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**CLIL implementation in
foreign language contexts:
Exploring challenges
and perspectives
Part I**

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P A T R A S



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Research Papers in *Language Teaching and Learning*

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EDITORIAL

Although the concept of ‘Content and language integrated learning’ (CLIL) was first used in the context of Europe in 1994 (Marsh 2012: 1), in one form or another it has been around since at least the 1980s and even before, in Canadian immersion courses of the mid 1960s (Baker and Jones 1998). What is interesting in the initial spread of the concept of ‘immersion’ is that it started from the bottom up, which also accounts for the enormous success of similar programmes. In 1965, a group of English-speaking parents living in the French territory of Quebec, Canada, suggested that an educational kindergarten programme for their children be established that would give these children the opportunity (a) to become competent to speak, read and write in French, (b) to reach normal achievement levels throughout the curriculum, including the English language and (c) to appreciate the traditions and culture of French-speaking as well as English-speaking Canadians (Baker 2006: 245). These same principles of combining language learning, subject learning and intercultural competence are part and parcel of what we understand today as CLIL. RPLTL is very happy and, indeed, proud, to devote a two-volume Special Issue on this subject.

The Special Issue is divided into two parts, or volumes. The first volume is concerned with the presentation of the CLIL model as an innovative way of engaging learners with both the content they are interested in and English language use and learning, while at the same time making them aware of the plurilingual character of modern-day communication. The papers presented in this first volume make clear cases for the promotion of CLIL as a way of enhancing autonomous learning (cf. the paper by van de Craen and Surmont), through exposing learners to authentic learning situations (Bakić-Mirić and Erkinovich Gaipov) and accounting for different learning styles (Anastasiadou and Iliopoulou). Of equal interest and importance is the discussion of different aspects of CLIL, for example, the cultural dimension and the ‘gift’ of plurilingualism (Furlong and Bernaus), the central issue of assessment (Zafiri and Zouganeli), as well as concerns for teacher collaboration and planning (Iskos and Ralls), teacher education (Mathaioudakis and Alexiou) and, needless to say, teacher professional development through CLIL instruction (Spratt).

In the second part of the Special Issue, the guest editors have invited teachers who have worked with various CLIL implementations to share their perspectives and experiences from these implementations. This entire volume is a case for formally introducing CLIL in the Greek primary and secondary educational context. The first section of this volume is concerned with comprehensive descriptions of CLIL-related projects that show the already extensive integration of the CLIL methodology in such contexts. For example, readers are able to see, among other fascinating accounts, how school subjects like history, geography and art can be seamlessly integrated with the teaching and learning of English to 6th graders (Korosidou and Deligianni), or how English language teaching and learning can be boosted through the subject of physical education (Emmanouilidou and Laskaridou). The second section goes on to present briefer first-hand descriptions of CLIL implementations by the very teachers who implemented them. The volume is choke-full of practical ideas and suggestions for integrating CLIL in different contexts—but what is also exciting is the holistic

account provided by the contributors, which sheds light not only to the strengths and advantages of CLIL in each separate case but also to the obstacles and problems they encountered in their implementation of the CLIL framework.

The Special Issue is dedicated to the loving memory of our dear friend and colleague, and member of RPLTL's editorial board, Aikaterini (Keti) Zouganeli.

Nicos C. Sifakis
Editor-in-Chief

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In Memoriam



Keti Zouganeli

By Bessie DENDRINOS

Katherine (Keti) Zouganeli was not merely a colleague and a friend with several of the people whose papers appear in this issue of RPLTL, which is dedicated to her, but an inspiration to those of us who were fortunate enough to work with her up until the last few days of her untimely passing. A diligent, passionate educator, concerned about the politics of language teaching and learning, she was truly appreciated by countless members in the ELT community in Greece, by those of us who were amazed with her commitment to public education, her enthusiasm for innovative ideas that would appeal to youngsters, her forward thinking about issues of ELT pedagogy.

Keti Zouganeli, who was born in 1952 and raised in Athens, graduated from the Faculty of English Language and Literature of the National and Kapodistrian University of Athens in 1975. From 1995 to 1997, she studied at the University of Warwick in the UK and was awarded with a Master's degree in TEFL. In 2001 she completed a postgraduate programme in distance learning at the Hellenic Open University, where she later taught a module in English for Young Learners –the area in which she had specialized during her studies at Warwick. This is the area in which, as a volunteer, she offered workshops to senior students at the Faculty of English Language and Literature of the University of Athens, going through their initial English teacher education programme.

Keti Zouganeli had started by working in the private sector, as a language school owner, but then went on to be a state secondary school English language teacher. In 1993 she chose to switch over to the primary school sector, as she loved youngsters and adored working with and for young learners. Not that she appreciated older learners any less. She was ready and eager to be a facilitator to anyone who was interested in new learning experiences in formal, semiformal and informal education. She served the state school system until 1999, the year she was seconded to the Ministry of Education to be an adviser on education matters to the Minister himself. She remained in that post until 2004. In those five years at

the Ministry, she promoted issues that the foreign language teaching community in Greece was concerned with. These included the development of a multilingual examination suite for the state certificate of language proficiency, known as the KPG exams. The first Central Examination Board, which was effective in starting to develop the assessment and certification system, was appointed upon her advice and counsel.

From 2004 to 2010 she served as a Counsellor at the Pedagogic Institute, attached to the Ministry of Education. As a member of the Department of Evaluation and Assessment she coordinated the research programme for the quality in Greek school education and was editor of the research report, published in Greek (<http://www.pi-schools.gr/programs/erevnes>). She was also editor of the proceedings of the Panhellenic Conference organised in 2006 by the Pedagogical Institute and the University of Athens on foreign language teaching in compulsory education in Greece (http://www.pi-schools.gr/download/news/pract_sinedr_xenes_glosses.pdf). One additional important project for which she took responsibility, while at the Pedagogical Institute, was the coordination of the “European Survey of Language Competence” in which Greece took part in 2000-11. Later, as a fellow of the RCEl of the Faculty of English, University of Athens (2011-2014), she collaborated for the qualitative and quantitative analysis of the Greek data, and was also one of the editors of Greece’s national report in Greek (http://gr.rcel.enl.uoa.gr/fileadmin/rcel.enl.uoa.gr/uploads/images/ESLC_GR_WEB.pdf) and in English (http://www.rcel.enl.uoa.gr/fileadmin/rcel.enl.uoa.gr/uploads/images/ESLC_EN_WEB.pdf). From 2011 until 2014 she was a member of the project team that developed the programme for the teaching of English to pupils of the first two grades in primary school. But Keti was so much more than a collaborator. She was an energizing force of the project to which she gave heart and soul. One of her significant contributions was her part in developing an e-course for self-directed learning entitled TEACHING ENGLISH TO EARLY LANGUAGE LEARNERS (TELL), working closely with Prof. Kia Karavas and Smaragda Papadopoulou, an e-learning expert and tireless, gifted e-educator.

Keti Zouganeli, a lady with such a charismatic personality, will be sorely missed by the Greek EFL community.



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Special Issue on

CLIL IMPLEMENTATION IN FOREIGN LANGUAGE CONTEXTS: EXPLORING CHALLENGES AND PERSPECTIVES

Volume One

Introduction

Eleni GRIVA and Angeliki DELIGIANNI

This RPLT Special Issue aims to bring to 'dialogue' different perspectives on research issues related to Content and Language Integrated Learning (CLIL) as an educational challenge. It addresses issues in the area of CLIL both at a national, in Greece, and international level, and deals with concerns, which are relevant to a range of stakeholders, namely educational policy makers, researchers, teachers, material developers. The contributors of this issue report and discuss challenges of CLIL application in diverse contexts, insights in various research undertakings, and issues related to the provision of education and training for CLIL teachers. It is important that understanding the perspectives and responding to the challenges of CLIL method offer potentially powerful new ways for successful and effective implementation at all educational levels.

Taking into consideration Marsh, Marsland and Stenberg, (2001) who maintain that CLIL is about using languages to learn, think and develop as well as the relatively recent birth of this major trend in education which shelters a variety of practices, we decided to place equal emphasis on theoretical and practical routes of CLIL in both European and Greek contexts. It is for this reason that this RPLTL special issue, dedicated to CLIL, is intended to complement issues considered from a theoretical as well as from an empirical and practical point of view, in two volumes.

The first volume aspires to offer a comprehensive view of CLIL, as an innovative method in European and Greek contexts, along with perspectives to content learning, language use and plurilingual awareness in CLIL context, as well as teachers' beliefs about learning in CLIL

classrooms in both primary and secondary educational settings. To this end, Prof Marina Mathaioudakis, Associate Professor of Applied Linguistics at the Aristotle University, provides readers with her insights into the challenges and benefits of implementing the CLIL approach at a global level and talks about her personal experience with CLIL implementation in Greek educational context. She touches upon issues related to CLIL resources, materials and CLIL assessment and highlights the main problems CLIL teachers seem to encounter.

CLIL has much in common with other language-led approaches such as the Canadian immersion education, content-based instruction (CBI) and English for Specific Purposes (ESP) (Tedick & Cammarata, 2012). As supported by Bovellan (2014), the principles of immersion education and CBI have influenced the teaching of content through a foreign language which has become more common in Europe in the last decades. As a generic term CLIL “refers to any educational situation in which an additional language [...] is used for the teaching and learning of subjects other than the language itself” (Marsh and Lange, in Wolff, 2005, p. 11). CLIL method includes a dual focus on language learning and cognition, the construction of safe and enriching learning environments, the use of authentic materials, the enhancement of cooperation among students and teachers (Hammond, 2001) and the promotion of active learning and scaffolding to enhance autonomous learning as Peter van de Craen and Jill Surmont stress in their paper “*Innovative education and CLIL*”.

CLIL integrates four interrelated *principles* for effective classroom practice, the ‘4Cs Framework’ (Coyle 2008, p.1) according to which a successful CLIL lesson should focus on the following: 1) ‘content’, referring to subject matter, 2) ‘communication’, placing emphasis on appropriate language use, 3) ‘cognition’, related to the development of learning and thinking processes, and 4) ‘culture’ lying at the core of this conceptual framework as it enhances awareness of otherness and self and develops pluricultural understanding and global citizenship (Coyle, Hood & Marsh, 2010). In response to Coyle’s (2008) ‘4Cs Framework’, Meyer (2010) developed the ‘CLIL pyramid model, which includes the following dimensions: a) multifocal lesson planning, b) higher order thinking skills, c) scaffolding skills and strategies, d) multi-modal input, which caters for individual learning styles and accommodates multiple intelligences, e) flexibility concerning modes of interaction, f) intercultural communication (Salaberri Ramiro & Sánchez Pérez, 2012, p. 5, in Griva, Chostelidou & Semoglou, 2015).

As argued in European Commission (2003, p. 8), CLIL is regarded to have highly contributed to the goals of the European Union towards developing multilingual citizens (European Commission, 2003, p. 8), therefore the European Commission (EC) have promoted CLIL as an innovative and efficient tool to develop plurilingual competence among European citizens (EC, 1995). Although CLIL can be realized in any language, in the European context, the most popular language in which CLIL is undertaken is English due to its function as a lingua franca (Juan-Garau, 2008, in Papadopoulos & Griva, 2014).

According to Coyle (2007), CLIL approach has been followed in many countries across the world and as stated in Eyrudice (2012, p 39) “in nearly all European countries, certain schools offer a form of education provision, according to which, non-language subjects are taught either through two different languages or through a single language which is ‘foreign’ according to the curriculum”. Applicable to all levels of education, the forms it can take vary from few hour cross-curricular projects to several month courses (Griva & Kasvikis, 2015). Introducing CLIL approach at all educational levels has been recorded as one of the priorities of EU in acknowledgement of its considerable beneficial aspects (European Commission,

2003, p.8, in Griva, Chostelidou & Panteli, 2014). Greece, however, is one of the few European countries which do not take this kind of provision.

Although CLIL approach has not been officially introduced to the Greek school system as yet, there has been a large number of CLIL pilot projects implemented and researched by schools and dedicated teachers who design CLIL projects and courses on the basis of the demands of their own unique educational/teaching settings as Holmes (2005) suggests. Prof Marina Mathaioudakis, in her interview, provides us with her insights into the challenges and benefits of implementing CLIL approach. While talking about her personal experience with CLIL implementation in Greek educational context she reports that in Greece, CLIL has started making its way as an educational challenge in primary and secondary education, in the past 5-7 years.

With a large number of *benefits* recorded, Marsh and Frigols (2007, p 33) view CLIL as “a catalyst for change in language education” as Peter van de Craen and Jill Surmont also support in their paper “*Innovative education and CLIL*”. These benefits include improvement in learners’ speaking skills (Dalton-Puffer & Smit, 2007; Korosidou & Griva, 2016), great gains in relation to receptive and productive lexicon, specifically with regard to academic vocabulary (Dalton-Puffer & Smit, 2007; Lasagabaster, 2008) and enhancement of students’ cognitive skills and reading comprehension ability (Tsai & Shang, 2010).

Furthermore, considerable positive effects on language learning and knowledge acquisition in particular subject areas have been reported in the last decades, according to Lasagabaster (2008). More specifically, students attending CLIL classes seem to significantly improve in content knowledge of a particular school subject (Stoller, 2004, Serra, 2007). Also, students are provided with opportunities for being exposed in an authentic learning environment (Troncale, 2002), and this is likely to result in their higher motivation through their willingness to be involved and participate. Nataša Bakić-Mirić and Davronzhon Erkinovich Gaipov offer insights into how authentic learning situations help students achieve maximum learning performance in English for Specific Purposes in their paper “*Open to Interpretation: Multiple Intelligences Teaching Approach in English for Specific Purposes*”. Moreover, Aleka Anastasiadou and Konstantina Iliopoulou reveal that CLIL lends for all learning styles and Multiple Intelligences in addition to building subject knowledge and enhancement of a second/foreign language mastery, in their contribution “*Reconceptualising schooling: Implementing CLIL to cater for all types of Multiple Intelligences*”.

Finally, a significant advantage of introducing CLIL is brought about with regard to students’ cultural awareness (Griva & Kasvikis, 2015; Pavlou & Ioannou, 2008; Judith, 2010), as they come in touch with cultural elements and have the opportunity to “build intercultural knowledge and understanding” (Gimeno, et al., 2013) through their participation in culture-based topic projects. There has been a great interest in enhancing multilingualism and multiculturalism in current European society and CLIL, having emerged since the millennium as a major trend in education, is proposed, to this end, as a valuable educational approach (Järvinen, 2007, p.254). Aine Furlong and Mercedes Bernaus address the issue of culture dimension in the CLIL classroom and bring out the value of CLIL and plurilingualism integrated approach in instructional contexts, in their contribution “*CLIL as a plurilingual approach or the language of real life and language as carrier of culture*”.

Despite the numerous benefits of adopting CLIL approach there seems to be a great deal of hesitation and uncertainty on the part of the teachers due to a number of *discouraging factors* which include its complexity, the issue of who is to teach CLIL, the teacher overload,

since there is shortage of CLIL materials and finally CLIL assessment as the manifold possibilities to arrange it need to be still explored (Johnstone, 2000). An interesting perspective of CLIL assessment is offered by Makrina Zafiri and Keti Zouganeli in their article *“Toward an understanding of Content and Language Integrated Learning Assessment (CLILA) in Greek Primary Schools”* where they propose the development of an assessment framework which encompasses CLIL assessment and methods that exploit existing resources in both Greece and Europe. Findings of research conducted by Eugenia Iskos and Camilla Ralls, offered in their contribution *“Application of CLIL for very young learners of English: What are the teachers doing at a private school in Greece?”* reveal that barriers to CLIL for the teachers are mostly a need for collaboration with others as well as time and planning, and indicate that CLIL is an integral part of their teaching practices for very young learners.

There is finally the problem of insufficient understanding of content through the medium of foreign language and the requirement on the part of the teacher for both language and subject knowledge. Research findings on various aspects of CLIL teacher language and the discourse characteristics of CLIL teacher language are offered by Mary Spratt in *“CLIL teachers and their language use”* where she makes recommendations for CLIL teacher language training as part of their professional development. To cope with the aforementioned problems the *CLIL teacher* is in need of special training due to the demand for planning CLIL lessons which “requires a different approach from tried and tested practice embedded in either subject disciplines or foreign language study” (Coyle, 2006, p.11). CLIL training, as discussed by Mehisto, Frigols and Marsh (2008, pp.232-236), includes the enhancement of CLIL teacher ability to create rich and supportive target-language environments. Discussing the profile of CLIL instructor in Greece, Marina Mathaioudakis and Thomai Alexiou highlight the need for teacher education programmes in their contribution *“Sketching the profile of the CLIL instructor in Greece”*.

Niemi (2004, p.190, in Bovelann, 2014) maintains that there is a significant connection between teaching materials and learning results therefore the teacher’s role in designing them is vital. The difficult challenge that CLIL teacher is confronted with lies in the balance required between the content and language as there is shortage of relevant materials and resources. As highlighted by Prof Marina Mathaioudakis, *in her interview*, the main problems that teachers seem to encounter are the lack of CLIL teaching material and the absence of training. Additionally, further research on CLIL materials is suggested, from a design and a task perspective (Coyle et al. 2010, p. 147). CLIL training also aims at enabling teachers to make input comprehensible, to effectively use teacher-talk, to promote student’s comprehensible output and attend to diverse students’ needs (Mehisto, Frigols & Marsh, 2008, pp. 232-236).

At this point, we express our belief that the aforementioned discouraging conditions can be overcome with the contribution and support of educational authorities in the light of related research studies and therefore we have undertaken this special RPLTL issue on CLIL. We also believe that there is a significant future for CLIL development in both European and Greek contexts. Peter van de Craen and Jill Surmont in *“Innovative education and CLIL”* argue that CLIL is considered to be an important driver for educational change as, since the mid-nineties, it has been introduced in Europe as a reaction to poor results regarding language teaching and learning, aiming to promote the internationalization of education which is one of the CLIL classroom goals.

Concluding, it is expected that through the publication of this RPLTL special issue on CLIL, we can contribute to a further in-depth understanding of CLIL. The contributions provide

perspectives from different angles to the above concerns, since they highlight some key issues in CLIL, demonstrate that this method could be fruitful to language development and content knowledge for various purposes in different contexts, stressing, however, the need for teacher training and raising at the same time important questions about the identifiable ways and limits CLIL needs to have in manifesting itself. We hope that these studies will prove useful to researchers and practitioners, send strong messages to policymakers in education and inspire future research in this direction in Greece and elsewhere.

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CLIL—from theory to practice: challenges and perspectives

An interview with Dr Marina MATTHEOUDAKIS

The introduction of CLIL at all educational levels has been recorded as one of the priorities of various Educational systems in Europe, in acknowledgement of its considerable beneficial aspects. In Greece, CLIL has been making its way as an educational challenge in primary and secondary education, in the past 5-7 years. Marina Matthaoudakis, who is an associate Professor of Applied Linguistics at the Aristotle University, has been one of the people who took the initiative to introduce CLIL in the Greek Educational system and she has also been the CLIL coordinator at 3rd experimental primary school in Thessaloniki. In the interview that follows, she provides readers with her insights into the challenges and benefits of implementing the CLIL approach at a global level (abroad), and she talks about her personal experience with CLIL implementation in Greek educational context. She touches upon issues related to CLIL resources, materials and CLIL assessment. Concerning CLIL teachers, she highlights that the main problems they seem to encounter is the lack of CLIL teaching material and the absence of training. Finally, she expresses her belief that there is a significant future for CLIL development in Greek Educational system, however she suggests support from the part of the educational authorities to all those teachers who are willing to experiment innovations. The interview was conducted by Eleni Griva and Angeliki Deligianni, RPLTL Guest Editors, in February 2016.

Ω

Η εισαγωγή της μεθόδου CLIL σε όλες τις βαθμίδες εκπαίδευσης αποτελεί μία από τις προτεραιότητες διαφόρων εκπαιδευτικών συστημάτων στην Ευρώπη, εξαιτίας των ιδιαίτερα ενθαρρυντικών αποτελεσμάτων. Στην Ελλάδα, η μέθοδος CLIL κάνει την εμφάνισή της ως εκπαιδευτική πρόκληση στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση, τα τελευταία 5-7 χρόνια. Η Μαρίνα Ματθαιουδάκη, η οποία είναι αναπληρώτρια καθηγήτρια Εφαρμοσμένης Γλωσσολογίας στο Αριστοτέλειο Πανεπιστήμιο, υπήρξε από τους πρώτους ερευνητές που πήραν την πρωτοβουλία εισαγωγής της μεθόδου CLIL στο ελληνικό εκπαιδευτικό σύστημα, και είναι η συντονίστρια των προγραμμάτων CLIL στο 3ο Πειραματικό Δημοτικό Σχολείο στη Θεσσαλονίκη. Στη συνέντευξη που ακολουθεί, η Μαρίνα Ματθαιουδάκη παρέχει στους αναγνώστες πληροφορίες για τις προκλήσεις και τα οφέλη από την εφαρμογή της CLIL σε παγκόσμιο επίπεδο (στο εξωτερικό), και παρουσιάζει την προσωπική της εμπειρία από την εφαρμογή της μεθόδου CLIL στο Ελληνικό εκπαιδευτικό πλαίσιο. Θίγει θέματα που σχετίζονται με το εκπαιδευτικό υλικό για εφαρμογές με την μέθοδο CLIL και την αξιολόγηση σε ένα τέτοιο πλαίσιο. Όσον αφορά τους εκπαιδευτικούς, τονίζει ότι τα κύρια προβλήματα που ανακύπτουν είναι η έλλειψη διδακτικού υλικού και η

έλλειψη κατάρτισης. Τέλος, εκφράζει την πεποίθησή της ότι υπάρχει σημαντικό μέλλον για την ανάπτυξη της μεθόδου CLIL στο ελληνικό εκπαιδευτικό σύστημα, ωστόσο, προτείνει την υποστήριξη, από την πλευρά των αρχών, όλων εκείνων των εκπαιδευτικών οι οποίοι είναι πρόθυμοι να πειραματιστούν σε καινοτομίες. Η συνέντευξη δόθηκε στην Ελένη Γρίβα και Αγγελική Δεληγιάννη, RPLTL Guest Editors, τον Φεβρουάριο του 2016.

