depth. This issue is supported by several studies that highlight the gap in teachers' knowledge and preparation. Kennedy (2005) discusses the struggles teachers face in integrating subjects due to a lack of deep theoretical understanding and systemic support, emphasizing the need for more comprehensive professional development programs. Similarly, Darling-Hammond and Richardson (2009) highlight the insufficiency of training and resources as a reason for the superficial understanding among teachers, calling for robust professional development and access to high-quality teaching materials. Vescio, Ross, and Adams (2008) review the impact of professional learning communities and note that many teachers lack the depth of knowledge required for effective subject integration, advocating for ongoing, collaborative professional development. Furthermore, Cochran-Smith and Lytle (1999) explore the importance of practitioner inquiry in teacher education, arguing that the lack of a deep theoretical understanding hinders teachers' ability to implement integrated curricula effectively. In actual integrated classroom teaching, the vast majority of teachers rely on internet media for teaching resources, while only a minority enrich classroom content with high-quality teaching cases and materials. This phenomenon reveals a shortage of high-quality integrated teaching cases and resources in the education sector and the limitations teachers face in accessing resources. This situation poses significant challenges to the effective implementation of

integrated teaching. Due to the lack of systematic and theoretical support, teachers might not fully realize the potential of integrated courses, making it difficult to achieve the desired teaching outcomes. The dependency on quality teaching resources indicates that teachers' capacity for innovation in teaching practice is constrained, which is not conducive to fostering students' critical thinking and problem-solving abilities. To address this issue, educational management departments and school leaders need to recognize the importance of enhancing teachers' abilities in integrated teaching and take steps to promote the development and sharing of high-quality teaching resources. Organizing professional training workshops and seminars can help deepen teachers' understanding of the theory and practice of subject integration. Encouraging and supporting collaboration and exchange among teachers to develop and share multidisciplinary teaching cases and resources is also essential. Additionally, establishing online platforms or resource libraries to collect and publish high-quality integrated teaching cases and resources will provide teachers with a richer and more convenient selection of teaching resources. Through these initiatives, teachers' capabilities in integrated teaching can be effectively enhanced, further promoting students' comprehensive development and cultivation of innovative abilities. While improving resources and support for teachers is crucial, it is equally important to consider how students perceive and are impacted by integrated teaching methods.

Student Perspectives

In the context of English teaching, issues from the students' perspective mainly focus on the following aspects:

The Impact of Vocabulary Learning Methods and Volume

The methods students use to memorize and master words, along with their accumulated vocabulary, play a crucial role in enhancing their reading quality and effectiveness. Vocabulary

is not only the foundation of reading comprehension but also an important indicator of students' English proficiency. Improper learning methods or insufficient vocabulary can directly affect their ability to understand and absorb reading materials. Additionally, students' background knowledge is the primary factor when it comes to comprehension. This claim is supported by several studies. Nation (2001) emphasizes the significant role of vocabulary knowledge in reading comprehension and overall language proficiency, suggesting that effective vocabulary learning strategies are crucial for learners to improve their reading skills. Similarly, Stanovich (1986) introduces the "Matthew Effect" in reading, which describes how students with a rich vocabulary and background knowledge tend to improve their reading skills more quickly than those with limited vocabulary, underscoring the importance of both vocabulary acquisition and background knowledge in reading comprehension. Laufer and Hulstijn (2001) explore the effectiveness of various vocabulary learning techniques and their impact on reading comprehension, highlighting that deep processing techniques, such as semantic mapping and context-based learning, significantly improve vocabulary retention and reading comprehension. Furthermore, Anderson and Freebody (1981) discuss the crucial role of vocabulary in reading comprehension, emphasizing that a large vocabulary and rich background knowledge enable students to better understand and engage with texts. These sources provide strong support for the importance of vocabulary learning methods and volume in enhancing reading comprehension and overall English proficiency. They also highlight the critical role of background knowledge in understanding reading materials, reinforcing the need for effective vocabulary instruction and knowledge-building activities in English education.

