Bilingual Education in Primary School
Aspects of Immersion, CLIL, and Bilingual Modules
Chapter 1  Aspects of Immersion, CLIL, and Bilingual Modules: Bilingual Education in Primary School
(Daniela Elsner & Jörg-U. Keßler) .......................... 1
1 Clearing the ground – or what is bilingual education? ............ 1
2 Research on bilingual education ................................ 2
3 Aims of this book ............................................ 3
4 Structure of the book ......................................... 4
5 Chapter overview ............................................. 4

Chapter 2  Some Thoughts on Bilingualism (Gregory Poarch) .... 7
1 Introduction .................................................... 8
2 Definitions of bilingualism .................................... 8
3 Consequences of bilingualism on language development ...... 9
4 Consequences of bilingualism on cognitive development ....... 10
5 Consequences of immersion on language and cognitive development 13
6 Summary ..................................................... 15

Chapter 3  Bilingual Approaches to Foreign Language Education in Primary School (Daniela Elsner & Jörg-U. Keßler) .... 16
1 Forms of bilingual education from kindergarten to grammar school (“Gymnasium”) ........................................... 16
2 Immersion ..................................................... 17
3 CLIL: Bilingual education careers – bilingual curricular instruction .... 19
4 Bilingual modules ............................................ 20
5 Bilingual added value – or which opportunities does bilingual learning contain for foreign language development? .......... 21
6 Development of subject-specific competences .................... 23
7 Some thoughts about bilingual learning in regular primary schools . 24
8 Uncertainties and limitations of bilingual learning .............. 25
9 Summary ..................................................... 26

Chapter 4  Bilingual Education: Chances and Challenges
(Thorsten Piske) ................................................. 28
1 Introduction .................................................... 29
2 Research evidence ........................................... 32
2.1 Immersion students’ L2 development ........................ 32
2.2 Immersion students’ L1 development ......................... 36
2.3 Immersion students’ development of subject knowledge ........ 37
3 Conclusions and research still required in Germany .......... 39
Inhaltsverzeichnis

Chapter 5  Bilingual Education – Subject Matter(s)
(Jörg-U. Keßler & Daniela Elsner) ......................... 41

Chapter 5.1  Natural Science  (Natasha Aristov & Helga Haudeck) .... 42
1  Science at primary grade level .................................. 42
2  Science in German primary schools (Baden-Württemberg) .... 44
3  Why include science in bilingual classrooms? .................. 44
4  Methodology of science-based CLIL lessons .................. 45
5  Lesson structure ....................................................... 46
6  Children's literature and experiments (CHILITEX) .......... 47
7  Summary ................................................................. 49

Chapter 5.2  Mathematics  (Britta Viebrock) ....................... 51
1  Introduction ............................................................ 52
2  Research evidence .................................................. 52
3  Competence areas and mathematical literacy .................. 54
4  Topics, terms and language structures .......................... 56
5  Resources for tasks and materials .............................. 58
6  Summary ................................................................. 59

Chapter 5.3  CLIL – Teaching the Art: Physical Education,
Art, Music  (Katja Heim) .......................................... 61
1  Introduction ............................................................ 61
2  Physical Education (P.E.) ......................................... 62
3  Art ................................................................. 65
4  Music ................................................................. 68
5  Cross-curricular bilingual project: stage production ........ 69
6  Summary ................................................................. 70

Chapter 6  Assessment in Bilingual Classrooms
(Ute Massler & Daniel Stotz) ................................. 72
1  Specific situation of CLIL assessment ......................... 73
2  Assessment aims and formats .................................... 74
3  Principles for CLIL assessment ................................... 78
4  Differentiating between assessing skills and content ......... 81
5  Evaluating pupils' performance .................................. 88
6  Summary ................................................................. 91

Chapter 7  On the Road to Nowhere? The Transition Problem
of Bilingual Teaching Programmes
(Kristin Kersten & Andreas Rohde) ......................... 93
1  Introduction ............................................................ 94
2  From the parental home to preschool ............................ 95