Eleni Griva (EG): Broadly speaking, what do you perceive are the most positive aspects/benefits/outcomes of teaching Content through English?

Marina Mattheoudakis (MM): The teaching of content through English – or CLIL, as I will refer to it – is a type of bilingual education. Being a form of bilingual education, it is expected to provide linguistic, cognitive and sociocultural benefits similar to those of bilingual education programmes. The language gains that students acquire through CLIL are probably expected as CLIL is input-based and students are exposed to a wealth of language input while at the same time they are required to interact, negotiate and thus produce rich language output. CLIL has a positive impact on language fluency and accuracy, on vocabulary development (both receptive and productive) and on the development of academic language. The fact that learners are taught a school subject in English requires the use of academic language and terminology and this results in what Cummins (2000) has called Cognitive and Academic Language Proficiency (or CALP). As for the cognitive benefits, Bialystok (2001) claimed that bilingualism enhances specific intellectual abilities, such as inhibitory control, shifting of attention and working memory. Recent studies have provided evidence for similar cognitive gains for students as a result of CLIL instruction. In this area more research is definitely needed but preliminary findings are quite encouraging and promising. What is clear though is that CLIL promotes learners' critical thinking and cognitive flexibility. CLIL instruction involves implicit learning processes and thus learners are led to develop not only lower-order thinking skills (LOTs) (e.g. understanding and memorization) but mainly, and most importantly, higher order thinking skills (HOTs), such as analysis, evaluation, creation. The third important benefit of CLIL instruction refers to learners' sociocultural development; CLIL allows learners to familiarize themselves with other cultures, it develops their social awareness of self and 'otherness'.

EG: What are the key issues regarding the balance between content and language development in the design of a CLIL course?

MM: According to the CLIL principles, this method has a dual focus, on content and on language, and thus the teaching aims of a CLIL lesson should be both linguistic and content ones. I'm not sure to what extent the balance between content and language can be achieved and maintained as in practice, I suppose, the focus often shifts from the one to the other (from content to language and vice versa), according to the learners' needs and according to the teaching context. Having said that, I should clarify that, when designing a CLIL course, it is the content that drives the selection of the language and not the other way around. Let me illustrate that with an example. A teacher who teaches Environmental Studies through English may ask learners to suggest how they would save the planet if they were the President of their country. In this case, the aim is for learners to make reasonable suggestions and provide relevant arguments. The use of the conditional is a by-product of the topic. Thus, if the suggestions and the argumentation provided by the learners are appropriate, inaccurate use of conditional forms is quite unimportant.

EG: What are the characteristics of the best CLIL model to use?

MM: CLIL is a flexible method; this means that its implementation in different European countries may vary widely in order to serve the teaching and learning needs of the corresponding educational systems and contexts. I would not say that there is one single CLIL model that is considered to be the best. What I would say instead is that a CLIL model is good if it promotes the linguistic and cognitive development of the learners addressed in the particular educational context. I might also suggest that the effectiveness of CLIL is largely dependent on the teacher and on the material used.

EG: What is the process of curriculum development in a CLIL context? What teaching/learning materials and environments, tools and resources would you include to support teachers in CLIL context integrating content and language?

MM: Teachers in CLIL context need an array of tools, resources and materials. The first thing they need is to map the syllabus they need to cover. This requires cooperation between the EFL and the class teacher; in some cases, team teaching might be required. The second step is to design the appropriate CLIL material for the age and grade of learners addressed. This is a long process and teachers need to have access to the internet where there are hundreds of relevant websites with pictures, videos, tips and ideas, interviews, etc. The design of appropriate worksheets, as well as the involvement of learners in interactive projects, are highly recommended in all CLIL lessons.

EG: What about CLIL assessment? Is the language or the subject knowledge assessed?

MM: As we know, CLIL is a dual focused method which places emphasis on the integration of language and content. This does not mean however that teachers should correct errors and mistakes in both language and content. CLIL is a meaning-based method and this means that meaning is given priority in both input and output. So, if learners achieve to convey the meaning intended in the foreign language effectively, teachers should not be concerned with their language inaccuracies.

Angeliki Deligianni (AD): What are the main problems for the Greek teachers working in content and language integration?

MM: The main problems that all CLIL teachers seem to encounter is the lack of CLIL teaching material and the absence of teacher training targeting the needs of a CLIL teacher-to-be. These are problems that CLIL teachers in other countries encounter as well; in fact, most articles and reports on CLIL point at these problems and at the need for coordinated actions in Europe for the organisation of teacher training courses and the publication of CLIL teaching material.

AD: There is some interest around CLIL in Greece, but many teachers consider the approach extremely demanding. What could you say to encourage them to implement CLIL approaches in their classes? Have you got any practical tips for those teachers?

MM: I would prefer to say that CLIL is challenging rather than demanding. The word 'demanding' has negative connotations and that is not a fair description of CLIL. CLIL requires more work, especially from a novice CLIL teacher, because teachers need to design

their own materials and trace their own paths instead of blindly following a school textbook and the syllabus prescribed. It is challenging because it is something completely new for the Greek educational context and in that respect CLIL teachers have to access articles and studies on CLIL in order to inform themselves about this method. Having said that, however, I should also add that CLIL is immensely rewarding and fun. I have met several primary and secondary school teachers who decided to innovate in their schools and implement the method and after one year of CLIL teaching experience, they were enthusiastic and impressed with their learners' language development but also with their skills to cope with unknown content in a foreign language. Apart from their students' language competence, however, what was equally rewarding was teachers' professional development. They were happy and satisfied with themselves and excited about what they had managed to achieve just because they were so much motivated.

AD: What are the implications of CLIL challenge for teacher training and professional development?

MM: CLIL teacher training needs to be centrally coordinated and organized in collaboration with the academia. It needs to be meaningfully integrated in our teacher training system and target both pre-service and in-service teachers. The lack of appropriate teaching materials has been pointed out time and again by various researchers and practitioners in other European countries. At this point there are CLIL materials published and used in a number of European countries but as CLIL is implemented differently in those contexts, it is highly unlikely that those materials are transferable to our educational contexts. Teacher training should therefore include training for material design based on CLIL principles and the 4C framework proposed by Coyle (1999). CLIL is a new method of teaching that aims to integrate language and content; therefore, it should not be seen as an addition to foreign language teachers who are required to teach another subject, nor as an addition to content teachers in order to increase their language proficiency. We need to approach it from various disciplines without the fear of losing territory and take the step further towards enriching it in order to achieve the best possible educational outcomes for students and educators alike.

Personal experience with CLIL implementation in Greek educational context

AD: When did you start your CLIL journey with 3rd experimental primary school?

MM: My CLIL journey with the particular school started in 2010 when we (the EFL instructors and the supervisory committee of the school) decided to introduce CLIL as a pilot project. Now, five years later, CLIL is systematically implemented as a method of teaching various school subjects from grade 1 to 6. CLIL is not implemented in this school as an elitist approach to language learning and thus no student selection is made; on the contrary, CLIL aims at everybody and thus, all learners graduating from this year onwards will have received at least one year of CLIL instruction – for at least one school subject.

AD: What challenges have you been facing as CLIL coordinator at the 3rd experimental primary school?

MM: As a CLIL coordinator I faced only one challenge: that of convincing students' parents that CLIL works. However, this was a short-lived challenge because after the first year all

parents wanted their children to do CLIL. After that I had a different kind of challenge to face and that was satisfying parents' request for CLIL provision to all learners at school.

AD: What issues and challenges EFL and GE teachers of 3rd experimental primary school have been facing when teaching in a CLIL context?

MM: They have been facing various challenges; perhaps the most important one is that of designing their own teaching materials, as neither the school textbook nor other kind of textbook can satisfy their needs. So, they have to use the prescribed syllabus but they need to design their own materials, scaffold them, support them visually and acoustically, grade them, differentiate them, etc. Another challenge they have probably faced relates to the fact that they are teaching young learners whose English language level cannot be too high (no matter how many hours of EFL instruction they get at school). This means that the material designed needs to be both linguistically and cognitively adjusted to learners' abilities and competences. Overall, the challenge is the fact that they have been pioneers in this field. They were the first ones who implemented CLIL within a Greek state school curriculum and they are the only ones who have been doing it systematically within the same school for so many years.

AD: Have there been any limitations within CLIL that you are aware of?

MM: As all other methods and approaches, CLIL has its own limitations as well. These relate to the lack of CLIL materials and to the limited teacher training available for teachers who wish to become CLIL instructors. Somehow, interest in CLIL took off very fast and teachers did not have the necessary time to acquire the training needed. Additionally, CLIL materials are still scarce and even those available do not suit learners' needs in different countries and educational systems.

AD: What is your experience of assessing CLIL in 3rd Experimental School?

MM: The implementation of CLIL in the 3rd Experimental School has been assessed for the past 6 years. This assessment concerned learners' language development, their performance in the CLIL subjects (e.g. Geography, History, Environmental Studies, etc.), and their affective development. Research into the impact of CLIL on content learning seems to indicate that CLIL learners are, in general, better content learners than non-CLIL learners and they often outperform their non-CLIL peers when tested in the L1. As they need to process and comprehend content in a foreign language, they construct complex concepts and schemata. Such findings may be attributed to CLIL students' greater persistence on tasks assigned, and to their higher tolerance of frustration. As for their motivation and affective reactions, CLIL learners usually start their CLIL lessons with skepticism and feelings of concern, but these are soon overcome when they realize that both language and content comprehension improve and develop quite fast.

EG: Can CLIL be recommended for all types of Greek state schools?

MM: If we refer to both general and vocational high schools, yes, of course it can. Especially in vocational high schools CLIL is probably the best method to teach English as it allows the teaching of the foreign language through the teaching of a subject. Thus, learners who study in those schools and who are less interested in the analysis of the language or in the explicit teaching of its forms, will thrive in CLIL classrooms where they will be led to focus on the

content of the course rather than on the medium of instruction. Of course CLIL cannot be implemented in the same way in all school settings. Depending on the student population and the teachers' choices, some schools may implement the hard version of CLIL, as we call it, while others might implement a softer version of CLIL.

EG: What are the difficulties for students in communicating content which 'surpasses' their foreign language proficiency level?

MM: Whether in a CLIL class or not, students in foreign language classes regularly encounter problems with communicating difficult content. As opposed to an EFL class, however, CLIL classes always provide contextualized instruction and a type of immersion, that is, rich and extensive language input in which learners immerse. Given this, it is much more probable for a CLIL learner, than for a regular EFL learner, to be able to communicate the content s/he wants by paraphrasing and making up for the language s/he doesn't have. Of course one might argue that the content in CLIL instruction is more academic and therefore more cognitively challenging for learners. So, I would suggest that what learners might find difficulty with in a CLIL classroom is not the unknown vocabulary or the grammar rules but rather the academic discourse. However, let me remind you here that the acquisition of academic language is one of the greatest benefits that learners gain from CLIL instruction.

EG: Can CLIL be recommended for all language levels, and age groups? For example, can CLIL approach be employed for pre-schoolers?

MM: CLIL has been tried in all sectors of education (primary, secondary and tertiary) and several studies and research projects in Finland, Germany, Spain, the Netherlands and other countries have reported on the results of this implementation. Overall, it seems that CLIL is mainly implemented in secondary schools in Europe, even though our CLIL experience in Greece derives mainly from the primary education. As for the pre-schoolers, your question gives me the opportunity to break the news about the recent introduction of CLIL to a kindergarten in Thessaloniki. CLIL teaching at pre-school was launched as a pilot project two years ago by the School of English, Aristotle University of Thessaloniki. The preliminary results of that pilot project were quite encouraging and this year we are officially introducing CLIL in a kindergarten in Evosmos which is expected to become part of the 3rd Experimental Primary School of Evosmos.

EG: Does CLIL make EFL in mainstream Greek Education a more realistic and achievable aim?

MM: I should think 'yes'. Because of the rich input provided and the extensive output required, CLIL promotes language acquisition within the instructed context. If mainstream EFL teaching followed the same principles, languages would be more effectively acquired within the school setting. Unfortunately, EFL teachers focus too much on the explicit teaching of the language and miss valuable opportunities to use the foreign language meaningfully and interact purposefully with their learners.

EG: What would you say to CLIL sceptics to make them believe that content and language integrated learning is not just a 'European' trend or fashion in EFL teaching?

MM: CLIL was introduced because of Europe's dissatisfaction with foreign language education at schools. Several things have changed in EFL education during the last 40 years: The advent of Communicative Language Teaching, early foreign language instruction, use of Computer Assisted Language Learning, projects, cross curricular teaching, and many more.

Although all of them were important innovations at that time, their impact on learning results was not impressive. CLIL seems to work because it increases learners' exposure to the language as well as their opportunities for language production; it is a type of bilingual education which seems to suit European educational systems because it does not require curricular changes and extension of the school timetable. We are all experienced learners of English. Some of us are also experienced teachers of English. We all know how long it takes learners to speak the foreign language and use it meaningfully and fluently; some of them never manage to. These have been the results of mainstream EFL education in Greece and of course in other parts of the world. If we continue to teach in the way we were taught or even in the way we have been teaching for so many years, we are just going to produce the same type of learners and similar learning results. I think that the best way to convince someone that CLIL does work is to help them experience it. Teachers who decide to experiment with the method are very soon convinced of its applicability, usefulness and effectiveness. CLIL is not an ideal method of teaching but it has the potential to improve the quality of both foreign language and subject teaching and bring together language educators and content teachers.

EG: What is the future for CLIL development in Greek Educational system?

MM: Being one of the people who took the initiative to introduce CLIL in the Greek primary state education, I should be able perhaps to have a clear(er) picture of what lies ahead. I don't. What I can see is an unpredictable explosion of interest expressed by practitioners from both primary and secondary schools all around Greece. What I cannot see, unfortunately, is a corresponding and much anticipated initiative taken by the Greek educational authorities which seem to be totally absent from these bottom-up reforms. Greece needs an education reform that will build on what has autonomously been achieved to date and give a boost and well coordinated support to all those teachers who are willing to make a difference and change the status quo at schools.

EG: Professor Mattheoudakis, I would like to thank you very much for this interesting interview, and the time we spent speaking.

MM: Thank you Dr Griva and Dr Deligianni. It has been a pleasure to speak with you.

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Innovative Education and CLIL

Καινοτόμος Εκπαίδευση και η μέθοδος CLIL

Piet Van de CRAEN and Jill SURMONT

In this contribution CLIL is considered to be an important driver for educational change. From the mid-nineties onwards CLIL was introduced in Europe as a reaction to poor results regarding language teaching and learning and for promoting the internationalization of education. Some aspects of CLIL are counter-intuitive and lead to resistance towards its implementation. Some of the paradoxes that accompany these reactions are summarized before tackling what we think is the most important aspect of CLIL, namely the learning issue. We argue that both the learning of languages as well as the subject matter is positively influenced because of the particular way in which learning takes place in a CLIL environment. Particular reference is made to implicit learning, and language pedagogical techniques such as scaffolding and translanguaging. In the last part of this contribution some side effects of CLIL implementation are examined, namely school organization and reading and dyslexia.

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Στη συγκεκριμένη εργασία η μέθοδος CLIL θεωρείται μια σημαντική κινητήρια δύναμη για την εκπαιδευτική αλλαγή. Από τα μέσα της δεκαετίας του '90 η μέθοδος CLIL προτάθηκε στην Ευρώπη ως μία 'αντίδραση' στα μη ενθαρρυντικά αποτελέσματα για τη διδασκαλία και την εκμάθηση γλωσσών, αλλά και για την προώθηση της διεθνοποίησης της εκπαίδευσης. Όμως ορισμένες πτυχές της CLIL εγείρουν προβληματισμούς και αντιδράσεις για την εφαρμογή της. Μερικά από τα παράδοξα που συνοδεύουν αυτές τις αντιδράσεις συνοψίζονται πριν από την αντιμετώπιση, αυτού που νομίζουμε ότι είναι η πιο σημαντική πτυχή της CLIL, δηλαδή του ζητήματος της μάθησης. Εμείς υποστηρίζουμε ότι τόσο η εκμάθηση της γλώσσας στόχου, όσο και του γνωστικού αντικείμενου επηρεάζονται θετικά λόγω του ιδιαίτερου τρόπου με τον οποίο επιτελείται η μάθηση στο περιβάλλον της CLIL. Ιδιαίτερη αναφορά γίνεται στην έμμεση μάθηση, και στις παιδαγωγικές τεχνικές του γραμματισμού, όπως στην «σκαλωσιά» και τη «διαγλωσσικότητα». Στο τελευταίο μέρος της εργασίας αυτής εξετάζονται κάποιες συνέπειες από την εφαρμογή της μεθόδου CLIL, όπως η οργάνωση του σχολείου και η ανάγνωση και δυσλεξία.

Keywords: CLIL, multilingual education, implicit learning, cognitive development.

1. Introduction

This contribution aims at showing in what way Content and Language Integrated Learning (CLIL) is innovative not only to language education but to education in general. The focus will be on the learning process itself. The simple fact that a language is learned, at least in the very beginning, in an implicit way, has consequences for the learning process itself. The implicit learning process has a different status from explicit learning and we feel that a substantial amount of success that CLIL has enjoyed in the past decade is due to this. In a first part a summary of some of the arguments against the CLIL approach is given. Second we will focus on CLIL learning and third, some explanations for the success of this way of learning are given. It is further argued that CLIL equals innovative education because of its impact on the learning process itself.

2. The anti CLIL discourse

The introduction of CLIL in European schools since the mid-nineties has been a success story. In general, three reasons can be distinguished for embracing this new approach. First, the conviction in many countries that traditional language education, despite great efforts and energy devoted to it, does not yield good results. The results of the latest European Survey (2012), unfortunately, do confirm this. Second, the idea that education should aim at internationalization and teaching in an additional language is a good answer to this need. This is, for instance, the case for a country like the Netherlands where CLIL developed in such a context (Eurydice 2006). Thirdly, there is the desire by a number of scholars to change learning and teaching of languages and to turn it into a more scientific and integrated approach. CLIL is also the prima candidate to turn to as the foreword of the Eurydice report clearly indicates (Eurydice, 2006).

But implementing CLIL means 'change', and any change in education is difficult. As Machiavelli wrote in *The Prince*: "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things". This applies particularly well to education. No wonder then that CLIL has come under attack.

Bruton (2011, 2013), based in Spain, summarized some of the counter-arguments, although not convincingly, according to us. Van de Craen (2004) and Chohey-Paquet (2008) have also highlighted some negative aspects, which often present themselves in the form of paradoxes. Although they spring from the Belgian context, all of these paradoxes can easily be found in other European countries as well. Van de Craen (2004) distinguishes three paradoxes. (i) While, on the one hand, there exists great admiration and appreciation for – especially young – speakers who speak well and effortlessly foreign languages, there exists, on the other hand, great fear and anxiety if in education subject-matter is introduced in a foreign language. This fear is often grounded in some kind of unwarranted and irrational ideological and historical belief preventing clear and objective thinking and evaluation... (ii) While the results of teaching in a foreign language have invariably shown good results many are still convinced that it is impossible to learn in a language that one does not completely master. For them, learning simply cannot take place... (iii) While there is unrestrained belief

in the merits of scientific research for results related to, for instance, the pharmaceutical industry, research results in the human sciences are often questioned especially if they are not consistent with the idea of the political administration that be. Since many ideas and findings related to CLIL are counter-intuitive and require some kind of openness to internationalization and educational change, it is no wonder that politicians have trouble accepting this approach.

Chohey-Paquet (2008) distinguishes no less than six paradoxes overlapping with some of the above. *The political paradox*. While nobody questions the importance of language knowledge, at the same time there is 'legal rigidity' and "there are political barriers which inhibit concrete progress" (Chohey-Paquet, 2008, p. 2). *The cultural paradox*. Some regions or countries have no language learning tradition: Italy and Wallonia come to mind. For instance, Chohey-Paquet (2008) shows how Walloons think that they simply cannot speak a foreign language... In fact, they are referring to the notorious bad way foreign language teaching took place in Wallonia for decades. *The institutional paradox*: 'we are against it, it will not work and you are going to fall flat on your face' referring to some of the teachers' attitude towards this specific change. *Structural and social paradoxes* expressed in the reactions of some teachers and other adversaries: 'you will not find teachers, they will not be paid and CLIL is only good for elite children'. Needless to say that, in Belgium but also elsewhere, some of the best results were obtained in vocational schools (see Denman et al. 2013). *The organizational paradox*. Schools use the approach for marketing reasons, i.e. in order to attract more pupils, but otherwise it is a gimmick. *The (language) pedagogical paradox*. Pupils cannot develop competencies in a foreign language and teachers will be unwilling to cooperate.

To overcome some of the issues mentioned here, CLIL schools should carefully prepare the introduction of CLIL by bringing together the teachers involved and convince them of the value of the approach. At the same time parents should be involved as well and, of course, local school authorities should support in one way or another the new initiative (see Mehisto, 2007 for an interesting bucket list). It is also advisable that the school creates a CLIL team that closely follows up pupils and teachers alike after the start. Already after a few months results can be observed: pupils of whatever age speaking the target language with confidence and teachers feeling at ease with the approach. Let us now turn to more interesting aspects of the CLIL approach, namely the learning process itself.