Therefore, it is inestimably important to cultivate students' effective vocabulary memory strategies and continuously expand their vocabulary to improve their reading comprehension

ability. This requires students to pay attention to the accumulation and application of vocabulary in the learning process, and also requires teachers to provide more support and guidance in teaching design to ensure that students can learn and apply new vocabulary in rich contexts, thereby effectively improving their English reading ability.

Lack of Basic Reading Skills and Strategies

Lack of basic reading skills and strategies is also an important factor that affects students' reading speed and effectiveness. Some students feel anxious and uneasy when reading because they have not mastered skills such as core vocabulary reading, paragraph reading, fast skimming reading of the first and last sentences, and indicator word reading. Instead, they read word by word, repeatedly, and still find it difficult to grasp the key points and highlights of the material. In addition, due to a lack of ability to guess the meaning of new words, students often stop when encountering a new word, they do not know, which seriously affects their reading progress and speed.

Challenges in Learning Spoken English

English speaking practice is also a major challenge for students in English learning. Many students lack sufficient opportunities for language practice, especially a lack of environment to communicate in English both inside and outside the classroom. This leads to students feeling unconfident in real communication and having difficulty expressing their ideas fluently. In addition, traditional English teaching focuses on written language learning, neglecting the cultivation of oral communication skills, which means that students may perform well on written tests but struggle to respond in real-life oral communication.

In summary, some teachers, influenced by traditional concepts of English reading teaching

and textbooks, believe that students just need to read more, do more exercises, and increase their vocabulary, simplifying reading teaching to the explanation of linguistic points. This deeply ingrained notion leads to a lack of teaching philosophies that cultivate students' diverse thinking and understanding abilities and mastery of various reading techniques. Over time, students' reading thinking is limited to acquiring straightforward information on the surface, unable to deeply comprehend the meanings of texts.

To truly enhance the effectiveness of English reading teaching in classrooms, teachers need to delve into the "English Curriculum Standards," identify existing issues and deficiencies in teaching, and explore effective teaching models. Implementing the CLIL (Content and Language Integrated Learning) teaching model at the primary school stage is utterly necessary. This not only helps to improve students' reading comprehension skills but also effectively promotes the comprehensive development of their English skills, particularly in enhancing students' oral communication abilities. This argument is well-supported by literature in the field. Coyle, Hood, and Marsh (2010) argue that CLIL provides a dual-focused educational approach where both language and subject content are integrated, thereby offering students a richer learning experience. They highlight that through CLIL, students engage in meaningful use of the target language while learning subject content, which enhances their overall language proficiency, including reading and oral communication skills. The authors emphasize that CLIL fosters deeper cognitive engagement and helps students develop critical thinking skills as they process subject content in the target language. Mehisto, Marsh, and Frigols (2008) discuss the positive impact of CLIL on students' language skills and academic performance. Their research indicates that students exposed to CLIL not only achieve higher proficiency in the target language but also show greater motivation and engagement in learning. This increased engagement is crucial for

young learners at the primary school stage, as it lays the foundation for lifelong learning and interest in the language. These studies collectively highlight the importance of adopting the CLIL model in primary education. By integrating language learning with subject content, CLIL addresses the deficiencies in traditional language teaching methods, provides a holistic approach to language acquisition, and significantly enhances students' reading comprehension and oral communication skills.

Chapter IV The Support and Challenges of Chinese Educational Policies for the Promotion of the CLIL Model in Primary Schools

The Feasibility of Promoting CLIL in China

The Advantages of CLIL

The driving force behind the promotion of CLIL is rooted in its successful experiences and clear teaching effectiveness shown worldwide. Research by Dalton-Puffer (2011), Pérez-Cañado (2012), and Liu Huiying & Huang Fuquan (2013) all highlight that CLIL's approach of focusing simultaneously on language and content not only moves students beyond mere memorization of language points or knowledge facts but facilitates a deep integration of cognitive processing, significantly enhancing students' practical language abilities, problem-solving skills, and higher-order thinking skills.

For example, regarding language proficiency, the driving force behind the promotion of CLIL is rooted in its successful experiences and clear teaching effectiveness shown worldwide. Research by Dalton-Puffer (2011) and Pérez-Cañado (2012) highlight that CLIL's approach of focusing simultaneously on language and content not only moves students beyond mere memorization of language points or knowledge facts but facilitates a deep integration of cognitive processing, significantly enhancing students' practical language abilities, problem-solving skills, and higher-order thinking skills. For example, regarding language proficiency, studies show that students in CLIL settings have a positive, proactive attitude as they see themselves as active users of the language rather than passive recipients. This perspective has led them not only to achieve higher levels of everyday language use – displaying a richer vocabulary, more accurate grammatical structures, and better cohesion in conversation – but also to excel in learning academic language, which demands "finer nuances of meaning, more precise grammar, and a higher awareness of language itself" (Dalton-Puffer, 2011).

Similarly, Pérez-Cañado (2012) found that CLIL fosters higher-order thinking skills and problem-solving abilities, with students in CLIL programs showing greater engagement and improved academic performance, reflecting the model's capacity to enhance both linguistic proficiency and cognitive development. Previous studies show that students in CLIL settings have a positive, proactive attitude as they see themselves as active users of the language rather than passive recipients. This perspective has led them not only to achieve higher levels of everyday language use – displaying a richer vocabulary, more accurate grammatical structures, and better cohesion in conversation – but also to excel in learning academic language, which demands "finer nuances of meaning, more precise grammar, and a higher awareness of language itself."

Moreover, concerning mastery of course content, despite widespread concerns that foreign language might become a barrier to understanding subject concepts, evidence indicates that subject knowledge can be accumulated in both the foreign language and the mother tongue within CLIL frameworks. Third-grade students studied only needed a few weeks of linguistic adjustment to adapt well to the new instructional mode. Further research on CLIL courses in mathematics and social sciences found that CLIL learners could achieve at least the same, if not better, academic performance levels as their monolingual peers learning the same content in their native language (Xiao Jianfang & Liu Fangtong, 2015). Given these advantages, it is essential to examine the Chinese educational policies that support and challenge the implementation of the CLIL model in primary schools.

Relevant Policies

Since 2012, with China's entry into the new era of socialism with Chinese characteristics, a series of significant educational policies aimed at comprehensive reform in the educational field

have been enacted, emphasizing the cultivation of students' core competencies. These policies not only address the needs of the new era but also support the advancement of English education in primary and secondary schools. From the "Decision of the Central Committee of the Communist Party of China on Some Major Issues Concerning Comprehensively Deepening the Reform" to the newly revised "English Curriculum Standards for Compulsory Education (2022)", each policy propels English education towards higher goals, focusing more on fostering students' practical language application, problem-solving, and cross-cultural communication skills.

With the release of the "English Curriculum Standards for Compulsory Education (2022)", the reform of the English education curriculum in Chinese primary and secondary schools has officially begun. Compared to the 2011 edition, the 2022 curriculum standards make significant improvements in normativity and guidance, emphasizing the cultivation of students' core competencies. This shift mainly manifests in the increased requirements for students' language knowledge, skills, learning strategies, and cultural awareness, further emphasizing the internalization process of culture. This indicates that the new English curriculum standard aims to reconstruct the learning model of English education through the teaching perspectives of "humanism," "culture," and "experience," so that students can have access to and understand different cultural facts, discover and form a deep understanding and adaption of culture.

In this context, CLIL, as an innovative teaching model, has proven its effectiveness internationally, particularly in enhancing students' practical language application abilities, cross-cultural communication skills, and higher-order thinking skills. Therefore, integrating the CLIL model into Chinese primary and secondary English education reform is not only necessary but also in line with the trends of educational policy development in China. By further promoting and implementing the CLIL model, we can anticipate significant progress in cultivating students'

practical language application, cross-cultural communication abilities, and innovative and critical thinking skills in Chinese primary and secondary English education, thereby better adapting to the needs of the new era.