3. Learning and CLIL

Over the years, particularly from 2000 onwards, an impressive number of publications have reported on the superior results of the CLIL approach relating not only to language but also to a number of issues (see Huybregtse, 2001; Jäppinen, 2005; Dalton-Puffer & Smit, 2007; Lorenzo et al., 2009; Marsh & Wolff, 2007; Van de Craen et al., 2007a,b,c; Zydatis, 2007; Marsh et al., 2009; Lasagabaster & Ruiz de Zarobe, 2010; Murray, 2010; Dalton-Puffer, 2011; Linares et al., 2012). Of course, the fact that the pupils' language proficiency in CLIL classes is superior to that in non-CLIL classes should not come as a surprise. What does come as a surprise though is the fact that superior results on mathematics are often reported even in those classes where mathematics was not part of the CLIL activities (Van de Craen et al., 2007 a,b,c; Murray, 2010).

The importance of this finding can hardly be overestimated. If it were just language proficiency that was affected, CLIL would be nothing more than another language learning approach, be it a good one. Now that we know that there is more than languages at stake

CLIL becomes a genuine tool for educational innovation. This means that learning itself is affected and that we should pay attention to learning processes in order to evaluate the CLIL approach.

A number of scholars and visionaries alike have launched ideas about what learning should be like in the future in anticipation or response of what is often referred to as the global village (cf. Bruner, 1997; Robinson, 2001; Fullan & Langworthy, 2014). In this respect Delors (1996) distinguishes the following learning aspects or tensions as he calls them. They can also be considered as challenges for education because, even twenty years ago, it was clear that education in the 21st century had to be re-evaluated. (i) The tension between the global and the local, referring to becoming world citizens without losing one’s roots, (ii) the tension between the universal and the individual, i.e. attention to local culture should not dwindle, (iii) the tension between tradition and modernity, i.e. “change without turning one’s back to the past” (Delors, 1996, p.17), (iv) the tension between the short and the long-term, “many problems call for a patient, concerted negotiated strategy of reform [...] precisely [...] where education policies are concerned” (Delors, 1996, p.17), (v) the tension between the need for competition and the concern for equality of opportunity, i.e. attention to human factors, furthermore (vi) the tension between the expansion of knowledge and “the capacity to assimilate it” (Delors, 1996, p.18) and, finally, (vii) the tension between the spiritual and the material or the importance of traditions and convictions versus pluralism.

Delors’ tensions	How CLIL copes with them	Remarks
Global vs. local	The use of local languages in education from a young age onwards does not exclude international languages	Also applicable in areas where many languages are spoken, e.g. Africa
Universal vs. individual	International languages vs. standard European languages	All or most languages are cherished in this way
Tradition vs. modernity	Educational traditions can naturally be preserved in a CLIL environment	Schools/authorities can opt for two local languages first and later on add an international one
Short vs. long term views	Any language in a CLIL environment will yield positive results fro the learner	The advantages of CLIL apply for any language
Competition vs. equality of opportunity	CLIL environments are stimulating and lead to equality of opportunity	Both aspects should not exclude one another
Expansion of knowledge vs. capacity for assimilation	CLIL always kills two bird with one stone	Learning content through a language expands knowledge and enhances learning
Spiritual vs. material	CLIL increases tolerance and openness	CLIL includes many - often implicit - social implications that can be exploited by teachers

Table 1: How CLIL contributes to the tensions of the education of the future

We feel that CLIL environments can answer to these challenges while CLIL “unlocks the door to [an] unpredictable world. It has the potential to facilitate intercultural communication, internationalization, and the mobility of labour, and help people to adapt to various social

environments” (Jäppinen, 2006, p. 22). The following table summarizes the potential contribution of CLIL with respect to the tensions mentioned above (Table 1).

It is clear that the simple activity of learning in a different language from the one you are used to, i.e. an additional language, answers to many challenges that were identified in Delors’ (1996) paper. But there is yet another aspect that explains the power behind the CLIL approach even more convincingly. This is the contribution of implicit learning and its influence on the learning process itself.

Implicit learning was coined by the psychologist Reber in 1967 (see Reber, 1967, 1993) to refer to the unconscious learning of complex stimuli without the learners being aware that they were actually learning. This kind of learning is opposed to explicit learning where conscious learning is acquired and that is mostly associated with a school environment (see Rebuschat 2015 for an overview). Today, consensus exists with respect to the following aspects related to implicit learning. (i) It creates some kind of sense of intuition, i.e. learners are unaware of the acquired knowledge yet they can apply it, (ii) implicit knowledge is more robust in case of neurological disorder and (iii) ‘implicit knowledge might also be retained more easily and longer than explicit knowledge’ (Rebuschat, 2015a, p.xiv). Apart from psychologists also linguists have shown a long-standing interest in implicit and explicit learning and second language acquisition (SLA) (see for instance Hulstijn, 2003, 2015; DeKeyser, 2003; Ellis, 2015; Lamont, 2015). Unfortunately, these scholars have not yet taken to account learning in a CLIL context, which would undoubtedly enlarge their horizon even more.

Language learning in a CLIL classrooms starts out exclusively in an implicit way. The emphasis is on activity, i.e. learning by doing in the target language and hardly any attention is paid to its formal aspects. The pre-primary and primary schools, our team guides, are recommended, until the fifth form of primary school, to entirely focus on content and to disregard formal aspects of the language, such as verb conjugation for instance. From the fifth form a language teacher introduces the target language in a more formal way. As a result, target language learning takes place in an implicit way and gives the learner a considerable advantage over learners in a more traditional environment (Van de Craen et al, 2013) because later on, when more formal aspects of the language are introduced, the learner can use his proficiency and, in this way, find a balance between implicit and explicit knowledge (Lyster, 2007).

This focus on implicit learning can only be realized when the so-called CLIL-pedagogies are used. We distinguish three important aspects of CLIL pedagogies. The first one is the meaningful environment in which previous knowledge is activated. The second one is that content is learned through interaction and that the learner plays an active role in the “discovery” of it. The final aspect is the one where language support is offered through scaffolding.

To create a meaningful environment that builds on previous knowledge, translanguaging is used. Translanguaging is a pedagogic approach in which the entire linguistic knowledge of the learner is seen as one single resource (García & Li Wei, 2014). This moves away from the traditional “one language per classroom” principle, where usage of other languages is not allowed. In a CLIL classroom usage of mother tongues and other known languages is allowed and in some cases even recommended. This will allow learners to bridge gaps in their knowledge and also overcome terminology issues. The idea behind this is that through translanguaging the learner can build on previously acquired knowledge and increase their

insights in both language and content. As mentioned in the introduction on cognitive development, learning means building on previous experiences and knowledge. This is exactly what translanguaging does, namely using previous (language) knowledge to create new knowledge and insights. Usage of translanguaging in the classroom therefore stimulates the natural learning process by keeping the anxiety levels of the pupils as low as possible.

Activating methods are language pedagogical approaches that force learners to participate in the creation of knowledge instead of just listening to what the teacher has to say (Dufresne et al., 1996). By giving the learners an active role in their learning process - instead of just letting them process the given input - they not only have to listen to the target language, but they are also forced to use it. Of course it is important that the teacher supports them, and this is best done through 'scaffolding' and 'translanguaging'.

Scaffolding is a teaching method that requires the teachers to support the learner in bridging the gap between what is already known and mastered and what is yet unknown and not yet mastered. This gap is what Vygotsky (1978) called the "zone of proximal development" (see further). There are three different types of scaffolding namely verbal scaffolding, content scaffolding and learning process scaffolding (Echevarría et al., 2010). The first one means that the (CLIL) teacher adapts his language to the level of the learner in order to ensure that communication can take place. Content scaffolding means that the teacher is constantly using techniques (such as discussions) that assist and support the learner in their understanding of and engagement with the content. Learning process scaffolding are techniques (such as teaching to each other) used by teachers to support learners working processes but also their learning processes (see Massler et al., 2011 for an elaborate discussion on how this is translated itself to the classroom). Research has shown that CLIL classes provide more opportunities for learners to use discourse pragmatic strategies as they often use the foreign language for more diverse functions and for more complex meaning negotiations than their peers in language lessons (Nikula, 2005).

Combining these approaches creates a meaningful learning environment that is not teacher-centred - Freire (1974) calls it "the banking model" - but pupil-centred, where learning is achieved through activating methods, scaffolding and translanguaging. Important to note is that these pedagogies not only influence the acquisition of language, but also the uptake of information. By forcing the learners to actively take part in the learning process, higher order thinking processes are stimulated as well as an increased insight in conceptual and procedural knowledge. In such a way it becomes clear how thinking processes and knowledge construction are related and how the interactive methods of CLIL stimulate both content and language acquisition.

As a result the advantages are not limited to language proficiency. There are also cognitive advantages (see Struys 2013 for an overview). How can these differences between CLIL and non-CLIL pupils be explained? A simple explanation can be found in the intensity with which CLIL learners are confronted in the learning process. As Jäppinen has stated "learning in CLIL environments proved to be initially more demanding than in environments where the mother tongue is the medium of learning" (Jäppinen, 2006, p. 28). This heavier workload, especially in the initial stages of the CLIL approach, leads to better performance later on. This is also why multilinguals show an advantage over monolinguals (Costa et al., 2009) and why multilingual pupils from immersion programmes show cognitive advantages (Bialystok & Barac, 2013).

It is also hard not to make a comparison between what happens in CLIL learning and Vygotsky's idea of zones of proximal development where he discusses potential development under adult guidance or with peers (cf. Vygotsky, 1978). A short description of the idea runs as follows: "what a child can do with assistance today she will be able to do by herself tomorrow" (Vygotsky, 1978, p. 87). This distance between what a child potentially can do and what it already can do, is the zone of proximal development. In CLIL classes, children of all ages easily and rapidly understand what is going on if the instructions are in the target language, i.e. passive knowledge so to speak. It takes a while before they can actually express themselves in the target language and this difference is very similar to Vygotsky's concept.

In summary, we can state that learning in a CLIL context is a different kind of learning than in a traditional (language) class. It is a much more challenging way of learning in an implicit way and, as a result, pupils are much more cognitively stimulated as can be seen from neuroscientific studies. At the same time CLIL is an answer to the desire for educational change that has been around for quite some time. This educational change pertains to the learning process itself and as we will see in the next paragraphs this kind of change has a number of unexpected side effects.

4. Some unexpected side effects of CLIL

There are two kinds of side effects we want to draw attention to. The first has to do with organizational matters and the school and the second has to do with learning processes.

4.1. Side effects of CLIL related to the school organization

Any school that turns itself into a CLIL school faces a number of changes that affect the whole entourage. Although, on the surface, the change itself seems very limited and innocent the change is radical. A number of hours is taught and learned in an additional language and all the protagonists will be affected. Pupils, teachers, the school itself, the curriculum and the parents as well as local, regional or national politics - as the case may be - will have to respond to a new situation.

The school has to prepare itself for some turbulent times. It needs to communicate about CLIL and this often means to eliminate concern especially from parents and teachers alike. As we saw in the beginning of this contribution fear is an important factor: fear that the results will suffer, fear that the child will be incapable of following such a curriculum, fear from all kind of irrational feelings... Some teachers, especially, language teachers might even fear that their job is in jeopardy, other might fear not to be competent to teach in another language. The school has to show strong and capable leadership in order to prepare the transition from a traditional to a CLIL school.

Schools can refer to a number of arguments to back up the decision to introduce CLIL. One of these arguments is internationalization and the importance of being able to speak foreign languages fluently. Other arguments include education innovation and rather poor results in language proficiency in traditional classes. Our experience shows that, in general, once a school has made the decision, it is willing to accept and deal with the consequences engendered by that decision. However, we feel that even more deep side effects should be taken into account as well.

4.2 Side effects of CLIL related to reading and dyslexia

Through the CLIL approach research has been stimulated in a particular way. One of these new paths has been, as we saw, the interest in the learning processes itself. Another point of interest has been the interest in proficiency development, particularly in reading processes. Some years ago we were asked by a French-speaking primary CLIL school about which language to use first for reading: the mother tongue, in this case French or the target language, Dutch. We were aware that in Europe at least two kinds of languages can be distinguished: opaque ones, such as English, French and Portuguese and more transparent ones, such as Spanish, Dutch or Greek (Goswami et al., 1998; Seymour et al., 2003). The difference lies in the transparency of the spelling: in English and French words can often contain many letters but there is no logical connection to the way they should be read and/or pronounced. The letter combination *gh* for example can be pronounced [f] as in *to laugh* or not at all as in *through*, [o] is pronounced [i] in women. This is confusing for beginning readers.

We compared two groups of readers, one learning how to read in the mother tongue, French, the other one learning how to read in the target language, Dutch. The results show that learners who started out in the opaque mother tongue, French, showed less good results than those who started out reading in the transparent target language, Dutch. This unexpected result was also confirmed by a parallel research carried out at the same time with the same combination of languages (see, Lecocq et al., 2009; Vandersmissen, 2010). The same result was obtained with other combinations of languages, French, Basque and Spanish (see Lallier et al., 2016).

Reading in a CLIL context shows to be a technique where ‘to crack the code’ seems more important than the emotional value that the mother tongue might have. Reading can be enhanced by first learning how to read in a transparent language and later on to pass on to a more opaque one, regardless of the mother tongue. There is yet another remarkable observation with respect to reading, this time involving dyslexia, where CLIL can learn us a great deal. Anecdotal observations indicate that in CLIL schools there are fewer pupils with dyslexia than in non-CLIL schools. Of course, this may be because the pupils have been preselected before being allowed to enter a CLIL school. But in Belgium no such selection procedures exist. Yet the number of dyslectic children seems less than average, i.e. - roughly estimated - between 5 and 12% of the population¹.

Could it be that CLIL learning in one way or another has an influence on dyslexia? This is a fascinating hypothesis and one that is rather counter-intuitive as well, since most people believe that dyslectic children should not enroll in a bilingual programme (see Anton, 2004 for a different opinion). The hypothesis put forward here is warranted by two observations backed up by research.

In 2001 Nicolson and his team published a paper describing the case of a dyslectic girl that overcame dyslexia by doing equilibrium exercises on a balance board (see Nicolson et al., 2001). The authors concluded that the stimulation of the cerebellum and the subsequent connections that were made in the brain reinforcing the language zones significantly improved reading and writing performance. Activation of the cerebellum can yield positive results in dyslectic children with developmental motor problems namely with a deficient or ‘slow’ cerebellum. It is unclear whether other forms of dyslexia can profit for this.

¹ Figures from www.eda-info.eu/dyslexia-in-europe

In any case this is an interesting finding. The more so since a study by Matsumura and his team showed that implicit motor learning has a stimulating effect on the cerebellum (Matsumura et al., 2004). As we have seen CLIL offers implicit language learning. This is, of course, affecting the motor area in the brain and, according to Matsumura et al., also the cerebellum. If this is the case implicit learning builds a dam – so to speak - against dyslexia and this might explain why in CLIL schools fewer dyslexic children can be found. This hypothesis awaits confirmation or falsification but it is certainly an intriguing one.

5. Conclusion

CLIL is an answer to the desire for educational change. It is an interactive teaching approach that creates a meaningful environment in which the learner actively has to participate in the creation of knowledge on both content and language. Through language pedagogical techniques, such as scaffolding and translanguaging, both content and language learning are supported maximizing the learning effect. CLIL has also cognitive and neuroscientific implications particularly regarding brain organisation as can be seen, for instance in the study of reading. Because all this we can safely say that CLIL is an important driver towards innovative education.

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CLIL as a Plurilingual Approach or Language of Real Life and Language as Carrier of Culture

Η CLIL ως μια Πολύγλωσση προσέγγιση ή η Γλώσσα της Πραγματικής Ζωής και η Γλώσσα ως Φορέας Πολιτισμού

Áine FURLONG and Mercè BERNAUS

Much of what language educators do is particularly relevant to the 21st century labour market, particularly when CLIL and plurilingualism are considered as an integrated approach in instructional contexts. Ngũgĩ Wa Thiong’o’s analysis of language as the language of real life and language as carrier of culture (1986) provides further insight into a rationale for integrating plurilingualism into CLIL, thereby addressing the unresolved issue of the Culture dimension in CLIL classrooms. Reports on an ECML project ConBaT+ (2008-2011) are presented to support an educational reform based on intercultural understanding as we consider the diversity of the classroom. In essence this languageS-sensitive pedagogy is both a means and an end in achieving pluricultural awareness.



Πολλές από τις μεθόδους που ακολουθούν οι εκπαιδευτικοί της γλώσσας στη διδακτική πράξη σχετίζονται με την αγορά εργασίας του 21ου αιώνα, ιδιαίτερα όταν η μέθοδος CLIL και η πολυγλωσσία θεωρούνται ως μια ολοκληρωμένη προσέγγιση σε διδακτικά περιβάλλοντα. Η ανάλυση του Ngũgĩ Wa Thiong’o για τη γλώσσα ως η γλώσσα της πραγματικής ζωής και η γλώσσα ως φορέας πολιτισμού (1986) σχετίζεται περισσότερο με τη λογική της ενσωμάτωσης της πολυγλωσσίας στη μέθοδο CLIL, ενισχύοντας έτσι την πολιτισμική διάσταση σε τάξεις που ακολουθούν τη μέθοδο CLIL. Στη συγκεκριμένη εργασία, παρουσιάζονται τα έγγραφα του πρότζεκτ ECML έργο ConBaT +(2008-2011) για να υποστηριχθεί μια εκπαιδευτική μεταρρύθμιση που στηρίζεται στη διαπολιτισμική κατανόηση, καθώς λαμβάνουμε υπόψη την ποικιλομορφία της τάξης. Στην ουσία αυτή η παιδαγωγική της ευαισθητοποίησης στη/στις γλώσσα/γλώσσες αποτελεί ταυτόχρονα ένα μέσο και έναν σκοπό για την επίτευξη της πολυπολιτισμικής επίγνωσης.

Keywords: CLIL, plurilingual approach, language use, cross-curricula materials.

1. Language use: CLIL as a plurilingual approach

The context for this paper is the 21st century in a global world, where time and places are marked by new definitions of identity not conceived as one and fixed, but rather as diverse, plural and constantly evolving. This new understanding of identity is brought about by increased diversity in society as well as the complexity of solutions required to solve global challenges. In educational contexts this is reflected by renewed calls for interdisciplinarity, encouraging learners and educationalists *to think across the boundaries* of their disciplines, and to interact with more and more interlocutors from diverse environments, thereby challenging us *to be across socio-cultural boundaries*. Inevitably, many of these cognitive, communicative and attitudinal processes are channeled through language, that is, language use.

The Council of Europe language policy through the Common European Framework of Reference for Languages (CEFR, 2001) places particular emphasis on the notion of language use; specifically, language activities are not conceived in isolation from other human activities but are integrated into a wider social context in order to achieve full meaning and, ultimately, to transform the language learner into a language user. In this perspective, the learner/user is defined as a social agent:

“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences...” (CEFR, 2001, p.9).

The text further defines words such as *competences*, whether *general or language-related* in terms of *action*: ‘competences.... allow a person to perform actions’, ‘communicative language competences.... empower a person to act....’ within a variety of socio-culturally defined contexts and domains including the educational, occupational, public and personal domains (pp.9-10).

The underlying principle of these definitions is that language, when used, is inextricably inherent to human activity, i.e, doing and making things, taking action, in ways that are particular to the sociocultural values, beliefs and behaviours transmitted by the language in use. It is against this background that this paper proposes an initial analysis of language use taking two dimensions into account: *the language of real life* – the language we use to do things – and the *language as carrier of culture* – the particular ways in which we learn to achieve these things (Ngũgĩ Wa Thiong’o, 1986). In addition, language is also used to acquire and create knowledge.

However, another aspect needs to be considered: the notion of spaces in-between. These become manifest when boundaries are crossed, e.g. the boundaries of a discipline and/or socio-cultural boundaries as already mentioned. Bhabha (1994) describes these spaces as follows:

“The ‘in-between’ spaces provide the terrain for elaborating strategies of selfhood –singular and communal – that initiate new signs of identity, and innovative sites of collaboration, and contestation in the act of defining society itself.” (Bhabha 1994, pp.1-2)

On this basis, we ought to seek avenues for language learning and language use in the 21st century that provide ‘innovative sites of collaboration’ to transform the language learner into a language user; consequently the language user –through action - becomes a social agent –through engagement and communication with others. We propose that a plurilingual approach to Content and Language Integrated Learning (CLIL) through cross disciplinary activity and use of languages not only reflects the reality of our times and our classrooms but just as importantly, provides an educational opportunity for children to grow and acquire the attitudes, skills and knowledge, that are required from them. Following an overview of Ngũgĩ Wa Thiong’o’s (1986) analysis of language, parallels will be drawn with more contemporary publications by the British Council; although these parallels may seem ironical - Ngũgĩ Wa Thiong’o’s *Decolonising the Mind* represents his last publication through the medium of English -, these are drawn to emphasise the value placed on the specificity of languages in language use when socio-cultural and economic interests are considered; results of a survey investigating teachers’ and students’ attitudes towards CLIL and plurilingualism will be reported (Bernaus et al. 2012). Moreover, examples of a plurilingual approach to CLIL derived from the work of teachers across Europe who took part in a project entitled ConBaT+ (Bernaus, Furlong, Jonckheere & Kervran, 2011), at the European Centre of Modern Languages will also be presented.

2. The language of real life

This aspect of language is basic to the origin and development of language and here, Ngũgĩ Wa Thiong’o borrows Marx’s terminology, i.e., *the language of real life*. It is the means of communication humans initially created to enable work and production for their own survival; this included ways of acquiring and producing food, shelter, clothing, etc.) to subsequently fuel the creation and control of wealth. In Ngũgĩ Wa Thiong’o’s words: ‘production is co-operation, is communication, is language, is expression of a relation between human beings....’ (1986, p.13).

On this view, speech mirrors *the language of real life* because it is *communication in production*; therefore, production is only made possible when language develops as a shared system of verbal signposts. The spoken word mediates between human beings in the same way as the hand or the tool mediates between human beings and nature. Similarly, through the evolution of human communication, the written word developed its own system reflecting the interaction of men between themselves and between nature. This type of communication echoes the human lived experience of those who share this language and Ngũgĩ Wa Thiong’o argues that when *the language of real life*, i.e. communication in production, combined with speech and written signs reflects the reality of those who use these signs, then there is ‘broad harmony for a child between these three aspects of communication’ (1986, p.14). However, the evolution of a language is also a function of the evolution of the culture that created the language; the culture is the sum of actions, directions and decisions taken in the act of production over time. It is simply how we do things and why we do them in certain ways, in a continual evolution as we progress in the world.

3. Language as carrier of culture

As mentioned above, language in use contains all that we need to help us to produce (something); it also holds all of our experiences acquired in particular contexts and over time. In itself, language holds a way of life with the values that define, for example, people's perceptions of what is right or wrong, acceptable or not acceptable, beautiful or ugly. These values are the building blocks of individuals' identities within particular communities and these values are transmitted through language. It is in this manner that language is also the *carrier of culture*. Ngũgĩ Wa Thiong'o proposes three dimensions to this particular aspect of language. The first aspect is that culture mirrors the communication between human beings in their endeavor to produce and control wealth. One can assume that at the heart of production and control of wealth lies the communication that takes place to establish trust and principles of exchange through engagement. Interestingly and more recently, this type of targeted communication has also been described as *soft power*, a term defined by the British Council in a publication entitled *Influence and Attraction: Culture and the race for soft power in the 21st century*:

"[Soft power is nations'] ability to achieve their international objectives through attraction and co-option rather than coercion – in an effort to promote cultural understanding and avoid cultural misunderstanding.... [Where] cultural relations activities ... move beyond simple cultural 'projection' and towards mutuality, together with increasing innovation and a recognition of the role of cultural actors as agents of social change." (2013, p.3)

Moreover, *soft power* through cultural engagement and as a means to achieve economic and political growth, in the 21st century, now extends beyond the action of governments as the then Secretary of State for Foreign and Commonwealth Affairs, William Hague comments:

"Foreign policy today is no longer the preserve of governments. There is now a mass of connections between individuals, civil society, businesses, pressure groups and charitable organisations which are also part of the relations between nations." (British Council, 2013, p.2).

It is through these relations within and more so now across specific cultures that *language as carrier of culture* shapes culture-mediated images in the human mind and defines the extent to which these images reflect or distort reality; these images shape our conception of nature and nurture and ultimately of ourselves among others. The principal vehicle for the culture-mediated images in our minds is language. This second aspect of language is significant in shaping our worldview. Today, we operate in multicultural settings where the mutuality of these perceptions becomes crucial in our successful interaction with others.

The third aspect of *language as carrier of culture* is its cultural specificity. While the universal qualities of language as a human capacity to order and give meaning to sounds and words are acknowledged, they do not transmit a specific culture. Hence, according to Ngũgĩ Wa Thiong "a specific culture is not transmitted through language in its universality but in its particularity as the language of a specific community with a specific history" (1986, p.15).

In this regard, UNESCO's world report on cultural diversity and intercultural dialogue states:

“Languages mediate our experiences, our intellectual and cultural environments, our modes of encounter with human groups, our value systems, social codes and sense of belonging, both collectively and personally. [...] In this sense, languages are not just a means of communication but represent the very fabric of cultural expressions, the carriers of identity, values and worldviews.” (2009, p.12)

Engaging with the cultural specificity of the language (its sounds, its grammar, its words, its style) is not only seen as an embodiment of the culture that produces and uses this language but also becomes the gateway to the establishment of trust between people. The British Council’s aptly named *Trust Pays* report shows that the strongest predictor of trust in the UK on the part of interviewees from 10 different countries is their ability to speak English. Two additional factors are also mentioned: the ability to make friends in or from the UK and personal visits to the UK (2012, p.16). Trust in this context is seen as key to economic and business benefits (2012, p.16). In this light, although not mentioned in this report, the school setting represents the ideal and obvious terrain for the development relationships and trust, through language use, that is *languageS of real life* and *languageS as carrier of culture*, in their specificity.

To sum up, so far we have seen that two dimensions characterise language: (1) the *language of real life* associated with human activity to create and produce; (2) language use as *carrier of culture* guiding the direction of this human activity, which in turn helps to shape socio-cultural values, ultimately becoming a composite of the identity of the language user. However, when the *language of real life* does not connect with *language as carrier of culture*, the context for language use becomes somewhat dysfunctional. As we consider Irish, a recent report on the usage of Irish in the Gaeltacht suggests that ‘the Irish language has contracted as a community language in the Gaeltacht, especially in the strongest Gaeltacht areas’ (2015). Moreover, the report predicts that Irish, as a community language, will not be used as the primary medium of communication by the next decade. The report also notes that Irish will be confined to school settings and academia. This is confirmed by a recent Economic and Social Research Institute publication (August 2015) showing that the Irish medium sector in education is consistently growing in the Republic of Ireland (p.24) and in Northern Ireland (p.39).

Without underestimating the challenges facing Irish usage in the wider community, school settings are also places of communities at work, carrying particular value systems (see also Darmody & Daly, 2015). In other words, both the *language of real life* and *language as carrier of culture* are used and define these particular environments; hence, there is no reason why languages in their specificity, combined with their communicative and value-making attributes cannot be used to enhance communication in production to carry out the work of a multi-faceted learning community. In this regard, much has been done to address this question through Content and Language Integrated Learning (CLIL) as well as Plurilingualism. The combination of the two approaches advocates the learning of school subjects through languages other than the dominant language of the school or even of the wider community. In other words, by using spaces in-between created as a result of the segregation of academic subjects, e.g. science - Irish or Geography - French, new and innovative learning/working contexts emerge: thinking and being across boundaries become tangible and relevant as the gap between the *language of real life* and *language as carrier of culture* is meaningfully bridged.

Such an approach also addresses the question of the integration of Culture in a CLIL class; many CLIL advocates do not perceive an automatic place for culture in CLIL and this in spite

of Culture being acknowledged as one of the pillars of a successful CLIL experience; Dalton-Puffer (2009, p.211) proposes that “a learning space for intercultural competence is not automatically present in CLIL classrooms”, Coyle (2009, p.122) describes the potential of CLIL to add value to intercultural learning and Ball and Lindsay (2010) state that CLIL is not the purveyor of culture (October 2010, Factworld forum). However, as explained above, language as communication and as culture are products of each other, therefore, communication creates culture and culture becomes a means of communication (Ngũgĩ Wa Thiong’o, 1986, p.15). In this light, any subject may introduce not just a bilingual but a plurilingual aspect to the content.

4. A European plurilingual CLIL project

In concrete terms, learning and teaching applications of plurilingual CLIL have been developed principally in European contexts through the work of several projects, sponsored by the European Centre of Modern Languages, such as Language Educator Awareness (LEA 2004-2007) and Content Based Teaching and Plurilingualism (ConBaT+ 2008-2011).

The overarching aims of these projects were:

- To create materials for language teacher training, aiming to build up language and cultural awareness;
- To raise awareness of diversity as a key element of society;
- To develop positive attitudes among language teachers & trainees towards all other languages as well as their speakers;
- To enrich language teacher education with the potential to exploit linguistic and cultural diversity at individual and social levels;
- To facilitate curricular changes aimed at incorporating plurilingual and pluricultural awareness into language classes.

More specifically, plurilingual *competence* among teachers and their pupils was targeted. The teaching materials considered all language skills so as to enable learners and teachers to access content as well as use language/s in a meaningful way. Language learning strategies were activated and included reading strategies, writing strategies, speaking strategies and listening strategies. This plurilingual approach offers additional cognitive challenges to those normally associated with content alone while learners are encouraged to become autonomous and inquisitive.

Teachers were also empowered to create *quality* cross-curricular materials in English, French, and Spanish, as an L2, for primary and secondary school learners. These materials allow pupils to experience the language differently as well as view the content from a different perspective. Moreover, the student grows from being a *language learner* to becoming a *language user* which makes learning the content and the language much more attractive and motivating.

The *languages* and *cultures* present in the classroom were integrated into a number of subjects because the linguistic and cultural diversity that exists in our classrooms can no longer be ignored by educational practitioners. Therefore, the impact of teachers providing opportunities for this diversity to be heard by all cannot be overestimated; in this context, the materials of ConBaT+ provide teachers with the opportunity to use other languages and empower the practitioner to introduce and use the languages of the class. When learners’ linguistic repertoires are encouraged in the classroom, the linguistic and cultural experiences

of each and everyone emerge naturally. In this light, plurilingualism is a useful instrument for the initiation of intercultural dialogue and the development of language learning strategies. Finally, plurilingualism creates a forum for the languages of the class that, so often, remain unheard and unknown by the school community.

In ConBaT+, teachers were also motivated to *impact* on a reform of language learning and teaching. Ólöf Ólafsdóttir (2011), states that:

“to impact on a reform every teacher needs to have the transversal knowledge, skills and attitudes that enable him or her to become a “facilitator” or a “guide” who can steer the learning process of his or her students. Teachers need to encourage learners’ independence, their creativity, self-reliance and self-criticism, help them to learn to debate and negotiate and to take part in decision-making processes. For education is not only about knowing, it is also about knowing how to be and knowing what to do. Our education systems continue to reproduce patterns in education that focus mostly on the transmission of knowledge and preparation for employment, forgetting that the aims of education are also preparation for life as active citizens, personal development and the maintenance, in a lifelong perspective, of a broad and advanced knowledge base.” (p. 7-8).

Those recommendations should be taken into consideration by teachers, administrators and educational authorities in order to impact on a real reform of language learning and teaching.

4.1 Survey Results

As part of the CONBAT+ project, a survey was developed to study teachers’ and students’ attitudes toward content-based teaching and plurilingualism. The survey has 32 items and was administered in 12 countries (Armenia, Belgium, Bulgaria, Czech Republic, France, Finland, Greece, Netherlands, Poland, Romania, Spain, and Sweden). The data were gathered from 74 teachers and 558 students.

The pilot survey shows that three factors underlie the items in the questionnaire: Attitudes toward CONBAT+, Acceptance of its approach, and Satisfaction with the schools where the program materials were developed. Both students and teachers expressed positive attitudes, acceptance and satisfaction. There was a slight tendency for boys to be less positive than girls and teachers might wish to consider the differences between boys’ and girls’ reactions to the program materials. If there is an overall conclusion emerging from the data analysis, it is that attitudes toward content-based and plurilingual approaches to learning are positive, among both students and teachers. Therefore, we believe that students and teachers will be receptive to the CONBAT+ materials.

5. Plurilingual cross-curricular materials

Several applications of the development of plurilingual competence, in the form of quality cross-curricular materials in order to impact on educational reform of language learning and teaching can be found below. The tasks proposed represent the three main education sectors and were developed by teachers and project coordinators in the ConBaT+ initiative:

The first example comes from the primary education sector and focuses on language awareness and the origin of the following words in a Geography class:

Look for the meaning of these words in a dictionary and try to guess the language they are borrowed from:

- avalanche:
- canyon:
- fjord:
- geyser:
- golf:
- iceberg:
- jungle:
- tundra:

(from *Motion in the Ocean* by Martine Kervran)

Another example, this time from post-primary level, combines Mathematics, Music and Languages where students are invited to mention languages they speak and/or know as well as become aware of imported words in the world of music and maths.

Allegro, π , mezzo forte, β , Lied

Can you think of languages and cultures that are important in the world of music? And in the world of maths?

In some of the expert cards some languages and cultures are mentioned. In teams, take one of the languages you consider important in the world of music, and make a new expert card which contains new relations between music and/or maths and the new language you have chosen.

What about your mother tongue? And what about other languages you may know?

Taking everything you have learnt in this first and second part of the project, think of how many of these new music and maths concepts you can say in the languages you know. Make a word cloud like the one in activity 1. You can use the online tool Wordle (www.wordle.com).

(from "A symphony of fractions" by Oriol Pallares and Carlota Petit in <http://combat.ecml.at>)

The plurilingual text below is used at university level in a French and Marketing class; the traditional blanks in the text are replaced by the languages of the class, here, English and Irish; on other occasions, the languages of the class included Arabic and this was represented in the text. The outcome of this particular task makes the work interesting and integrates the speakers of these languages in the learning community; to create this activity, teachers simply use the human resources of their class:

Transformez ce texte trilingue en texte monolingue

The practice du coût-plus-marge est-elle **loighciúil**? En général, non. Une approche qui ne **considers** ni de la demande ni de **value-based pricing**, ni de **competitors** dans la fixation des **luachanna** a peu de chances de conduire au profit maximal, qu'il soit à court ou à long terme. Cette approche perd son sens si les **díolteanna** ne correspondent pas aux anticipations.

**la valeur perçue tient compte
la concurrence la pratique
logique prix ventes**

6. Conclusion

This paper proposed that language use implies not only *language to communicate* for the production of particular outcomes but that inherent to such activities, lies *language as carrier of culture*; one is the product of the other (Ngũgĩ Wa Thiong'o, 1986); moreover, while the world is becoming 'an arena of exchange and mutual learning' for mutual benefit (British Council 2013, p.35), so are our classrooms. By experiencing the languages of peers within particular CLIL tasks, or by raising awareness of languages, we are in effect actively acknowledging the dynamic cultural composites constitutive of the class identity and applying the concept of mutuality. A CLIL experience is about learning and producing but language use is also about the development of positive attitudes to the speakers of other languages. In this regard, the ConBaT+ project and associated survey results demonstrated that CLIL can be approached from a plurilingual and pluricultural perspective. If many of us language specialists share Vygotsky's analysis of thought and word, then we must also recognize that the specificity of a word alone contains the consciousness of its speakers: 'A word relates to consciousness as a living cell to a whole organism, as an atom relates to the universe. A word is a microcosm of human consciousness' (1986, p.256). It is this consciousness, through words, that we as educators must aim to raise among our peers and learners.

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CLIL Teachers and their Language

Οι εκπαιδευτικοί της CLIL και η γλώσσα τους

Mary SPRATT

Relatively little focus has been given to the language needed by CLIL teachers, of whatever first language background, to fulfil their roles in the classroom. This paper attempts to summarise research on various aspects of CLIL teacher language covering what the research says about what CLIL teachers may need to use language for, registers, the discourse characteristics of CLIL teacher language and the demands placed on this language by recommended CLIL classroom practices. Finally it focusses on the CLIL teacher and TLA (teacher language awareness) and then ties all this research into CLIL teacher competences. This summary of research on CLIL teacher language provides a platform through which the article then goes on to propose an initial specification of 'English for CLILing' and make recommendations for CLIL teacher language training as part of professional development.

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Σχετικά μικρή έμφαση έχει δοθεί στη γλώσσα που απαιτείται από τους εκπαιδευτικούς, οι οποίοι εφαρμόζουν τη μέθοδο CLIL, ανεξαρτήτως της πρώτης γλώσσας, για να εκπληρώσουν το ρόλο τους μέσα στην τάξη. Η παρούσα εργασία επιχειρεί να συνοψίσει ερευνητικές δραστηριότητες σε διάφορες πτυχές της γλώσσας των εκπαιδευτικών καλύπτοντας οπτικές για το πώς χρησιμοποιούν οι εκπαιδευτικοί τη γλώσσα, τα χαρακτηριστικά του λόγου του εκπαιδευτικού και τις απαιτήσεις που τίθενται σε αυτή τη γλώσσα από τις πρακτικές στην τάξη όπου εφαρμόζεται η μέθοδος CLIL. Τέλος, η εργασία εστιάζει στον εκπαιδευτικό της CLIL καθώς και στη γλωσσική επίγνωση των εκπαιδευτικών, και συνδέει όλα αυτά με τις δεξιότητες του εκπαιδευτικού στο συγκεκριμένο διδακτικό πλαίσιο. Η σύνοψη ερευνών που σχετίζονται με τη γλώσσα του εκπαιδευτικού που εφαρμόζει τη μέθοδο CLIL παρέχει μια πλατφόρμα μέσω της οποίας το άρθρο επιχειρεί μια αρχική εννοιολογική αποσαφήνιση της «αγγλικής γλώσσας για CLILing» και προχωράει σε προτάσεις για την επιμόρφωση των εκπαιδευτικών που εφαρμόζουν την CLIL ως συνιστώσα της επαγγελματικής τους ανάπτυξης.

Key words: CLIL teacher language, language use, discourse, classroom practices, CLIL teacher competences, English for CLILing, professional development.

1. Introduction

Much has been researched and written about different aspects of CLIL e.g. the rationale for CLIL, CLIL content, CLIL classroom practices and the evaluation of CLIL learning outcomes for subject content and language, but there is little unique focus on teachers' use of language for and in the CLIL classroom. Yet language is one of the means through which CLIL is delivered and through which CLIL learners learn both the language and the subject content of their CLIL lessons. As such it is pivotal to the success of CLIL initiatives.

This paper will attempt to piece together what has been written about teacher language in CLIL and then draw on this to outline the beginnings of a needs analysis of CLIL teacher language. This will lead on to a brief discussion of some possible implications of the needs analysis for teacher development that would enable the CLIL teacher to operate more effectively and confidently in their classroom.

To avoid misunderstanding, however, it is useful to start with a statement of the definition of CLIL that this paper will work with. It makes use of Marsh's well-known definition: 'A foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role' (Marsh, 2002). This definition highlights that CLIL has a dual focus: content and language. CLIL is more than learning subject content through a foreign language (immersion) or learning a foreign language through subject content (some versions of EFL). It is firmly in the middle of this spectrum (see Fig. 1).

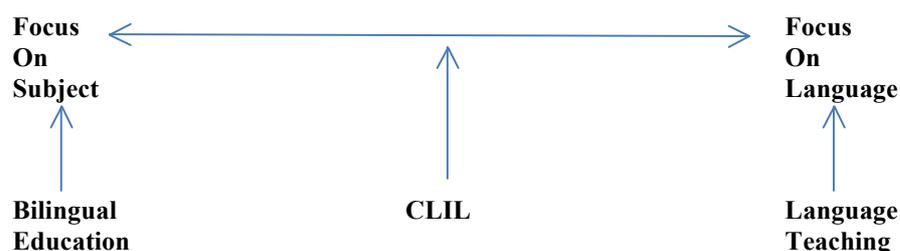


Figure 1: The focus of CLIL

This paper also only reports on studies of CLIL initiatives involving English as the medium of instruction.

2. Language use and language registers in the CLIL Framework

When we review what has been said about CLIL teacher language, we see it has focused on two themes in particular: what the language is used for and the registers of language that CLIL works with. We will look at both of these.

Coyle (2006) has proposed that in the CLIL classroom three kinds of language use help to construct knowledge: language of learning, language for learning and language through learning. The language of learning refers to 'language needed for learners to access basic concepts relating to the subject theme or topic' (Coyle, et al., 2010, p.37). This language is made up of subject specific vocabulary (e.g. for geography: stream, confluence, tributary, to meander), including fixed expressions (e.g. for social sciences: as shown in the graph, as can be seen, a steep rise, gradually decrease) and subject typical grammar (e.g. use of the passive in descriptions of scientific processes, use of the past tense

in historical descriptions, use of past modal verbs in interpretation of evidence in history and social sciences). It also covers 'register' and genre. While the above quote from Coyle appears to focus on the learner, it is of course the teacher who will be engaged, with or without the help of aids such as input texts, videos, computer resources, in delivering or mediating that language to learners.

Language for learning is the enabling language of the classroom that allows the teacher to conduct classroom and learning management e.g. scaffolding learning, setting up pair and group work, encouraging etc. For learners it is the language which allows them to develop and work with learning skills such as 'cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorising and so on' (Coyle, 2006). While the teacher may not need to use this learner language themselves they may well need to provide it to the learners to enable them to use it.

Finally, language through learning is defined as language 'to support and advance (learners') thinking processes whilst acquiring new knowledge, as well as to progress their language learning' (Coyle, et al., 2010, p.38). As learners struggle to express their understanding of their new learning, and, with this, new meanings, they will require their own particular expression of language through which to do this. They will, often as not, need the teacher's support to express these new meanings, hence the teacher must be able to supply that support be it linguistic or cognitive or both.

Llinares, Morton and Whittaker (2012) also identify three roles for language in CLIL (see Table 1).

SUBJECT LITERACIES		CLASSROOM INTERACTION		LANGUAGE DEVELOPMENT
GENRE	A S S E S S	Instructional and Regulative registers (focus)	A S S E S M E N T	Expressing ideational meanings (key concepts and understandings)
		Communication systems (approach)		Expressing interpersonal meanings (social relationships, attitudes)
REGISTER		Interaction patterns and Scaffolding (action)		Expressing textual meanings (moving from more spoken to Written forms of language)

*Table 1: A three-part framework for understanding the roles of language
(Llinares, Morton & Whittaker, 2012, p.15)*

The authors developed this framework by combining views about language from systemic functional linguistics, Vygotsky's view of language as the essential mediating tool in our cognitive development (Llinares, et al., 2012) and a social perspective on second language development.

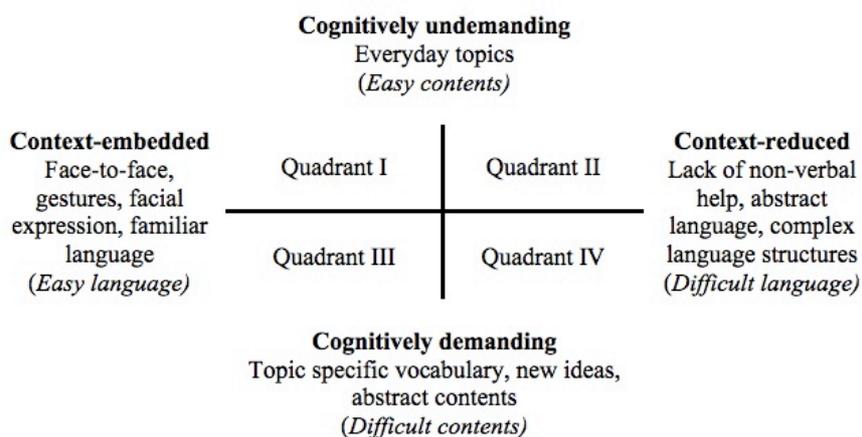
In the framework, genres refer to the text types that are typical of a subject area (e.g. in history: chronicling, reporting, explaining, arguing (Dalton Puffer, 2007); in business studies: reports, journal papers, case studies; in science: reports, procedures and explanations) and register refers to the grammar and vocabulary typical of a subject. We can see that this category has much in common with Coyle's language of learning (Coyle, 2006). LLinares et al. (2012, p.16) say 'CLIL teachers can identify these genre and register features in the materials and activities they use, and highlight them

for their learners'. Genres and register are the text types and language through which content knowledge is expressed.