Barriers to the Promotion of CLIL in Chinese Primary Schools

Content and Language Integrated Learning (CLIL) has become an important driver for educational reform due to its successful experiences and significant teaching effectiveness globally. Although the academic community in China has suggested strengthening English for Specific Purposes (ESP) or bilingual teaching at the higher education level (e.g., Cai Jigang, 2006; Luo Qiaoli, 2006), there have been relatively few feasibility analyses on the implementation of CLIL at the basic education level. This proceeding discussion addresses the urgent issues to be resolved in the promotion of CLIL in Chinese primary and secondary schools from three aspects: teacher qualification, resources, and assessment.

Lack of Qualified Teachers

While emphasizing the multidimensional integration of language, content, and cognition, the CLIL model places higher demands on teachers' professional qualities. Qualified CLIL teachers need to not only deeply understand and agree with the CLIL teaching philosophy but also master the course content of specific subjects and be fluent in teaching in English. In China, teachers who meet all these conditions are extremely scarce. This claim is supported by research from Yang and Li (2017), who highlight that the shortage of qualified teachers is a significant barrier to the effective implementation of CLIL in Chinese schools. They note that most teachers in China are either proficient in English or knowledgeable in their subject area, but rarely both. To address this issue, various initiatives have been introduced. The Ministry of Education has launched several professional development programs aimed at improving teachers' English

proficiency and pedagogical skills in content-based instruction. For instance, the "National Teacher Training Program" includes modules specifically designed to enhance teachers' capabilities in integrating language and subject teaching (Ministry of Education, 2018). Additionally, some universities have started offering specialized CLIL training courses for pre-service teachers, aiming to build a future workforce that can meet the demands of this teaching model (Wang, 2019).

Insufficient Resource Development

In the process of promoting CLIL, the EU government has established several free resource-sharing platforms through financial support, including "One Stop CLIL," providing CLIL-related news, books, audio-visual materials, seminars, and course information. Meanwhile, academic journals like the "International Journal of CLIL Research" provide channels for research information and publication, and some universities have jointly developed teacher training resources specifically for frontline teachers. However, in China, CLIL has not yet become a mainstream educational model, and the corresponding online platforms, journals, and teacher training resources lack the drive of official policy. Nevertheless, private efforts represented by publishers, such as the Foreign Language Teaching and Research Press, have begun to promote resource development, and their "Light Up Science" series offers comprehensive teaching and research support for primary and secondary school teachers.

Assessment Challenges

The integration of language and content learning in the CLIL teaching process makes it difficult to distinguish between the two for assessment purposes. Countries and regions that have practiced CLIL internationally typically adopt a variety of assessment methods, such as speaking

and listening tests, reading and writing tests, and portfolio assessments, adding complexity to the evaluation process. In China's basic education stage, due to the continued reliance on large-scale standardized tests, foreign language teaching and assessment remain focused on test questions, lacking a systematic competency-oriented assessment method. Therefore, the current assessment system will affect the promotion of CLIL in China, and what and how to assess become significant barriers in the promotion process.

In summary, although the promotion of the CLIL model in China's basic education faces challenges in teacher qualification, resources, and assessment, these do not hinder its potential to become an important direction for future educational reform. Facing these challenges, educational decision-makers, school administrators, and teachers need to work together to explore and implement effective solutions to promote the widespread application of CLIL in Chinese primary and secondary education.

Chapter V The Role of CLIL in Enhancing the Comprehensive Literacy of Primary School Students

The CLIL curriculum focuses simultaneously on language learning and the achievement of subject goals. For students, learning subjects like science in English not only offers a brand-new learning experience but, more importantly, facilitates the enhancement of comprehensive qualities including language application ability, academic literacy, and cognitive capacity.