Under the heading Classroom Interaction the authors talk of instructional and regulative register, the former referring to the language used to talk about key concepts and ideas related to the subject being studied (Llinares, et al., 2012), while regulative register refers to the language used to manage and organise the social world of the classroom, similar to Coyle's language for learning (Coyle, 2006). In instructional language the authors draw our attention to a very useful distinction made by Bernstein (Llinares, et al., 2012, p.39), between vertical and horizontal language. Vertical language reflects the hierarchical knowledge structures of a subject area (e.g. description of cause and effect within a chronological narrative structure), whereas horizontal language refers to everyday language used to talk about everyday life and experiences. As a teacher delivers information about a subject they may well wish and need to move between these registers, maybe using a horizontal register to elicit students' knowledge and experience of a topic at a warm up stage of a lesson, then using a vertical register to identify participants, processes, circumstances, and causal, and other logical links between them (Linares, et al., 2012), then maybe reverting to horizontal register to give or elicit examples from everyday life of the concepts under discussion. Again, these registers will be used not only by teachers but also by learners, with teachers playing a very helpful role in advancing CLIL's dual aims if they enable learners' learning of this kind of language. Use of the two registers facilitates the dialogic inquiry advocated by Wells (1999) i.e. dialogue between teachers and learners to construct knowledge.

2.1 CLIL classroom discourse

We can analyse a teacher's classroom language from the perspective of the uses it needs to be put to, as above, and also from that of the type of language characteristics that it makes use of. Cummins and others have proposed that in order to aid students' learning of both content and language through the development of both higher and lower order thinking skills (HOTS and LOTS), the teacher in the classroom should tailor their lesson content and development round the Cummins (1984) quadrant, as given below:



(Cummins, 1984; modified format, <https://juanwashere.wordpress.com/page/3>)

Cummins maintained that there are two causes of ease and difficulty in expressing or understanding topics in the classroom: the amount of cognitive demand they create and the complexity of the

language through which they are expressed. Easier language is made easy partly by being supported by the clues (e.g. gestures, surroundings, facial expressions) provided by the context in which it is produced. More difficult language is made difficult partly by the fact that it is not contextually supported, and is also expressed in language which is structurally complex. Cummins (1979) also maintains that these variables mean that language can be used to express low level thinking skills in easy language. Conversely it can also express high level thinking skills in difficult language, or difficult concepts can be expressed through easy language or vice versa.

The CLIL teacher is encouraged to make use of all these quadrants to scaffold the learning of language, subject or thinking skills, to cater for different levels of learner and to aid the acquisition of the more abstract language through which subject matter and higher order thinking skills (HOTS) are often expressed, especially in various written genres. As can be seen, moving between these quadrants is likely to require the teacher (and learners) to operate with and in both formal and informal registers of language, involving the use of BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive academic language proficiency) i.e. in the CLIL classroom it is not sufficient for participants just to be able to use the day to day language needed to interact socially (BICS) , but they also need the language for formal academic learning that covers not just subject specific language, but also the comprehension and expression of higher level thinking skills such as comparing, analysing, evaluating, hypothesising, inferring, synthesizing, as in Quadrant IV above (CALP). These are skills and language which the learner will need for academic activities such as listening to a lecture, reading an academic textbook, presenting a paper or writing an essay.

In a CLIL class the teacher will need to teach the thinking and language skills involved in such tasks. Research (e.g. Collier, 1989; Thomas & Collier, 1997) has found that whereas BICS can be learnt within a few years in the school context, it may take five to seven years for learners to master an appropriate level of CALP, though other research suggests that in a CLIL context, in which exposure to the target language outside the classroom may be very limited or non-existent, the opportunities for encountering and using BICS may therefore be similarly limited (Dalton-Puffer, 2007) and insufficient for it to be acquired automatically (Varkuti, 2010). This suggests that the CLIL teacher may in some contexts need to help learners to learn both BICS and CALP. There are clear similarities between Cummins' CALP and Bernstein's 'vertical register' (discussed above), and similarly between BICS and Bernstein's 'horizontal register'. (Cummins, 1979; Bernstein 1999 in Llinares, et al., 2012, p.39).

In the CLIL literature we also find reference to the discourse of the CLIL classroom. Unlike in the above research, the literature on classroom discourse bases itself on studies of what talk actually occurs in the CLIL classroom, as mentioned by Nikula, et al.(2012). While the studies in these areas do not usually focus uniquely on teacher discourse, certain features of CLIL teacher discourse nevertheless emerge. Before identifying these, it needs to be stressed that the practice of CLIL varies considerably from classroom to classroom, and country to country, and it is difficult to talk of a typical CLIL classroom and therefore of typical CLIL classroom discourse. Most of the studies report on teacher-led classrooms and on whole-class interaction in secondary schools throughout a range of countries in Europe. Features of teacher discourse such as the following receive attention in the studies: negotiation of meaning; dealing with errors and providing feedback, particularly through the use of recasts; teacher use of different types of questions, particularly open and referential questions; teacher-led whole class discussions; the teacher's central role as input giver; the teacher's role as provider of comprehensible input; the teacher's modification of input so as to make it comprehensible; the teacher's use of explicit discourse markers to structure lectures particularly in university settings. The studies also suggest that these features are generally more prominent in CLIL classrooms than they would be in the average EFL classroom. The authors conclude:

“Overall, discourse analytic and pragmatic studies suggest that teaching content matter through a foreign language has the potential for rendering classroom discourse qualitatively different from contexts where language is the object of scrutiny. The biggest differences relate to students’ increased opportunities to be active participants in interaction and to use the target language for contextually relevant meaning making. However, these differences also relate to pedagogical practices: gains are less obvious if teacher-centered methods prevail.” (Nikula, et al., 2012, p.86).

Another study of CLIL classroom discourse of particular relevance and interest to this paper is in Nikula (2010). This reports on a study of the classroom discourse of one Finnish teacher with a good command of English (Nikula, 2007), teaching one class biology in English and another class biology in Finnish. Differences are noted in the teacher’s discourse between the two classes. These are that when teaching in his mother-tongue, Finnish, the teacher engaged in more monologic and less interactional language whereas in the CLIL class where he was speaking in English his discourse tended to be more dialogic and interactional. The researcher hypothesizes that this may be due to the fact that the teacher does not command the formal register of English sufficiently to allow for his extended use of it for monologues, and/or that in the CLIL classroom where the teacher and students are working collaboratively to find their feet, there may be less place for the teacher to adopt an authoritarian role. Yet we have seen above that in CLIL the teacher may well need on the occasion to make use of vertical language and CALP. The study also finds that in the CLIL class the teacher makes less use of nuanced interpersonal strategies for classroom management and attributes this to the teacher’s lack of language ability in this register. Although these findings cannot be generalised, as they are a case study of one teacher in one classroom context, they suggest a methodology for further studies of CLIL teacher language and potential areas on which teacher language might impact.

2.2 Language and CLIL classroom practices

These findings from discourse analysis provide us with some clues as to the kinds of pedagogic interventions a CLIL teacher needs to use language for themselves, and also indicate areas where CLIL learners may need support for their language comprehension and use. We are arriving at a picture of what the CLIL teacher may need to use their language for. Absent from this picture so far, however, is a detailed focus on CLIL methodology and the demands it may place on teacher language. This goes beyond Coyle’s ‘language for learning’ as it is linked to specific recommended CLIL classroom practices. While it is generally accepted that there is no one fixed CLIL methodology, certain principles are constantly promoted for CLIL classroom practices as they enable the achievement of CLIL’s dual aims. We find that CLIL teaching practices are frequently placed within the context of the teaching of the 4 C’s (Content, Communication, Culture/Community, Cognition) as these underlie and enable the dual aims of CLIL. Coyle illustrates the 4C’s as shown in Figure 2.

We see that while there is a focus on the 4C’s in CLIL teaching, it is nevertheless Content that drives and decides on the content of the other C’s, i.e. what from the other C’s will be selected and focussed on to enable and extend the teaching of content. At the same time the 4Cs will be constantly integrated so the teaching/ learning of one supports the teaching/learning of the others. Words and phrases which often occur in discussion of recommended CLIL classroom practices and how to promote the 4C’s are:

- Exposure and acquisition;
- Scaffolded learning;
- Interactive, co-operative, dialogic, and exploratory teaching;
- Focus on form.

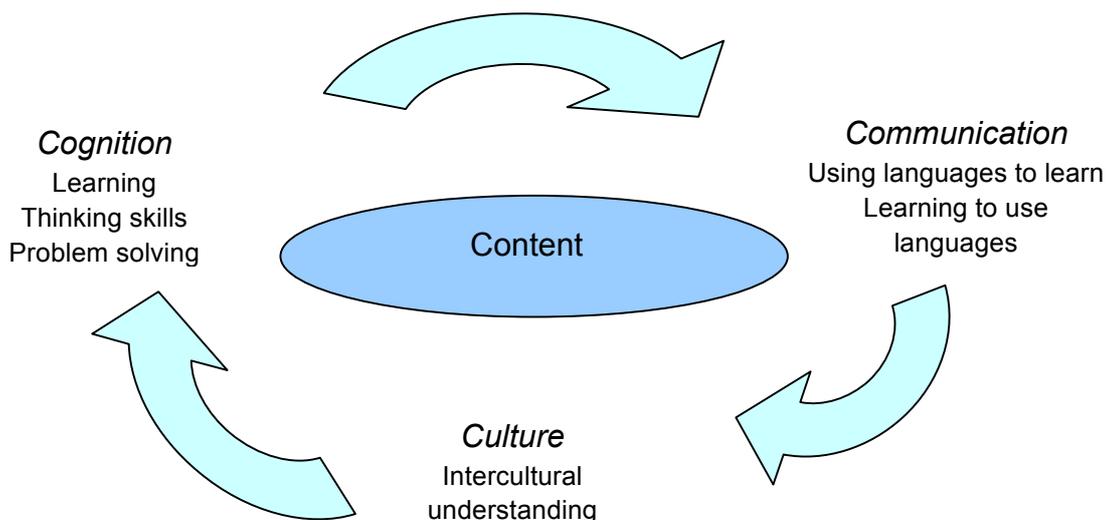


Figure 2: Coyle's 4C's model.

Exposure to language is thought to be essential in CLIL as it is through this that learners will acquire the target language. As we have seen, this language may well vary in register (BICS/CALP, instructional/ regulative). It may also be spoken or written and produced by the teacher or delivered through aids such as reading passages or videos. Teachers will provide this input when, for example, they explain something to learners, describe visuals or processes, give their opinion in a whole class discussion, provide feedback to a learner/ learners, organise project or group work, engage in oral whole class exploration of a new concept, etc. However, experts in language acquisition such as Krashen, Lightbown, Ellis have long maintained that in order to learn from and through exposure to language, learners need to be exposed not just to any language but to what they term 'comprehensible input', a term elaborated by Krashen (1982), which refers to language which is just above the learners' current level of competence. They have also maintained that language can be learnt, and, indeed is mainly learnt, through acquisition rather than learning i.e. by being exposed to it rather than focussing on it. In CLIL, exposure is obviously required to enable language learning, but it is also required to communicate about subject content and to enable the teaching of the other C's (culture/community, cognitive skills). This means a teacher will need to be able to gauge whether the language they themselves are using seems to be at the right comprehensible level for students, and if not, be able to modify it. They will similarly need to gauge the language of any materials or aids they use, and modify the language in them if it is at the wrong level. There is a very nice quote from Swan (1994) that captures the essence of providing comprehensible input in the classroom:

"Good teaching involves a most mysterious feat – sitting, so to speak, on one's listener's shoulder, monitoring what one is saying with the listener's ears, and using this feedback to shape and adapt one's words from moment to moment so that the thread of communication never breaks. This is art, not science....." (Swan, 1994 in Andrews 2012, p.4)

Scaffolding is another mainstay of the CLIL classroom-whether it is scaffolding of content or scaffolding of communication. Scaffolding involves providing temporary support to the learner in order to make specific learning goals more attainable. It may consist of techniques such as breaking

tasks up into smaller tasks and sequencing the subtasks appropriately, providing learners with visual organisers to enable them to see the route that a line of argument or topic development follows, giving learners a (bilingual) glossary of key terms, providing a model text (spoken or written), providing learners with language frames to support writing or speaking activities, providing emerging language to learners as they, for example, answer questions or take part in discussions, demonstrating an activity prior to asking students to do something, doing a warm up to engage learners' schemata, providing feed-back before moving on to the next stage etc. Scaffolding is said to be particularly necessary in CLIL because of the dual demands, cognitive and linguistic, that CLIL places on the learner. Scaffolding makes demands on teachers' language in a variety of ways. In the activities above, for instance, teachers may need to be able to supply emerging language/language through learning, recognise a discourse structure (e.g. cause-effect, cycle, ordering of a process, event sequence in a narrative) in order to provide a suitable visual organiser, gauge the difficulty level (linguistic and/or cognitive) of tasks in order to sequence their use, swap between regulative or instructional registers in a warm up etc.

CLIL teachers are also encouraged to make their teaching 'Interactive, co-operative, dialogic, and exploratory'. Interaction can be between teachers and learners, or between learner(s) and learner(s). It is believed that it is through cooperation in the verbal exploration and social construction of ideas that learning fully takes place. Coyle, et al. (2010, p.35) say: According to Freire:

'without dialogue there is no communication and without communication there can be no true education' (1972, p.35). This puts classroom communication- interaction between peers and teachers- at the core of learning. There is also growing recognition that 'dialogic' forms of pedagogy-that is, where learners are encouraged to articulate their learning—are potent tools for securing learner engagement, learning and understanding. Focussing teaching and learning on quality discourse between learners, and between learners and teachers—where learners have different opportunities to discuss their own learning with others as it progresses, where feedback is integrated into classroom discourse and where learners are encouraged to ask as well as answer questions—promotes meaningful interaction fundamental to any learning scenario. This is what Wells (1999) terms 'dialogic learning' (Coyle, et al., 2010, p.35).

So, in dialogic teaching the teacher is prompted to use language interactively with learners, so as to encourage cooperation between learners, to encourage the joint exploration of new concepts to allow for the co-construction of knowledge and multiple associations with it, to provide feedback and to respond to students' questions as well as ask their own. Mortimer and Scott (2003) focus on four kinds of classroom talk: interactive/ non interactive and dialogic/ authoritarian. In dialogic talk, students are encouraged to contribute their own ideas and understandings, whereas in authoritarian talk only the teacher's or official view is recognised (Llinares, Morton & Whittaker, 2012). We can see that when a teacher is giving the facts of a subject they might want to use an authoritarian mode, whereas a dialogic mode would lend itself more to exploration and interpretation of those facts.

The fourth set of words often used in relation to CLIL teaching is a focus on form, by which is meant a deliberate focus by the teacher on language forms which are key to and within particular interactions, registers or genres in use/focus at that moment in the classroom, drawing learners' attention to how something is said while remaining within the context of communication. This is not to suggest that activities might involve a deliberate and separate focus on different grammar points – these would break the flow of communication and exchange of meaning- but rather, for example, providing learners with a range of exponents of the function of agreeing to enable group work, giving them a handout with a list of ways of expressing cause and effect to aid them with writing a report, providing on the spot correction of pronunciation of key lexis or of use of key grammar or

lexis after a learner has used this language inaccurately. In other words, a focus on form involves integrating into the lesson flow a brief focus on key language required for a specific activity. This is different from the procedures and focus of much language teaching. There has been great debate amongst CLIL experts and practitioners about how much CLIL teachers should focus on form, with some maintaining that there is no place in the CLIL class for such a focus, and that exposing learners to language is sufficient for them to learn it. Many recent studies, however, suggest that this is not the case. Learners, in immersion or CLIL settings, whose learning of the language has been limited to exposure have regularly been found to fall short of the desired level of proficiency, particularly on the level of grammatical accuracy. (e.g. Lyster & Mori, 2006; Lightbown, 2014). There have also been findings from language acquisition studies suggesting strongly that before something can be learnt it needs to be noticed (Schmidt, 1990). The teacher can help learners to notice key language features by employing ways of making them more salient. These techniques have been reported to have resulted in greater accuracy (Vazquez, 2010).

3. Teacher Language Awareness in the CLIL context

The overview provided so far by this paper allows us to see that a CLIL teacher not only needs to be able to use the language in particular ways but also needs to ‘know about’ language so as to be able to do things such as focus on form, recognise genres, make input comprehensible, provide correction and feedback on language use. As these authors say:

“The teacher of whatever material is being taught in an L2, should not only update his linguistic knowledge to a standard and recognized level of fluency but should develop a different linguistic sensitivity to be able to adapt the contents to the new language and develop teaching procedures that make it possible for the student to learn.” (Lorenzo, et al., 2005, p.71).

What is being discussed here is ‘Teacher language awareness’ (TLA) which Thornbury defines as ‘the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively’ (Thornbury, 1997, p.x). Thornbury is talking about language teachers. However, what he says becomes relevant for CLIL teachers too in light of CLIL’s dual aims, though it is probably more appropriate to say that CLIL teachers need knowledge of the uses, genres and registers of language that are typical of their subject area and of language for learning or regulative register, rather than of the underlying systems of language as a whole. We can see very good examples of subject specific language in Dale and Tanner’s 2012 book ‘CLIL Activities’. The authors provide descriptions of the language of different subjects, in terms of their typical genres, genre features, functions, thinking skills, use of spoken and written modes, recurrent grammar and vocabulary. Dale and Tanner (2012, p. 80-81) point out, for instance, that the subject of science is typified by thinking skills such as reasoning, questioning, creative problem-solving and evaluating, and genres such as scientific articles, written reports, instructions for experiments. Within these, its functions are often those of recounting, describing, informing, explaining, predicting and hypothesising, and the subject content makes frequent use of grammatical structures such as present tenses, time clauses, linking words, future tenses and modals, complex sentences with subclauses, comparisons and specialised technical terms such as alkali, molecule, energy, atom, solution, soluble.

Different materials and activities will vary in their use of these features, and TLA will enable the teacher to recognise them, make judgements about whether the text is comprehensible for a particular set of learners, decide which features, if any, are important to focus on with learners, decide which need scaffolding and how, allow the teacher to anticipate learner problems with the language of the text and devise appropriate tasks round the text that focus on content and/ or language. In other words TLA facilitates both the planning and the delivery of a lesson.

Andrews (2012) identifies the positive enabling influence of TLA when planning a lesson as giving the teacher:

- Sufficient freedom/control over content of teaching to engage fully with language related issues of lesson before entering classroom
- Confidence in own explicit grammar knowledge and communicative language ability, and confident about assuming responsibility for shaping the language related content of the lesson.
- Information for pre-lesson reflections about language-related issues, and therefore to influence language related aspects of preparation

And when delivering a lesson allowing the teacher to:

- Act as a bridge between the language content of the materials and the learners, making salient the key features of the grammar area
- Filter the content of published materials and notice/avoid potential pitfalls
- Filter their own classroom output (spoken and written) to ensure that it is structurally accurate, functionally appropriate, clearly expressed, pitched at the learners' level
- Filter learner output (as appropriate in the context of form focussed activity). Mediation takes the learners' perspective into account and is correct, precise and intelligible, structurally accurate, functionally appropriate, pitched at the learners' level, an adequate basis for learner generalisations
- Operate the filter in real time, responding spontaneously and constructively to issues of language content as they arise in class
- Employ metalanguage to support learning correctly and appropriately (paraphrased from Andrews 2012, pp.42-45)

We can note that these factors relate to both lesson planning and delivery. Also interesting to note is how much the factors mention the importance of TLA in making the teacher feel confident in planning and delivering the lesson. Here are some examples of how TLA can affect details of a lesson:

“Within the classroom, TLA has the potential to exert a profound effect upon the teacher’s performance of a range of tasks. These tasks include: (i) mediating what is made available to learners as input; (ii) making salient the key grammatical features within that input; (iii) providing exemplification and clarification, as appropriate; (iv) monitoring students’ output; (v) monitoring one’s own output; (vi) helping the students to make useful generalisations based upon the input; and (vii) limiting the potential sources of learner confusion in the input; while all the time (viii) reflecting on the potential impact of all such mediation on the learners’ understanding.” (Andrews 2012, p.43).

Thornbury (1997, p xii) draws attention to the negatives of not making use of TLA:

- Failure to anticipate learners’ learning problems;
- Inability to plan lessons pitched at right level;
- Inability to interpret materials and adapt them to specific learners;
- Inability to deal satisfactorily with errors or field learner queries;
- General failure to earn learner confidence ...and present new language clearly and efficiently.

While both Andrews (2012) and Thornbury (1997) are talking about TLA in relation to language teachers who are teaching a foreign language, it is not hard to see the relevance to the CLIL teacher of much of what they identify.

The above overview of a CLIL teacher's uses of language in the classroom and of TLA, and of their impact in the classroom show the importance and centrality of teacher language in CLIL. We find recognition of this in some statements about the competences required by CLIL teachers. Keith Kelly, for instance, mentions in his list of competencies for the ideal CLIL teacher: is proficient in the FL, uses language-appropriate materials, integrates content & language learning during lessons, able to identify language demands of subject matter (Kelly, 2012).

But probably the most detailed specification of CLIL teacher competences is that of Bertaux, et al (2010), CLIL experts, who produced the specification in 2010 under the European Union's Leonardo da Vinci programme. Many of the competences are language related as can be seen from these extracts:

- Using Cognitive Academic Language Proficiency
- Using the language of classroom management
- Using the language of teaching
- Using the language of learning activities
- Designing a course
- Lesson planning
- Translating (lesson) plans into action
- Knowing second language attainment levels
- Applying SLA knowledge in lesson preparation
- Applying SLA knowledge in the classroom
- Applying interactive methodology
- Having knowledge and awareness of cognition and metacognition in the CLIL environment
- Knowing about and applying assessment and evaluation procedures and tools

(extracted from Bertaux, et al., 2010). (See appendix for details of how these different competences are evidenced in lesson planning and delivery).

We see the specifications pick up on both language proficiency and language awareness and make clear the importance and centrality of language to the CLIL teacher's role.

So far in this paper we have identified what CLIL teacher language needs to be used for and characteristics it contains. We can summarise these in the following table (see Table 2).

The areas outlined in this table are a summary of the research this paper has reported on so far. The researchers reported on were working separately from and independently of one another, and inevitably use different units of measure and different terms, sometimes for the same thing. To arrive at a clear specification of English for CLILing it would be useful to use a single over-riding perspective for analysis for all the areas. We also note that the above research only deals with the CLIL teacher's roles as, amongst others, input source, mediator, generator of interaction, manager. The CLIL teacher however plays other roles e.g. adviser/ counsellor, assessor, materials designer, CLIL teaching partner. These would also need to be taken into consideration in any further specification of the CLIL teacher's language needs. The table provides a departure point.

Within a subject specific 4 C's framework:	
Uses of language	Language of, for, through learning Language for subject literacies, classroom interaction and language development - Instructional and regulative register - Vertical and horizontal language
Language characteristics	BICS CALP Subject specific genres (lexis, grammar (register), text types)
Features of CLIL teacher discourse	Negotiation of meaning; dealing with errors and providing feedback, particularly through the use of recasts ; teacher use of different types of questions, particularly open and referential questions; teacher-led whole class discussion; input giving; providing comprehensible input; modifying so as to make it comprehensible; explicit discourse markers to structure lectures
Demands on language from CLIL pedagogies/ pedagogic interventions	Provision of -exposure to language and opportunities for acquisition -scaffolding - a focus on forms Use of interactive, exploratory and dialogic language
Language awareness	TLA (teacher language awareness) -to enable lesson planning and delivery
Other teacher roles	e.g. adviser/ counsellor, assessor, materials designer, CLIL teaching partner et al.

Table 2: CLIL teacher language/ Language for CLILing.

The table shows us that CLIL teacher language is not the same as general language proficiency as it contains features that go beyond general language proficiency e.g. CALP, TLA. We could say that what has been presented is the basis for an English for Specific Purposes (ESP) which we might call 'English for CLILing'. Freeman, Katz, Garcia Gomez and Burns argue in their 2015 ELTJ paper that EFL teachers' language is a kind of ESP and note the advantages of seeing it as such. They say:

"Focusing the target domain of language use on the classroom work teachers are doing has several advantages. It makes that target more relevant and attainable to teachers as learners. It simultaneously affirms clear, consistent communicative language that students are likely to understand in the context of the classroom. In this way, this focused approach converts the problem of language improvement from one of general proficiency to one of specialised contextual language use, which is likely to be more efficient in bringing out practical impacts on teacher classroom efficacy and student learning outcomes." (Freeman, Katz, Garcia Gomez & Burns , 2015, p.131)

These authors (2015), for example, use Hutchinson and Waters (1987) ESP model to arrive at an ESP analysis of EFL teacher language needs. A similar specification for CLIL teachers would allow course designers working in different training contexts to choose from it areas relevant for their particular teachers, as not all CLIL teachers will have the same needs. They will have different 'gaps'. For example, it could be that native speaker subject teachers who have not studied language at school or during their professional training lack TLA and a knowledge of formal registers such as CALP. On the other hand, proficient language teachers may lack subject specific language, as well as an ability to 'talk CALP' and the awareness of TLA related to it, but in neither case is their need simply for greater general language proficiency. Similarly, primary teachers will not have the same CLIL language needs as secondary teachers, and teachers operating in CLIL situations in which the subject

teacher just teaches the subject and a separate language teacher provides the language input will have different needs too.

It could also be that CLIL teachers from different backgrounds and working in different contexts require different levels of language training. The analysis might provide the basis for a more honed specification of the level of this language. This level is often described as B1 or B2 or C1 (cf clilingmesoftly.wordpress.com) using CEFR reference points. But the CEFR was intended to be applied to general language proficiency, which, we suggest, is not customised enough to meet the needs of the CLIL teacher. There are several areas here worthy of further study.

4. Conclusion

To conclude, this paper has provided an overview of research on CLIL teachers' language and drawn from that a set of CLIL teacher language needs which could form the basis for a more detailed and consistent analysis of those needs as well as a platform for differentiation in language development programmes as part of CLIL teacher development. The paper makes a case for CLIL teacher language to be regarded as an ESP. Some CLIL teachers may find daunting the language needs outlined above, and their presentation as CLIL teacher requirements. Vasquez and Ellison (2013) have spoken of the great unease CLIL subject teachers feel about their lack of language knowledge while being expected to teach CLIL. And others (c.f. Harder, 1980; Moate, 2008) of other negative effects on how teachers and learners view and express themselves when they don't feel fully at ease in or with the language they are using. What is clear is that it is not just up to the CLIL teacher to get themselves trained, but for trainers, school administrators and educational authorities such as ministries to provide such targeted language training. The risk of not doing so is that CLIL will not achieve its dual aims, teachers will feel frustrated, restricted in their pedagogical choices and kinds of intervention, and undermined; and learners will have been deprived of the opportunity for a rich learning experience and all that can provide in terms of educational achievement, learner motivation and self-esteem.

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APPENDIX

	Competences	Indicators of competence
	Using the language of classroom management	Can use the target language in: <ul style="list-style-type: none"> - Group management - Time management - Classroom noise management - Giving instructions - Managing interaction - Managing co-operative work - Enhancing communication
	Using the language of teaching	Can use own oral language production as a tool for teaching through varying: <ul style="list-style-type: none"> - Registers of speech - Cadence - Tone and volume
	Using the language of learning activities	Can use the target language to: <ul style="list-style-type: none"> - Explain - Present information - Give instructions - Clarify and check understanding - Check level of perception of difficulty Can use the following forms of talk (Barnes, Mercer, et al.) <ul style="list-style-type: none"> - Exploratory - Cumulative - Disputational - Critical - Meta - Presentational
	Designing a course	Can integrate the language and subject curricula so that subject curricula support language learning and vice versa Can plan for the incorporation of other CLIL core features and driving principles into the course outlines and into lesson planning, including: <ul style="list-style-type: none"> - Scaffolding language, content and learning skills development - Continuous growth in language, content and learning skills development - Fostering of BICS and CALP development - Fostering communication with other target users Can select the language needed to ensure: <ul style="list-style-type: none"> - Student comprehension - Rich language and content input - Rich student language and content output

		- Efficient classroom management
	Lesson planning	Can analyse content in terms of language needs
	Translating (lesson) plans into action	Can support students in moving from 'context embedded' to context reduced' materials (Cummins) Can make content and language accessible by helping students to turn their tacit/passive knowledge into explicit/active knowledge
	Knowing second language attainment levels	Can use the Common European Framework for languages as a self-assessment tool Can use the CEF as a tool for assessing students' level of attainment with colleagues Can call on the CEF to define language targets in the CLIL class
	Applying SLA knowledge in lesson preparation	Can distinguish between language learning and language acquisition and select language input accordingly Can identify words, terms, idioms and discourse structures that are new for the students in text, audio or audio-visual materials, and support comprehension thereof Can identify the language components needed by the learners for oral or written comprehension and produce support material Can identify the language components needed by the learners for complex oral or written production and produce adapted resources (e.g. vocabulary, sentence and text types) Can, if necessary, plan prior language learning Can call on a range of strategies for fostering BICS and CALP development
	Applying SLA knowledge in the classroom	Can support students in navigating and learning new words, terms, idioms and discourse structures Can call on a wide repertoire of strategies for supporting students in oral or written production Can use a wide range of strategies for scaffolding language use so as to produce high quality discourse Can navigate the concepts of code-switching and translanguaging, and decide if and when to apply them Can decide whether production errors are linked to language or content Can use a wide range of language correction strategies with appropriate frequency, ensuring language growth without demotivating students Can use strategies such as echoing, modelling, extension, and repetition to support students in their oral production Can develop a classroom culture where language learning is supported through peers and learner

		autonomy
	Applying interactive methodology	<p>Can select learning activities in terms of classroom interaction (learner<->learner, learner<->teacher, teacher<->teacher)</p> <p>Can support the development of learner autonomy through choice, planning outcomes, identification of scaffolding needs and sources, and formative assessment</p> <p>Can give students a substantial ‘voice’ in classroom discourse</p> <p>Can create rich learning experiences, e.g.:</p> <ul style="list-style-type: none"> - group work that involves definition of each group member’s role - mid-task analysis of work process and results, scaffolding language and content for interaction and task completion - peer enhancement - tasks for those listening to presentation - end-of-task assessment of group work processes and results, and using this in planning for next group task <p>Can draw out current student knowledge, ways of organising knowledge, ways of thinking, and interests, and help students to learn and use related language</p>
	Having knowledge and awareness of cognition and metacognition in the CLIL environment	<p>Can scaffold learning along a scale from lower order to higher order thinking, e.g., remembering, understanding, applying, analysing, evaluating, creating (Anderson and Krathwohl)</p> <p>Can identify, adapt and design materials suited to the students’ current level of cognitive development</p> <p>Can identify syntactic structures and other language required for higher order thinking</p> <p>Can foster higher-order thinking about language, content and learning skills</p> <p>Can foster thinking about the interrelationships between language, content and learning skills</p> <p>Can use differences between languages to analyse how two cultures perceive one and the same concept</p> <p>Can use linguistic similarities and differences to develop metalinguistic awareness</p>
	Knowing about and applying assessment and evaluation procedures and tools	<p>Can engage students in an assessment-for-learning culture including maintaining a triple focus on language, content and learning skills</p> <p>Can distinguish and navigate CLIL-specific characteristics of assessment and evaluation including:</p> <ul style="list-style-type: none"> - language for various purposes

		<ul style="list-style-type: none">- work with authentic materials - communication with speakers of the CLIL language- ongoing language growth (being alert to plateauing)- level of comfort in experimenting with language and content- progress in achieving planned content, language and learning skills goals - developing all language skills- distinguishing content and language errors- carrying out assessment in the target language
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(Extracted from Bertaux, Coonan, Frigols-Martin and Mehisto, 2010)

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Open to Interpretation: Multiple Intelligences Teaching Approach in English for Specific Purposes

Ανοικτοί στην Ερμηνεία: Η διδακτική προσέγγιση των τύπων πολλαπλής νοημοσύνης στην Αγγλική για Ειδικούς Σκοπούς

Nataša BAKIĆ-MIRIĆ and Davronzhon ERKINOVICH GAIPOV

This paper analyses Multiple Intelligences Teaching Approach (MITA) in English for Specific Purposes (ESP) course in higher education. This holistic teaching method creates new ways of engaging students to achieve maximum performance in class and to leverage their knowledge. Authors discuss how this approach helps teachers to understand students' intelligence and have a greater appreciation of their strengths, how it helps students to learn English for Specific Purposes in authentic learning situations and increase exam achievements. Reflecting on the five stages of Multiple Intelligences Teaching Approach, the authors state that this approach provides numerous opportunities for students to increase their motivation and optimal brain potential to develop the eight intelligences or the eight ways to learning a foreign language, in this case English.

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Η εργασία αυτή αναλύει τη διδακτική προσέγγιση με βάση τις πολλαπλές νοημοσύνες σε τάξεις, όπου διδάσκεται η Αγγλική για Ειδικούς Σκοπούς. Αυτή η ολιστική μέθοδος δημιουργεί νέους τρόπους εμπλοκής των μαθητών με στόχο την επίτευξη της μέγιστης απόδοσης στην τάξη και την αξιοποίηση των γνώσεών τους. Συζητάμε για το πώς αυτή η προσέγγιση βοηθά τους εκπαιδευτικούς να κατανοήσουν τις νοημοσύνες των μαθητών και να εκτιμήσουν περισσότερο τα πλεονεκτήματά τους, καθώς και το πώς βοηθά τους μαθητές να μάθουν αγγλικά για ειδικούς σκοπούς σε αυθεντικό περιβάλλον, έτσι ώστε να έχουν καλύτερη επίδοση στις εξετάσεις. Εξετάζοντας κριτικά τα πέντε στάδια της διδακτικής προσέγγισης με βάση τις πολλαπλές νοημοσύνες, αναφέρουμε ότι η προσέγγιση αυτή παρέχει πολλές ευκαιρίες στους μαθητές να κινητροποιηθούν και να αξιοποιήσουν το δυναμικό του εγκεφάλου τους για να αναπτύξουν τους οκτώ τύπους ευφυΐας ή τους οκτώ

τρόπους για την εκμάθηση μιας ξένης γλώσσας, στην προκειμένη περίπτωση της η αγγλικής γλώσσας.

Key words: Multiple intelligences, content-based approach, English for Specific Purposes, students.

1. Introduction

Since the last decade of the 20th century, the theory of multiple intelligences has been considered bedrock of educational innovation and language teaching. This theory of intelligence was originally designed to change the common learning environment by enhancing different learning styles and to promote different ways in which students can be intelligent (not just by a single general ability). As a result, a relatively new teaching methodology has been developed - Multiple Intelligences Theory Approach (MITA) that depends entirely on the students' learning potential and performance. The authors present this holistic approach as a unique teaching method in ESP (English for Specific Purposes) course that reinforces and stimulates students' intelligences in authentic learning environment.

2. Tapping into Multiple Intelligences Theory

Modern cognitive psychologists have put forth two different views of intelligence. The first view is a developmental view of intelligence where intelligence is used to refer to intelligent acts, such as writing a book or designing a new computer program. This means that each intelligence act is associated with a unique mental process (Piaget in Christinson, 2005). The second view is an information processing view of intelligence where intelligence is used to refer to a mental process that produces intelligent acts such as analyzing and synthesizing information. This refers to a single mental ability that underlies all intelligent achievements (Kail & Peregino, 1985 in Christinson, 2005).

In the 20th century, however, Dr. Howard Gardner offered a new view of human intelligence. According to him, intelligence is not just a single construct applied in the same way to each task or problem but is, rather, made up of component pieces. In his opinion, there are many different and yet autonomous intelligence capacities that allow people to have many different ways of knowing, understanding and learning about the world. Dr. Gardner believes that each person has raw biological potential and differs in the particular intelligence profiles with which they are born and ways in which they develop them (Gardner, 1993: 19):

“It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combination of intelligence. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world.”

By singling out the eight intelligences, Gardner explained the criteria that defines each intelligence (Gardner, 1999):

- *Verbal/Linguistic* Intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. It includes the ability to effectively use language to express oneself rhetorically or poetically and as a means to remember information. Writers, poets, lawyers and speakers are among those who in Gardner's opinion have high linguistic intelligence.
- *Logical/Mathematical* Intelligence is the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Gardner's words, it enhances the ability to detect patterns, reason deductively and think logically and it is most often associated with scientific and mathematical thinking.
- *Visual/Spatial* Intelligence involves the potential to recognize and use the patterns of wide space and more confined areas.
- *Bodily/Kinesthetic* Intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. In Gardner's opinion mental and physical activity is interrelated.
- *Musical/Rhythmic* Intelligence involves skill in the performance, composition, and appreciation of musical patterns and encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. Gardner postulates that musical intelligence runs in an almost structural parallel to linguistic intelligence.
- *Interpersonal Intelligence* is the capacity to understand the intentions, motivations and desires of other people and to work effectively with others. Educators, sales people, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
- *Intrapersonal Intelligence* entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of our selves, and our ability to use such information to regulate our lives.
- *Naturalist* Intelligence enables human beings to recognize, categorize and draw upon certain features of the environment.

It is important to point out that with this theory Howard Gardner was not designing a curriculum or preparing a model to be used in formal education (Hoerr, 2000 in Christinson, 2005). Actually, it is the educators who have taken this theory as a framework for creativity in the classroom, put it together in different ways and applied it in their lessons and curriculum. Armstrong, for example, says that the theory of multiple intelligences seems to harbor a number of educational implications that are worthy of consideration because each person possesses all eight intelligences that function together in unique ways. This means that some people have high levels of functioning in all or most intelligences. Unlike some modern psychologists, who say that intelligence cannot change in time and with proper training, Armstrong believes that the intelligences can be developed. The multiple intelligences theory actually suggests that humans have the capacity to develop all eight intelligences to a reasonably high level with appropriate encouragements and training

because these intelligences do not exist alone but always interact with each other. A simple example of this is that if you want to cook a meal, you have to read the recipe (linguistic intelligence), double ingredients (logical/mathematical intelligence), know your way around the kitchen (spatial intelligence) (Armstrong in Christinson, 2005).

Inasmuch as there is still no scientific consensus about tangibility of Gardner's theory of multiple intelligences in education, it has been endorsed by some educators (especially in the United States, Canada and Australia) and has found audience amongst students as well. In the Introduction to the tenth anniversary edition of his classic work "Frames of Mind", Gardner (1993: 35) himself posits:

"In the heyday of the psychometric and behaviorist eras, it was generally believed that intelligence was a single entity that was inherited; and that human beings-initially a blank slate-could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early 'naïve' theories of that challenge the natural lines of force within an intelligence and its matching domains."

In the same direction, Christinson (2005) postulates that MI theory helps educators to understand intelligence better and use it as a guide for developing classroom activities that address multiple ways of learning and knowing. Furthermore, Kornhaber (2001) believes that teachers and policymakers in North America have responded positively to Howard Gardner's theory of multiple intelligences because it also offers educators a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this has led many educators to develop new teaching approaches that might better meet the learners' needs.

In Weber's (2000) opinion, MI theory also allows teachers to select and apply the best teaching techniques and strategies (e.g. problem-solving activities that draw on MI) for each student because the students have specific strengths, unique learning styles and different learning potentials. On their part, students are likely to become more engaged in learning because they use learning modules that match their intelligence strengths and initiate a powerful expectation-response cycle that can lead to greater achievement levels. Additionally, students' regular reflection on their learning encourages effective and acceptable learning practices (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

3. Creating an Efficient MITA Lesson Plan

Creating a MITA lesson plan is not easy. The reasons for this are two-fold. Firstly, a teacher should detail the specific activities and content that corroborates with multiple intelligences theory. Secondly, a lesson should include: objectives, methods of assessing students, student groupings (according to intelligences) and materials needed to carry out the lesson plan. Following are the stepping-stones in creating an effective MITA lesson plan:

Ask a Question. An opening question describes the lesson topics and relates content to students' interests and abilities. There is no magic formula to elicit good and interesting questions, but students' attention is focused on interesting professional topics to encourage their motivation to solve problems. As Weber (2000) suggests consider any topic "as it relates to: *musical inquiry* - a musician might be interested in questions about vocal sound distinctions, lyrics, musical compositions, instrumental work, background music, cultural distinctives; *bodily-kinesthetic inquiry* - a gymnast, dancer, builder or actor might be interested in questions about movement, dance, role plays, constructed mockups, building projects, games; *interpersonal inquiry* - a debater, teacher, salesperson or politician might ask questions about team work, intercultural projects, group problem-solving, cooperative activities, pair-sharing; *intrapersonal inquiry* - a reflective or wise person might ask questions about crop-management, dairy farming, animal, tree or plant population, moral about journal entries, letters written, self-management, moral judgments; *naturalistic inquiry* - an environmentalist or anthropologist, or farmer might ask questions judgments about agricultural and animal interests; *logical-mathematical inquiry* - a mathematician or scientist might ask questions about data, logical sequencing of events, problem solving stages; *linguistic inquiry* - a poet, speaker, writer or lawyer might be interested in questions about brainstorming activities, written words, debates, speeches, media reports; *spatial inquiry* - an artist, sculptor or navigator might ask about visual representations, graphs, geometric designs, diagrams, artistic displays, maps, or sculpturing. Diverse questions help students to break complex problems into manageable pieces that awaken their proclivities to identify its parts without going wildly astray" (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

Identify Objectives. MITA curriculum guides faculty to establish clear goals for student outcomes in each lesson and well-stated objectives to create active student-centered learning and deeper understanding of topics. Weber's examples of the abovementioned objectives include the following (the examples have been modified by the author to relate to the topic of intercultural communication (IC): 1) list all crucial points in intercultural communication; 2) write a 500 word essay describing IC; 3) create a IC poster and its building blocks; 4) interview an expert on the relevance of IC. The key here is to list specific objectives that students are expected to meet. These objectives over time will extend into learning and assessment tasks for students. For instance, if an objective states, "create an interactive written dialogue or journal with two other students," a list of related topics might be generated as springboard ideas for students' journal entries. Requirements might include: a) brainstorm new approaches to solving a problem and enlist a specialist's help for researching some aspect of the problem; c) sequence one possible response to an identified problem; d) contrast pros and cons of a controversial issue related to IC; e) raise three probing questions about a discussion, reading or project proposal on IC; f) communicate any confusion about some aspect of the material being studied; g) demonstrate the feasibility of an experiment or hypothesis; generate a progression of critical thinking exercises; h) draft an outline for a critical essay for a scientific journal on IC; i) detailed outline helps to locate specific resources on this topic. (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015). In Weber's opinion (2000), this MITA phase allows students to activate their unique predispositions, use personal abilities and interests in order to meet real world challenges, which they perceive as meaningful.