CLIL Teaching Model Promoting Student Language Development

The essence of the CLIL classroom lies in the communication between students and teachers, as well as among students themselves" (Wang Jiaoyan, 2015). The "Light Up Science" curriculum provides a rich and cognitively appropriate amount of information, with content closely related to real-life, not only enhancing the authenticity and diversity of language input but also more likely to stimulate students' interest in learning. In subjects like science, the rich knowledge points and numerous topics provide more linguistic scaffolding for students in real contexts, making their language communication more meaningful. For example, the lesson taught by Teacher Chen Ji, Light Up Science 2A Unit 3 Lesson 1 "Light". The teacher, through questioning and guiding task activities, provided students ample opportunities to apply core language while leading them to complete inquiry activities. The objectives of this lesson were to explore two questions: "Which objects can give out light?" and "How does light travel?" The core expressions needed by the students included "_____ can/cannot give out light." and "Light travels in straight lines." Instead of having students repetitively recite these sentence patterns, the teacher wrote them on the board as linguistic scaffolds for expression and encouraged students to use these core sentence patterns to articulate their views at appropriate times. Through this lesson, students not only understood the scientific concepts of light sources and the straight-line propagation of light but also naturally mastered key languages by repeatedly applying core

sentence patterns and vocabulary in real contexts, effectively achieving both subject and language objectives.

Enhancing Students' Academic Literacy through the CLIL Teaching Model

Integrating students' favorite science content and engaging experimental activities into English classes undoubtedly greatly increases their anticipation for the lesson. The "Light Up Science" curriculum, using English as the medium of communication, embodies the rigorous attitude of scientific research and standardized operations and thinking methods throughout the entire process, from posing questions, making hypotheses, analyzing problems to solving them, whether it involves observation, experimentation, analysis, reasoning, or classification. For instance, the lesson "Light Up Science 1A Unit 4 Lesson 1 'Water'" taught by Teacher Wei Mengsi. The teacher, combining students' life experiences and cognitive levels, guided them through the entire scientific inquiry process—from making predictions, conducting observations and experiments, to concluding and communicating findings—aiming to help students master the methods of scientific practice. Students concluded that "Water has no color." through observation; "Water has no smell." through smell; "Water has no taste." through taste; and "Water changes its shape." and "Water flows." through manipulating a sealed plastic bag filled with water. During the experimental process, the teacher also guided students in learning the correct methods of observation. For example, when smelling, one should avoid putting the nose directly close but should fan the bottle mouth gently with a hand, allowing the smell to waft naturally into the nose, which is a safe operation method. Through this lesson, students not only mastered the core language for describing the properties of water but also learned scientific observation and experimental methods. These scientific methods and ways of thinking will be deeply ingrained in the students, benefiting them for a lifetime.

The Role of the CLIL Teaching Model in Enhancing Students' Cognitive Abilities

In the CLIL classroom, the intertwined learning process of knowledge and language requires the active participation of cognition. (Sheng Yunlan, 2012). The “Light Up Science” textbooks provide subject content that not only meets the language learning needs of students of different ages but also matches their cognitive abilities. By designing multi-level questions and tasks around subject content, the learning process becomes more challenging, stimulating students not just to understand, remember, and apply but to actively generalize, synthesize, judge, and analyze, and even to innovate. At the same time, students need to continuously organize and apply their existing language knowledge to form effective language communication among teachers and peers. It is this mutual promotion among subject content, language ability, cognitive ability, and even learning motivation that allows students' cognitive abilities to be continuously enhanced and developed in the CLIL classroom. This approach is supported by research indicating that the integration of content and language in CLIL fosters a deeper cognitive engagement and a higher level of language proficiency. According to Coyle, Hood, and Marsh (2010), CLIL creates a rich learning environment where students engage in meaningful use of the target language while simultaneously developing subject-specific knowledge. They argue that this dual focus promotes not only language skills but also cognitive skills such as critical thinking and problem-solving.

Although limited by the students' English proficiency, the use of Chinese in classroom communication is completely normal. CLIL courses should allow the use of both English and Chinese as the medium of instruction to facilitate teaching and learning activities. for example, the lesson "Light Up Science 2A Unit 2 Lesson 1 ‘A Healthy Meal’" taught by Teacher Li Wenxia. Through rich picture resources and vivid and interesting blackboard drawings and

presentations, she guided students to explore important life knowledge: a healthy diet should be comprehensive and balanced, covering grains, meats, dairy, and fruits and vegetables.