Create a rubric. Rubrics are a specific and effective tool for evaluation and assessment of students' work in MITA. This requires the whole class to create a rubric which shows exactly how assignments will be graded. As students get more involved in their tasks, activities and projects they start to build team cooperation, they pay more attention to student diversity, they draw on each other's strengths and weaknesses and assist and help each other improve in weaker areas. To avoid confusion and chaos a teacher can create one common rubric to represent general criteria expected for all assignments. In turn, this will depend on the nature of assignments and on specific criteria expected from the outcome. As Weber states: "Whether students create rubrics or teachers distribute them, rubrics should act as a signpost for excellence and help students to light clear pathways toward new learning heights" (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

Assign an Assessment Task. Teachers should assign tasks that match related learning approaches (PBL, TPR, CBL), cover content, solve real world problems, create meaningful challenges, and increase students' motivation to explore related issues. Through diverse assessment tasks in place of rigid tests, students begin to broker their gifts and abilities to explore lesson topics at deeper levels (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

Reflect to Adjust. In Weber's opinion the success of student reflection is closely linked to successful student learning. In the MITA approach, students are assessed in a variety of ways to accommodate their various proclivities for knowing specific curricular content. In Weber's opinion: "Reflection is a regular commitment much like inspecting an airplane for each new flight." Simply, after initial mistakes are corrected, subsequent performances usually improve (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

On the other hand, assessment tasks chosen by students to demonstrate their understanding might include a mix of multiple intelligence tasks. Weber proposes the following tasks: guided student discovery through hands-on activities; models that show the process; interviews with scientists, other teachers and parents; advanced organizers to show an overview of new work; small group work, including shared inquiry and peer teaching; conferencing with members of the community; student presentations, teacher presentation, and mini-lectures; detailed visuals to describe each stages of becoming a succesful intercultural communicator; experience charts to show students' relationship to the topic; games and simulations created by students to teach; computer-assisted demonstrations; centers that students created for eight ways of expressing knowledge about the topic; investigation results and records; performances, role-plays, and theatrical techniques; practical and applicational activities that use multiple intelligences to illustrate an assigned classroom topic; field trips and community involvement; creative problem solving; independent studies and research projects; semantic mapping and related discussions; student designed projects; portfolios that show one month's progression; learning logs; interest and ability inventories for each aspect of an assigned classroom topic; building backgrounds for a story or narrating a play on the topic; exploratory talk and discussion; problem solving in groups and individually; transformation from one form to another; cooperative learning in groups of three; observation activities in which students observe and report back; audiovisuals to report learning; dioramas or mockups on the topic; manipulatives created to show resolutions, or; visualizations and imagery to reflect on information (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015).

3.1. The MITA Lesson Plan

The following lesson plan¹ has been developed based on the eight intelligences discussed in this paper. It covers the topic of intercultural communication.

Time Limitation: 3 consecutive periods

Student Level: First year students

Class Size: 80 students

Teaching Method(s): Whole language learning & task- based learning

First period: Classroom Activities Approximate Time Intelligence(s)

1. Introduce the topic of intercultural communication by reading a quote by Martin Luther King Jr.: "People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other." (5 minutes) Verbal/Linguistic (learning through discussion)
2. Brainstorming on prime questions, e.g. How does the quote coincide with intercultural communication? What purpose do you think Martin Luther King Jr. had for saying this? And/or what does it imply to you? (10 minutes) Verbal/ Linguistic (through informal speaking) Intrapersonal, and Interpersonal
3. Listening to a narrative lecture to grasp the main ideas. (5 minutes) Verbal/Linguistic (through listening)
4. Oral reading for comprehension through the strategy of „topic sentence” detecting and commenting on statements about intercultural communication. (20 minutes) Verbal/Linguistic (through seven reading strategies: previewing, contextualizing, questioning to understand and remember, reflecting on challenges to your beliefs and values, outlining and summarizing, valuating an argument, comparing and contrasting related readings.)
5. Vocabulary learning through the strategy of guessing meaning from context or form. (10 minutes) Verbal/Linguistic (through vocabulary learning strategies: signal words, new words of the day, quadrant charts, multiple contexts)

Second period: Classroom Activities Approximate Time Intelligence(s) Lecture hall activities:

1. Group discussing intercultural communication (e.g., by deductively expanding, inductively generalizing, etc.), reviewing and summarizing its main idea(s). (15 minutes) Verbal/ Linguistic, (through discussion) Interpersonal and Logical/Mathematical
2. Doing exercises on dining etiquette either orally or in writing in groups (team-building) and/or individually. (25 minutes) Verbal/Linguistic (through speaking and writing) and Interpersonal.

¹ The original lesson plan can be found at www.52en.com/xl/lunwen/lw_3_0015.html

3. Commenting on the concepts/ideas one agrees or disagrees about multiculturalism and intercultural communication, and stating reasons for their opinion. (10 minutes)
Verbal/Linguistic (through oral presentation) and Intrapersonal.

Third period: Classroom Activities Approximate Time Intelligence(s)

With the reference of activities listed at the back of the text, there are five different tasks to be completed (10 minutes for the performance/presentation of each task). Students can choose which task to work on either by joining a group or working independently.

Task 1 (team building)

Look at the two drawings, concerning the customs of hand-shaking and social distance (nonverbal communication: haptics and proxemics). Discuss in a group and report the similarities and differences that may exist between the East and the West, or make a verbal debate against each other. (Visual/Spatial, Interpersonal, Logical, and Verbal/Linguistic Intelligences).

Task 2 (team building or individual work)

Find a song that deals with cultural differences or a folk song from a particular culture and enjoy listening and singing it with necessary explanation of its lyrics. (Musical/Rhythmic and Verbal/Linguistic Intelligences).

Task 3 (team building)

Write a sketch based on a culture shock anecdote and perform it. (Verbal/Linguistic, Bodily/Kinesthetic and/or Visual/spatial, and/or Musical/Rhythmic Intelligences).

Task 4 (team building)

Discuss, in a small group, a problem or an embarrassing situation you may confront with due to cultural conflicts, and come up with a solution by drawing a flowchart to show its procedure. (Logical/Mathematics & Visual/Spatial Intelligences).

Task 5 (team building or individual work)

Search for some unique words, or body language developed in a culture due to its particular natural environment, e.g., geographic location, climate, etc. (Verbal/Linguistic and Naturalist Intelligences).

4. Assessment

Generally, MITA firmly opposes the uniform view of education and standardized tests and favors multiple modes of assessment that allow students to show their agility and strength for optimal performance in particular. Table 1 shows some hands-on assessment tasks to choose from.

Intelligence	Language skills
Verbal/ Linguistic	<ul style="list-style-type: none"> - Listening–listening to academic lectures - Formal and informal speaking–making verbal presentations to others, making conversations, having discussions and debates, etc. - Humor or jokes–creating puns, limericks and telling jokes on topics of study - Reading–silent reading, oral reading and group/chain reading of excerpts in related to a lesson topic - Writing–doing written exercises (business letters/emails, short analytical essays), minutes, summary/report writing - Creative reading–reading original pieces (e.g. stories, poems, essays, novels etc.)
Logical/ Mathematical	<ul style="list-style-type: none"> - Logical/Sequential Presentation–inventing point-by-point logical explanations for items or making a systematic presentation of subject matter - Problem solving–listing appropriate procedures for problem solving situations - Forming relationships–creating meaningful connections between ideas - Syllogisms–making “if ..., then ...” logical deductions about a topic
Visual/Spatial	<ul style="list-style-type: none"> - Visual aids using/making–using pictures, paintings, charts, graphs, diagrams, flowcharts, slides to facilitate learning and encourage students to make the visual aids by themselves - Mind mapping–creating or arranging visual mapping activities (e.g. word maze, visual webs of written information)
Bodily/Kinesthetic	<ul style="list-style-type: none"> - Physical actions–arranging TPR (total physical response) - Body language–“embodying” meaning, interpretation or understanding of an idea in physical movement - Role playing/Mime–performing skits or characters to show understanding of topics of study - Dramatic enactment–creating a mini-drama that shows the dynamic interplay of various topics of study
Musical/Rhythmic	<ul style="list-style-type: none"> - Vocal sounds/tones–producing sounds with one’s vocal chords to illustrate the meaning of a word or a concept - Jazz chants/tones–producing or using rhythmic patterns, such as jazz chants or raps to help communicate or to remember certain words, sentence structures, concepts, ideas or processes - Singing/humming–creating songs for a class, a team, a topic of study or finding existing songs that complement a topic
Interpersonal	<ul style="list-style-type: none"> - Person to person communication–focusing on how teachers and students relate to each other and how to improve their relating - Giving and receiving feedback–offering input on one’s performance or about one’s opinions; and accepting another’s input or reaction to one’s performance/opinions - Pair work and group projects–investigating and discussing a topic problem in teams
Intrapersonal	<ul style="list-style-type: none"> - Independent studies/projects–encourage students to work independently for goal-setting, process-planning, self-assessing and seminar presentations choosing - Focusing/concentration skills–learning the ability to focus on a

	<p>single idea or task</p> <ul style="list-style-type: none"> - Thinking strategies-learning what thinking patterns to use for what task
Naturalist	<ul style="list-style-type: none"> - Elements classification—the elements in the periodical system and their counterparts in nature - Sensory stimulation exercises—exposing the senses to nature’s sounds, smells, tastes, touches and sights.

Table 1: MITA assessment tasks in ESP (Bakić-Mirić, 2009)

In addition, Weber (2000) proposes the following guidelines for MITA assessment (the rubric has been modified for the topic of intercultural communication) (Weber, 2000, in Bakić-Mirić & Erkinovich Gaipov, 2015):

“A” grades on this assignment would:

- indicate deep thought from readings;
- illustrate practical applications of ideas learned;
- result in enthusiastic contributions in class, based on questions completed;
- include your personal ideas and insights concerning each reading;
- show ideas as they might augment environmental stewardship;
- illustrate how personal inquiry assisted your own learning;
- use diverse intelligences to problem solve in original ways;

“B” grades on this assignment would:

- indicate some thought from readings;
- illustrate some applications of ideas learned;
- result in participation in class, based on questions completed;
- include your personal ideas concerning ideas read;
- identify ideas as they might augment environmental stewardship;
- illustrate how research ideas assisted your own learning;
- use several intelligences to problem solve accurately;

“C” grades on this assignment would:

- indicate understanding readings;
- illustrate some connection to real life experiences;
- result in class participation;
- include your personal ideas concerning ideas read;
- identify ideas as they might augment environmental stewardship;
- illustrate how research ideas assisted your own learning;
- use several intelligences to problem solve accurately.

The authors have also added guidelines for “D” grades:

- indicate slight understanding of readings;
- illustrate slight connection to real life experiences;
- include some personal ideas concerning ideas read;
- identify some ideas as they might augment environmental stewardship;

- slight demonstration how research ideas assisted your own learning;
- use few intelligences to problem solve accurately.

5. Conclusions

The introduction and implementation of MITA into existing higher education curricula is not easy and without difficulties, mostly because curriculum change is always difficult in institutions of higher education. Nevertheless, it has still found its place in higher education despite the fact that some educators understandably oppose this new method of learning and teaching and rather adhere to the traditional and somewhat outdated teaching approaches.

Nonetheless, the introduction of MITA in ESP can bring many positive changes in the classroom. For example, the teacher offers a choice of projects, such as narrative, persuasive or descriptive writing tasks, writing a resume and business letters/emails, preparing seminar presentations etc. The students are then assigned to complete a project, individually or in groups, and demonstrate their understanding. The objective is only to allow students to employ their preferred ways of processing and communicating new information, which helps them to become more engaged in discussing specific topics and gain a better understanding of the topics. This reinforces their thinking strategies and logical skills. With this kind of projects, more students are able to find ways to participate and take advantage of new language acquisition opportunities. At the same time, team building is reinforced and students begin to realize that everyone has different strengths and that each person can and will contribute to the group. For example, one student might feel confident about planning, another might prefer to do the writing, and a third might be better in presenting a project to the whole class (Bakić-Mirić, 2009 *apud* Bakić-Mirić & Erkinovich Gaipov, 2015). Thus, MITA teaching strategy transfers some control from teacher to students by giving them choices on how to guide their learning process and demonstrate their knowledge and performance. MITA strategies, undoubtedly, encourage students to build on existing strengths and knowledge to learn new content and skills in an authentic learning environment. Students likely become more engaged in learning as they use learning modules that match their intelligence strengths.

In conclusion, introduction of MITA in ESP offers numerous opportunities for students to develop and/or reinforce all eight intelligences not just the one(s) they have before they enroll a university. It is collaborative and hands-on teaching approach that encourages students to work with other students and their teacher to develop deeper knowledge of the subject, accept challenges and solve problems, talk about important issues, take action and share their experience in an authentic learning environment. Lastly, rather than functioning as a prescribed teaching method, curriculum, or technique, MITA helps the teacher to understand and stimulate students' intelligences, address multiple ways of learning (by making it more effective for individual students) and help students use their full intellectual and learning potential.

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Reconceptualising Schooling: Implementing CLIL to Cater for All Types of Multiple Intelligences

Επανομηματοδοτώντας την εκπαίδευση: Η εφαρμογή της μεθόδου CLIL για τη μέριμνα των Πολλαπλών Τύπων νοημοσύνης

Alexandra ANASTASIADOU and Konstantina ILIOPOULOU

Content and Language Integrated Learning (CLIL) has been burgeoning in the European Educational systems (British Council, 2014) the last two decades putting forward the necessity to advance multilingualism and upgrade the learners' knowledge along with their linguistic, cognitive and communicative dexterities. This paper presents a case study conducted in an experimental school in Northern Greece involving a third grade class of a junior high school consisting of 25 students and two teachers, namely the teacher of English and the teacher of History. The study involved three lessons revolving around a topic from the syllabus of History which were taught through the medium of the English language. The participating students filled in questionnaires at the exit point of the intervention with the aim of presenting their attitudes towards the efficacy of CLIL. The collected data advocated the hypothesis that apart from building the students' knowledge of a subject and enhancing their L2 mastery, CLIL also fends for all learning styles and Multiple Intelligences (Gardner, 1999) and that students develop the ability to attribute merit to CLIL for this contribution.

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Η προσέγγιση της ολιστικής εκμάθησης περιεχομένου και γλώσσας (CLIL) έχει αναπτυχθεί πάρα πολύ την τελευταία εικοσαετία στην Ευρώπη ως απόρροια της ανάγκης για προώθηση της πολυγλωσσίας. Η προσέγγιση CLIL δημιουργεί το πλαίσιο όπου οι μαθητές διδάσκονται ένα μαθησιακό αντικείμενο μέσω μιας ξένης γλώσσας και ταυτόχρονα βελτιώνουν τις γνώσεις τους στη γλώσσα αυτή. Επιπλέον, με αυτή τη μέθοδο καταβάλλεται προσπάθεια για ανάπτυξη όλων των τύπων Πολλαπλής Νοημοσύνης. Η παρούσα εργασία παρουσιάζει μια μελέτη περίπτωσης που διεξήχθη στην Τρίτη γυμνασίου ενός Πειραματικού σχολείου. Στην έρευνα συμμετείχαν 25 μαθητές και οι καθηγήτριες της Ιστορίας και των Αγγλικών. Η έρευνα διήρκεσε τρεις διδακτικές ώρες κατά τις οποίες οι μαθητές διδάχθηκαν μία ενότητα της Ιστορίας στα Αγγλικά. Τα ερωτηματολόγια που συμπλήρωσαν οι μαθητές στο τέλος της

διδασκαλίας επιβεβαίωσαν την υπόθεση ότι η μέθοδος CLIL όχι μόνο προάγει τις γνώσεις των μαθητών σε ένα γνωστικό αντικείμενο και συμβάλλει στην εκμάθηση της ξένης γλώσσας, αλλά επιπλέον συντελεί στη βελτίωση των Πολλαπλών Τύπων Νοημοσύνης. Επιπρόσθετα, οι μαθητές ανέπτυξαν την ικανότητα να κατανοήσουν την αποτελεσματικότητα της μεθόδου CLIL.

Key words: CLIL, Greek educational context, cross-curricularity, multiple intelligences.

1. Introduction

The necessity for multilingual citizens has led to the emergence and proliferation of CLIL both globally and in Europe (Lasagabaster & Sierra, 2009). CLIL involves dual-focused teaching in that it attends to a double purpose: to both offer students' knowledge in a specific scientific field and enable them to enrich their FL (foreign language) mastery. Going a step further, Pavlou & Ioannou-Georgiou (2008) stress the second goal stating that learners are given a real, short-term reason to communicate authentically in the foreign language rather than the long-run aim of furthering their studies and finding a job in the remote future. Furthermore, they add a third target in the CLIL approach, which is the development of intercultural mentality and skills, one of the most important dimensions of our modern, multicultural society (ibid, p. 648).

The CLIL lesson can be successfully built following the 4Cs framework (Coyle, 2005, 2006):

- *Content*: the content refers to the topic of a specific subject to be taught encompassing understanding and learning of the relevant knowledge and skills.
- *Communication*: Language is the means for both communication and learning, the focal point being both fluency and accuracy. In this line of thought, the main principle is using language to learn while learning to use the language.
- *Cognition*: CLIL aspires to enable students to construct meaning by triggering both concrete thinking skills and higher order ones, that is abstract reasoning.
- *Culture*: The students are exposed to other cultures which aids them to accept otherness and as a result better understand themselves.

1.1 Relating CLIL to cross-curricularity and the Multiple Intelligences

Having presented the aim and the recommended implementation framework for the CLIL approach, an effort will be made to relate CLIL to cross-curricularity and the Multiple Intelligences.

1.1.1. Cross-curricularity

The theoretical foundation of CLIL is based on the cross-curricular approach (Marsh, 2002, p. 32), which supports learners in their attempt to draw information from diverse subjects in order to process knowledge holistically and develop critical thinking. The cross-curricular framework constitutes the underlying philosophical and methodological assumptions of the Greek National Curriculum (Government Gazette 303/13-03-03). Furthermore, the Individual Programmes of study for foreign languages specify that an FL should both aim at facilitating communication among people of different origin and culture as well as easing the acquisi-

tion and processing of knowledge from various scientific fields (Government Gazette 304/13-03-03, p. 4085).

Despite its successful implementation in various European educational settings, little has CLIL been applied in the Greek educational milieu (Oikonomou, 2013). Given its importance, though, in enhancing the students' handling of both content and a foreign language and due to the fact that the underlying pedagogical assumption of the Greek national curriculum is the cross-curricular approach which encourages the cooperation of the diverse subjects, CLIL could easily be integrated in the Greek school reality. Furthermore, it would be aligned with Greek students' interest for foreign languages and especially English (Griva & Chostelidou, 2012).

1.1.2. Multiple Intelligences

Having established that cross-curricularity provides an ideal educational setting for the implementation of CLIL, an attempt will be made in this section to frame the linkage between CLIL and Multiple Intelligences (Gardner, 1999). Gardner (1999) claimed that rather than having one unified type of intelligence, the human brain consists of several types of intelligences and that students unveil a diverse combination of intelligences, all of which should be attended to in teaching. He defined the following frames of mind: Students with *linguistic intelligence* are competent users of language in its both oral and written mode. Learners with *logico-mathematical* intelligence are able to make deductions, identify relationships among various concepts and exhibit abstract reasoning, while those with *visual-spatial intelligence* are inclined to capitalise on information derived from images, shapes and pictures in order to internalise knowledge. *Bodily-kineasthetic* learners prioritise 'learning by doing' and are in need of physical movement so as to absorb information. *Interpersonal* students prefer to relate to other learners and are willing to collaborate in class, whereas the *intrapersonal* ones would rather work alone. *Naturalistic intelligence* signifies interaction with nature and fondness of all living beings. Seen in this light, learners with augmented naturalistic intelligence tend to show more empathy to other cultures and respect otherness. Finally, "musical intelligence" aids learners to make use of rhythm in their endeavour to assimilate knowledge.

The CLIL approach can render learning more challenging and enjoyable by linking both the content and the foreign language. The students' self-esteem and confidence is built through raising their motivation (Dörnyei, 2001) which is deemed indispensable in the learning process. This can be achieved by using tasks that accommodate the multiple intelligences. Therefore, the learning of a subject matter through a foreign language is not solely confined to linguistic improvement and compilation of knowledge in a specific field but it also embeds interpersonal and intrapersonal interaction, enhancement of abstract reasoning and promotion of acceptance of diversity.

2. Literature review

A significant body of research investigated the effectiveness of CLIL in various contexts. Yamano (2013) conducted a study in a Japanese primary school with an experimental class employing the CLIL methodology and a control one applying the conventional EFL methodology. The participating groups dealt with the same topic. Both quantitative and qualitative instruments were used, namely a students' questionnaire and classroom observation which pointed to the efficacy of CLIL. More specifically, vocabulary acquisition was accelerated, communication was promoted and awareness of global issues was raised in the experi-

mental group. A positive attitude towards CLIL surfaced which highlighted its potential to improve EFL education in the Japanese primary education.

Several studies attempted to trace the learners' stances towards the implementation of CLIL. To this end, Lasagabaster and Sierra (2009) explored the attitudes of 287 secondary education students from four different schools where CLIL was implemented. The findings indicated that the participants revealed highly significant positive attitudes towards the FL in the CLIL classes. In an effort to trace any gender differences, they found out that females opted for CLIL lessons more than their male counterparts. In a study in the tertiary education context, Pinner (2013) found out that the 103 respondents rated the importance of content and language equally. The quantitative and qualitative data highlighted content as the most important dimension in determining authenticity. The learners displayed aversion towards the grammar-translation approach and supported an authentic, content-oriented methodology to learning an FL.

A host of studies explored the linguistic benefits of the CLIL approach. In a study conducted in Vienna, Ackert (2007) examined the essays of ten eighteen-year-old secondary school students with the aim of comparing the linguistic output of CLIL and non-CLIL students. Having carried out error analysis on the lexical, grammatical and discourse level, she reached the conclusion that although the number of problematic areas does not reveal a clear proficiency supremacy of CLIL learners in comparison to their non-CLIL counterparts, it, nevertheless, unravels a beneficial influence of CLIL on the learners' productive skill of writing. Moreover, the CLIL students produced a significantly higher range of vocabulary compared with the non-CLIL participants. Várkuti (2010) explored the linguistic attainment in English of secondary school participants. More specifically, she measured the learners' BICS, that is everyday language use and their CALP, namely their academic linguistic achievement. The results disclosed that not only did CLIL students significantly outperform their non-CLIL counterparts in both social and academic communication, and use of more sophisticated vocabulary but they also exhibited ability in correct application of grammar rules and higher meta-linguistic awareness. These findings corroborate the view that the implementation of English in learning various subjects facilitates foreign language learning more effectively than traditional FL teaching (see also Marsh, 2012).