Starting from the students' life experiences and through demonstrations, group discussions, and presentations, she guided students to categorize common foods and discussed the functions of various food types. Although limited by the students' English proficiency, where most students expressed themselves in Chinese, this facilitated their full presentation of ideas and thought processes, promoting the enhancement of students' cognitive abilities. For example, students discussed how "eating fish can make us smarter" and "eating meat can make us stronger," and even mentioned that "eating more vegetables and fruits helps with bowel movements." Through this lesson, students not only learned how to classify foods and understood the functions of various foods but also deeply grasped the importance of a balanced diet. This knowledge and the concept of healthy eating will undoubtedly have a profound impact on their future learning and the formation of good habits.

The application of the CLIL teaching model at the primary school level not only effectively promotes language development and enhances academic literacy but also significantly improves students' cognitive abilities. By combining deep learning of subject content with the practical application of language skills, CLIL creates an interactive and cognitively engaging learning environment for students, strongly supporting the comprehensive development of their overall quality. Looking to the future, the further promotion and implementation of the CLIL teaching model will lay a solid foundation in both language and subject matter for primary school students, setting a solid foundation for their overall development and lifelong learning.

Chapter VI Strategies and Recommendations for Implementing CLIL Programs

Although CLIL courses have significant roles in helping students learn English, improve subject literacy, collaboration skills, and cross-cultural communication abilities, there are still some issues and difficulties encountered in the process of bringing CLIL from "experimental fields" into more elementary school English classrooms that require careful analysis and resolution.

School Management and Resource Assurance

Addressing the integration of a rich variety of teaching resources is crucial. Based on the CLIL concept of integrated curriculum, it often involves a rich variety of teaching resources, so it requires sufficient support from the school, including the formation of a dedicated teaching team and coordination of various resources. At the same time, for most English teachers, this concept is relatively unfamiliar and they need the school to provide necessary training and learning opportunities. More importantly, if this integrated curriculum becomes a formal course offered by the school, it means that clear and specific regulations need to be formulated in terms of curriculum objectives, teaching content, teaching strategies, and evaluation methods, and these need to be incorporated into the school's curriculum management system, which is a prerequisite and guarantee for the standardized implementation of the course.

Teacher Training and Professional Development

CLIL courses present new challenges for primary school English teachers in terms of language proficiency and subject knowledge. Taking the Light Up Science course as an example, English teachers are not proficient in teaching standardized experiment processes, scientific thinking methods, and rigorous result substantiation, which are emphasized in this course. Therefore, the integration of CLIL teaching mode is not only about language learning and

subject content learning, but also requires the integration of teachers' wisdom. It is recommended to form a teacher team that brings together English and subject curriculum teachers to complement each other's strengths through collective preparation. They should help each other to prepare for the lesson by integrating their subject knowledge and teaching strategies. Even if an English teacher prepares independently, relevant subject teachers should also review the teaching design to avoid any errors in subject content. For teachers, they should try to overcome some of their own teaching mindset. For example, in rigorous science classes, experiments and deductions have relatively strict steps and procedures. Therefore, English teachers should pay attention to follow scientific principles and avoid arbitrary or unsubstantiated improvisation in the teaching process.

Curriculum Design and Integration

Any teaching method can only maintain its strong vitality by being implemented in regular classes. If teachers have to invest a lot of manpower, material resources, and energy to prepare a CLIL class, it will only drive them away from this teaching method. If it is only used for a few public or display classes, it will lose the value that the CLIL teaching model should have. How to reasonably reduce the cost of preparing the lesson and make CLIL truly become regular in our classrooms is an important issue that we need to continuously explore and solve in the process of practice. It is also the key to whether CLIL can move from an "experimental field" to a broader educational soil, take root, blossom, and bear fruit. We look forward to the normalization of the CLIL teaching model in the near future, so that more students can benefit from it.

Assessment Methods

Teacher feedback based on evaluation criteria in teaching evaluation is an indirect reflection of student abilities, and if students' abilities are narrowly defined, it can have a negative impact

on them. Therefore, CLIL teaching evaluation should involve a threefold focus on content, language, and critical thinking. Therefore, mastery of language or subject matter is not the only focus of assessment. Teachers should avoid standardized testing that focuses only on one aspect in the classroom where they apply the CLIL teaching method. That is to say, they should pay attention to results related to language abilities, such as proficiency in the language and language communication abilities, as well as content-related abilities related to the subject matter, such as knowledge mastery. They should also pay attention to students' cognitive thinking abilities, such as analytical, reasoning, and problem-solving abilities. Teachers should also conduct various forms of teaching evaluation, gradually improving CLIL testing and evaluation, emphasizing written and oral exams for comprehensive ability evaluation and student self-evaluation and peer evaluation. Schools should also develop a teaching evaluation plan to provide clear guidance for teachers, and consider teaching evaluation an important process in CLIL curriculum planning.

Promoting a Supportive Learning Environment

According to the requirements of bilingual classroom teaching objectives in elementary schools, CLIL teaching should stimulate students' learning motivation, improve their autonomous learning ability, enable students to achieve a sense of achievement in learning, and guide them to establish correct emotional attitudes and values. According to the "4Cs" teaching framework of CLIL, teachers can take measures from the four aspects of content, cognition, communication, and culture to stimulate students' intrinsic motivation. In terms of content attracting students' attention can be achieved through making subject knowledge interesting to encourage students to use English as a medium for expressing content, while also acquiring language knowledge and exercising language skills. In terms of cognition, create authentic teaching activities scenarios and inspire students' interest in learning through participation in

activities and problem-solving processes. In terms of communication, increase teacher-student and peer interaction sections, organize activities to simulate the use of English in daily life, and improve students' communication skills through interesting activities. In terms of culture, guide students to understand and recognize cultural differences between China and the West, cultivate correct emotions, attitudes, and values through comparison between different cultures. During the application of the CLIL teaching method in bilingual classrooms, teachers should not stick to specific teaching strategies and methods. They can flexibly apply a variety of teaching methods according to course characteristics, making classroom content and activities rich and interesting, and contributing to the formation of a good teacher-student relationship.

Engaging Parents and the Community

According to the fluid intelligence theory of Cattell(1987), before the age of 25, fluid intelligence undergoes rapid development, and intellectual development is influenced by environmental factors such as education and parent participation. Studies have shown that parent participation has a positive impact on children's learning attitudes, behavior, and abilities. Different forms of parent participation have different effects on children's learning qualities. Therefore, parents need to create a good family atmosphere to promote children's learning initiative. Parental participation also plays a moderating role between children's self-efficacy and learning qualities.OECD(2012) International education survey projects such as PISA and TIMSS have conducted follow-up research on adolescents aged 6 to 15, verifying that "parental participation" can help improve children's academic performance and subject literacy. However, some studies have shown that although parental participation cannot directly predict students' grades, it is closely related to children's learning self-efficacy and is an effective variable for predicting achievement motivation. Using data from the 2002 longitudinal study, it was

demonstrated that parents' educational intentions and positive communication between schools and parents have a strong positive impact on middle school students' learning motivation (participation, self-efficacy in mathematics and English, and internal motivation in mathematics and English), while parental educational participation also has a direct predictive effect on children's academic achievements. Therefore, parental participation is significantly correlated with various factors influencing children's learning, and good parental participation can effectively promote children's learning attitudes, academic performance, self-efficacy, and motivation.

Based on the relevant literature on CLIL teaching in Chinese primary schools, this study concludes that the CLIL teaching approach is based on the guiding ideology of cultivating interdisciplinary talent, who are proficient in both language and subject knowledge, and has overcome the deficiencies of traditional approaches that separate abilities and knowledge. This aligns with the current national advocacy for cultivating applied talents, and its broad application field extends not only to primary school English classes but also to minority non-native language promotion (Yang Yinghua, 2018), academic English teaching, and "ideological and political" courses, which provide valuable reference. Its far-reaching significance lies in promoting the "Belt and Road" Initiative and cultivating internationalized foreign language compound talents. However, there is still room for improvement in the acceptance and recognition of CLIL by Chinese universities and the professional development of teachers.

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