To the best of our knowledge very little research has been conducted regarding the advancement of multiple intelligences through the CLIL approach focusing mainly on very young students. In an effort to monitor the students' speaking and listening skills through multiple intelligences based lessons within the CLIL context, Garcia (2014), having addressed pre-kindergarten school learners, found out that their speaking and listening ability was improved after five workshops. Having realised that there is a research gap concerning the capacity of the CLIL framework to maximize the Multiple Intelligences, we ventured the present study.

3. The study

As stated in the previous section, the main purpose of the present study was to measure the potential of the CLIL methodology to capitalise on the learners' Multiple Intelligences. In this line, the following research questions were addressed:

- Can CLIL promote the students' Multiple Intelligences?
- Do students who receive CLIL tuition acknowledge its contribution to the promotion of their Multiple Intelligences?

4. Methodology and design

4.1. Participants

A case study was conducted in the third grade of an experimental junior high school in Northern Greece consisting of 25 students - fifteen females and ten males, whose level of English is B1- B2. The teacher of English and the teacher of History participated in the study which involved two lessons based on a topic from the syllabus of History concerning the political propaganda in Germany before the Second World War. The emergence of this propaganda was one of the political consequences of the Great Recession of 1929 which led to totalitarian regimes that used propaganda to manipulate people.

4.2. Instrumentation

4.2.1. Materials presentation and Procedure

A text was written by the authors (Appendix I) based on an idea taken from:
<https://en.wikipedia.org/wiki/Reichskulturkammer>,
http://www.historylearningsite.co.uk/propaganda_in_nazi_germany.htm, and
<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005207>

Warm up

Working in pairs try with your partner to answer the following question about propaganda (terminology, techniques) (10').

<i>What I think I Know</i>	<i>What I would like to know</i>

The aim of this task is to activate the students' prior knowledge and advance their interpersonal intelligence.

Activities

Activity 1

Now read the following text (See Appendix I) and see if any of your ideas are mentioned (20'). The aim of this task is reading for gist. As the students read the text they can hear the anthem of the third Reich on the Internet.

Activity 2

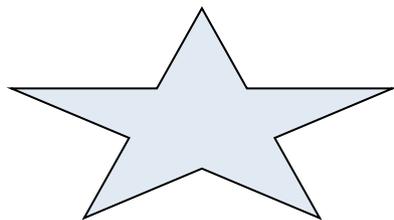
Read the passage again and fill in the table below (10').

Reich Chamber of Commerce or Culture		
Its aim	Its policy	Its results

The purpose of this task is to provide students with practice in reading for specific information.

Activity 3- Vocabulary practice (8').

Now put in your star any 10 words from the text which are relevant to propaganda.



The goal of this activity is to help students practise vocabulary.

Activity 4 – Vocabulary extension

Match the words with their synonyms (7'):

- | | |
|-----------------------|--------------------------------|
| • military | • education, information |
| • might | • stadium |
| • enlightenment | • gathering |
| • loyal | • army |
| • ransack | • power, strength |
| • approach | • devoted, patriotic |
| • concentrate | • rob, break in |
| • rally | • organisation of mass control |
| • arena | • focus |
| • chamber of commerce | • methodology |

This task aims at enriching the students' vocabulary.

Activity 5- Name the techniques that the Nazis used in their propaganda (15').

The purpose of this task is to enable learners to read for gist as well as clarify terms of the main content.

Activity 6

Now look at the pictures. In which way did the pictures of the article help you understand the meaning of propaganda? Did you get any extra information out of them? (10').

The activity intends to activate the students' visual intelligence and boost their visual literacy.

Activity 7

Now listen to the music again. In which way did the music help you understand the meaning of propaganda? Did you get any extra information out of it? How did it make you feel? (10'). This task stimulates musical intelligence.

Activity 8

Work on your own. Try to think and say: Which technique did you consider to be the worst one? (10').

The students' critical thinking and strategies of self-expression are triggered in this task. Moreover, their intrapersonal intelligence is advanced.

Activity 9

What does the phrase "Where one burns books, one eventually burns people" mean for you? Write your thoughts as if you write in your diary (10').

This activity aspires to integrate writing as well as to promote the students' critical thinking.

Activity 10

You are in a court. One of you is the judge. The rest of the class are divided into two groups of lawyers. The first group is in favour of the huge rallies which highlight the German power, the rest are against these gatherings. Discuss your arguments and choose a secretary who is going to present your views to the judge (20').

This activity aspires to elevate the students' critical thinking and cater for 'kinaesthetic intelligence'.

4.2.2. Students' questionnaire

Since the present research involved a small-scale case study, qualitative methods which require a longitudinal investigation (i.e. classroom observation, teacher's diary) could not be exploited. Thus, the researchers decided to employ a students' questionnaire (appendix I) in order to trace their attitudes towards the role of CLIL in developing their diverse frames of mind. As the learners may not be familiar with the term "multiple intelligences", an introduction was given to them to help them understand their meaning and function as well as ensure that they provided reliable answers. The questionnaire was administered in the students' mother tongue in order to avoid any misinterpretations due to possible linguistic obstacles. The completion of the questionnaire took fifteen minutes, therefore, the learners had ample time to familiarise themselves with the various 'frames of mind' and answer the items.

Consequently, the intervention along with the administration of the questionnaire lasted three teaching sessions in order to give the opportunity to the participants to get acquainted with the CLIL methodology and the Multiple Intelligences framework and at the same time have enough time to express their opinion concerning the questionnaire items.

4.2.3. Data analysis.

The quantitative analysis of the findings was carried out through measuring the participants' responses to the questionnaire items on a percentage scale monitoring the frequency and percentages of the answers. The main aim was to gauge the respondents' capacity to ponder on the enhancement of their multiple intelligences and judge their ability to monitor their cognitive development.

5. Presentation and discussion of results

This section presents and interprets the results of the study in an attempt to probe whether the research questions were verified, to endeavour to search for plausible explanations and consider the pedagogical implications of the accrued data (Table 1).

A CLIL lesson helps you to learn better because you ...		<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>
1. Work on your own (Intrapersonal Intelligence)	N	20	4	1	-	-	25
	%	80	16	4	-	-	100,0
2. Listen to songs, music, rhythm (Musical intelligence)	N	18	2	5	-	-	25
	%	72	8	20			100,0
3. Improve your use of language-linguistic ability linguistic competence (Linguistic Intelligence)	N	22	3	-	-	-	25
	%	88	12	-	-	-	100,0
4. Move and touch things during Role playing (Kinaesthetic Intelligence)	N	20	3	2	-	-	25
	%	80	12	8			100,0
5. Use pictures- see things in order to learn – acquire knowledge of the space (Visual- spatial Intelligence)	N	20	5	-	-	-	25
	%	80	20	-	-	-	100,0
6. Make comparisons, try to find interrelations, improve your critical thinking (Logical-mathematical Intelligence)	N	20	5	-	-	-	25
	%	80	20	-	-	-	100,0
7. Work with other students in pairs or groups (Interpersonal Intelligence)	N	18	5	2	-	-	25
	%	72	20	8	-	-	100,0
8. Relate content to nature and culture (Naturalistic Intelligence).	N	17	3	2	-	-	25
	%	68	12	8	-	-	100,0
9. Use of different kinds of materials (audio, visual, kinasthaetic) - differentiated materials (video, internet extracts, etc.) promotes all Multiple Intelligences	N	20	5	-	-	-	25
	%	80	20	-	-	-	100,0

Table 1: Students' attitudes concerning the contribution of a CLIL lesson to the development of their Multiple Intelligences.

The results indicated that the students value the importance of the CLIL to the amelioration of their multiple intelligences. The item that received the highest approval (88%) concerns the improvement of the linguistic intelligence. Five items gained equal ratings at 80% (intrapersonal, kinesthetic, visual-spatial, logico-mathematical intelligence and promotion of all learning styles). The items which gained the least endorsement were the interpersonal, musical and naturalistic intelligence with a very high percentage, though (72% and 68% respectively).

In the present case study, the emphasis was gradually given to the four fundamental elements of CLIL namely the 4 Cs, that is Content, Cognition, Communication and Culture (Coyle, 2006). We believe that we have managed to employ all the stages adequately:

- Content: Regarding content the students got familiar with different ways of propaganda in Germany before the Second World War.
- Communication: Concerning communication, they enhanced their linguistic competence.
- Cognition: In relation to their cognition, they were provided with ample opportunities to practise their critical thinking.
- Culture: As regards culture, they developed awareness of otherness (Germans, Jews).

Furthermore, special attention was paid during the design of the lessons to accommodate all the types of multiple intelligences. Instead of producing activities that were of service only to learners with augmented linguistic intelligence and style, and verbal preferences, we attempted to engage actively the full range of learners in this specific class. Therefore, it can be deduced that the first research question was substantiated.

The second research question was also verified as the respondents asserted the importance of CLIL tuition to promote their multiple intelligences. More specifically, they rated their perceptions towards the effectiveness of the CLIL approach to boost their frames of mind highly (Table 1). Our findings converge with the ones in Garcia (2014), the difference being that she explored the speaking and listening improvement of youngsters through multiple intelligence oriented lessons in the CLIL framework. The novelty of our study is that we focused on older students and sought to explore their performance holistically rather than concentrate only on two skills.

5.1. Classroom implications- Suggestions

An effort will be made in this section to elaborate on the information accrued from the retrieved data with a view to putting forward pedagogical implications and offering relevant recommendations concerning an effective application of CLIL.

It has been displayed that, apart from developing all kinds of multiple intelligences, CLIL can be used for the advancement of the learners' cognitive, linguistic, social and cultural development.

Capitalising on the use of content and an FL

Concerning the debate between the supporters of the separate use of L2 in the classroom and the employment of a content of a subject, on the one hand, and the advocates of the CLIL methodology, on the other, it can be said that a balance should be struck. In this line of

thought, in the CLIL context, the content of a subject and the foreign language can work additively rather than subtractively (British Council, 2014) in the sense that they support instead of undermining each other. A harmonious cooperation among the content and the foreign language could bring about maximum results to the learners' evolution.

Fostering critical thinking and mentality of tolerance towards diversity

CLIL can promote the learners' critical reasoning and their understanding of otherness. This seems to render students independent learners who can monitor their learning process, influence the society they live in and be smoothly assimilated in the contemporary multicultural communities.

Maximising the promotion of Multiple Intelligences

Special care should be taken to nurture all frames of mind in order to provide equal opportunities to all students and generate value-added educational benefits (Coyle, 2006, p. 3).

6. Conclusion

In an attempt to contribute to the necessity for more research on the effectiveness of the CLIL approach in the Greek educational setting, the current study explored the extent to which the application of CLIL lessons assisted the promotion of the various frames of mind of a third grade class of a junior high school.

The findings verified the amelioration of the students' various types of intelligences through the meaningful cooperation of History and English. The two subjects interacted and were interrelated to the benefit of the learners who explored the content of the syllabus of History and improved their performance in English. Moreover, not only did the implementation of CLIL enhance the learners' multiple intelligences but it seems that it empowered the students to gain insight into the potential of the CLIL approach and acknowledge its contribution to the amelioration of their various types of intelligence. Consequently, limited as they were, the results highlighted the importance of implementing CLIL in the Greek state classroom.

The major limitation of the present study is that it involves a small scale research which gauges the students' attitudes towards the efficacy of CLIL to boost their diverse frames of mind. A larger scale study involving more teaching sessions and more methodological instruments that is classroom observation and teachers' diaries might yield more generalisable data.

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APPENDICES

APPENDIX 1

The text

The text was written by the authors based on information taken from

<https://en.wikipedia.org/wiki/Reichskulturkammer>

http://www.historylearningsite.co.uk/propaganda_in_nazi_germany.htm

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005207>

Political propaganda: The case of Germany before the Second World War.

Propaganda involves the ability of convincing others that your point of view is correct, while other people distort the truth. Some politicians may use propaganda to persuade people that their political and military might is so great that no one can resist it. Hitler realised the importance of propaganda and decided to organise it properly. Therefore, he asked Joseph Goebbels to become responsible for propaganda and so propaganda in pre-war Germany became extremely sophisticated.

Goebbels was appointed in charge of propaganda, his official title being Minister of Propaganda and National Enlightenment. He established the Reich Chamber of Commerce or Culture in 1933 in an attempt to control the German media and channel the people's thoughts. The Chamber monitored every means that could influence people that is art, music, literature, newspapers, films and radio. If you wanted to produce a piece of literature, an article, a book etc. you had to join the Reich Chamber. Only the Nazi party could judge if a person had the right qualities to be a Chamber member. People who disobeyed were punished. Only the Nazis had the right to determine what people could read, watch and listen to.

By May 1933, the Nazi party had become so powerful that Goebbels decided to burn the books that opposed the Nazi ideals. So, loyal Nazis ransacked libraries, removed the unwanted books which were considered offending and burnt them in public. They burnt the books of Berthold Brecht, Karl Marx, Thomas Mann, Jack London, Theodore Dreiser and Helen Keller. A century ago the German romantic poet, Heinrich Heine (December 13, 1797 – February 17, 1856) had said that where one burns books, one will soon burn people.

The Nazis employed the same approach to censor films. Germans could only watch films which concentrated on specific topics: The Jews, Hitler's might, the correct way of life for German children and members of the Nazi party. Moreover, as German authorities were preparing their nation for the Second World War, they wanted them to watch films which showed that Germans, who lived in the countries of Eastern Europe were ill-treated. "Tarzan" films were forbidden as the heroes and heroines were barely dressed. Serious films with political content were avoided. Goebbels chose light entertainment films like comedies because he believed that they showed a lighter aspect of Germany.

Additionally, in August every year (from 1933 to 1938) huge rallies were organised in the Nureberg arena where up to 400.000 people gathered to listen to Hitler's speech and watch the parade of the German army. These displays were twice (1934 and 1937) held at night in a brightly lit stadium. They were called the Cathedral of Light Presentation. The stadium lights could be seen as far as 100 kilometres away.

APPENDIX 2

The students' questionnaire

Introduction

Gardner (1999) supported the view that instead of a unified Intelligence, our brain consists of several types of Intelligences and each one of us has a combination of them. So, every lesson should cater for all types of Intelligences in order to benefit all students. Mylona (2012) resembled our multiple intelligences to people who live in the same block of flats in different apartments, though.

Answer the following questions so that we can find out which types of intelligences are developed in a CLIL lesson

Your opinion about a CLIL lesson

Please read the following statements carefully and mark with a ✓ (only one box) the one that best expresses your opinion.

A CLIL lesson helps you to learn better because you

1. Work on your own (Intrapersonal Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
2. Listen to songs, music, rhythm (Musical Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
3. Improve your use of language-linguistic ability linguistic competence (Linguistic Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
4. Move and touch things during Role playing (Kinaesthetic Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
5. Use pictures- see things in order to learn – acquire knowledge of the space (Visual- spatial Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
6. Make comparisons, try to find interrelations, improve your critical thinking (Logical-mathematical Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
7. Work with other students in pairs or groups (Interpersonal Intelligence)	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
8. Relate content to nature and culture (Natural- istic Intelligence).	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>

9. Use of different kinds of materials (audio, visual, kinasthaetic) -differentiated materials (video, internet extracts, etc.) promotes all Multiple Intelligences	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
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Toward an Understanding of Content and Language Integrated Learning Assessment (CLILA) in Primary School Classes: A Case Study

Προς την κατανόηση της αξιολόγησης, στο πλαίσιο της Ολοκληρωμένης Εκμάθησης Περιεχομένου και Γλώσσας σε τάξεις του Δημοτικού σχολείου: μια Μελέτη Περίπτωσης

Makrina ZAFIRI and Keti ZOUGANELI

This article focuses on the assessment of students' learning in a Content and Language Integrated Learning (CLIL) context and presents the findings of a case-study conducted in a Primary School in Greece, where subjects from the general curriculum are taught in English, by EFL teachers. Based on the results of a qualitative exploratory study, the article provides evidence of the teachers' practices for the assessment of students' knowledge, abilities and understanding. In the context of the article, the basic theoretical assumptions which underpin CLIL are presented and assessment is discussed as an integral part of language teaching and learning and as an act of safeguarding that the aims of teaching are monitored and achieved. Assessment in CLIL for young learners is presented and discussed as a process which should account for the goals and objectives of two different areas (content and language) and at the same time retain the principles of validity, reliability and appropriacy for the young learners' context. The article concludes with suggestions towards the development of an assessment framework which encompasses CLIL assessment and methods that exploit existing resources in Greece and in Europe.

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Το παρόν άρθρο εστιάζει στην αξιολόγηση της μάθησης των μαθητών που διδάσκονται Αγγλικά μέσω της μεθόδου της "Ολοκληρωμένης Εκμάθησης Περιεχομένου και Γλώσσας" (CLIL). Παρουσιάζονται τα ευρήματα μιας μελέτης περίπτωσης που διενεργήθηκε σε σχολείο Πρωτοβάθμιας εκπαίδευσης στην Ελλάδα, όπου μαθήματα του γενικού αναλυτικού προγράμματος διδάσκονται στα Αγγλικά, από εκπαιδευτικούς της Αγγλικής ως ξένης γλώσσας. Με βάση τα αποτελέσματα μιας ποιοτικής πιλοτικής μελέτης, στο άρθρο δίνονται παραδείγματα των πρακτικών που εφαρμόζουν οι εκπαιδευτικοί για την αξιολόγηση της γνώσης, των ικανοτήτων και της κατανόησης των μαθητών τους. Στο άρθρο παρουσιάζονται οι βασικές θεωρητικές υποθέσεις που διαμορφώνουν το υπόβαθρο για τη μέθοδο CLIL και

συζητάει την αξιολόγηση ως αναπόσπαστο μέρος της διδασκαλίας της γλώσσας και της εκμάθησής της, καθώς και ως δράση μέσω της οποίας διασφαλίζεται η παρακολούθηση της επίτευξης των στόχων της διδασκαλίας. Η αξιολόγηση των μικρών μαθητών, στο πλαίσιο της CLIL, παρουσιάζεται και συζητείται ως μια διαδικασία κατά την οποία πρέπει να λαμβάνονται υπόψη οι σκοποί και οι στόχοι δύο διαφορετικών περιοχών (του περιεχομένου και της γλώσσας), ενώ παράλληλα διατηρούνται οι αρχές της εγκυρότητας, της αξιοπιστίας και της καταλληλότητας για το συγκεκριμένο πλαίσιο διδασκαλίας σε μικρούς μαθητές. Τέλος, γίνονται προτάσεις για την ανάπτυξη ενός πλαισίου αξιολόγησης το οποίο να περικλείει την αξιολόγηση στο πλαίσιο της CLIL με μεθόδους που αξιοποιούν τις υπάρχουσες πηγές στην Ελλάδα και στο εξωτερικό.

Key words: Assessment, CLIL, young learners, primary school, L2 learning.

1. Introduction

Content and Language Integrated Learning (henceforth CLIL) has been introduced as a means to achieve the 1+2 policy aim put forward in the 1995 White Paper on Education and Training by the European Commission, i.e. that all EU citizens should master two community languages in addition to their mother tongue” (Nikula, et al., 2013, pp. 70-71). This need for a ‘multilingual European society’ or the “[...] willingness to communicate (WTC) in the L2 [...]” and “[...] the social nature of L2 acquisition [...]”, as Dörnyei (2001, p.51) names it, has led many European countries to reevaluate and reform their foreign language curricula in an attempt to “ [...] nurture a feel good and can do attitude towards language learning in general” (Marsh, 2000, p. 10), thus improving students’ language proficiency. There are scientists and teachers who strongly believe that the advantages of the application of CLIL are many more compared to the disadvantages, more specifically[...]the fact that CLIL is still increasing in popularity as an educational measure suggests that its aims must be important to many people around the globe” (Dalton-Puffer & Smit , 2013, p. 547). Lasagabaster and López Beloqui (2015, p. 55) estimate that “[...] taking into account the prevailing need to learn foreign languages in addition to the mother tongue(s), CLIL may become an effective way to engage students in language learning”.

The development of CLIL over the past decade is dynamically manifested in primary and secondary education. The final report of the European Survey on Language Competences (ESLC) (2012, p.174)¹ shows that CLIL is offered, most often, in secondary education schools in Belgium, Estonia and Malta and least often in schools in Croatia, France and Greece. Analysis of the data for Greece, which appears in the National Report (Dendrinos et al, 2013, p.97)², shows that the percentage of the sampled secondary education schools which offer

¹ The European Survey on Language Competences (ESLC) was designed to collect information about the foreign language proficiency of students in the last grade of lower secondary education in 16 countries which provided a sample of 54,000 students. The survey comprised language tests and questionnaires which provided contextual information.

² Greece participated in the ESLC with 112 lower secondary education schools and a sample 1,594 students of English and 1,378 students of French. The National Report includes a detailed analysis of the language test results and the data from the contextual questionnaires as well as a discussion of the findings and recommendations for policy measures at an in-country level.

CLIL is very low. In Primary education, CLIL provision is favourably discussed as a means towards an early start to reinforcing language learning through content teaching which links topics across the curriculum and includes a variety of subjects (Massler et al., 2014, p.138).

At a classroom level, practitioners often wonder what CLIL really is and what it demands from them. Do teachers restrain themselves from applying it because they see themselves as foreign language experts not content experts, so they feel unsafe applying something which they themselves have not mastered or do they apply CLIL because it is in vogue? Most importantly, what is it that CLIL offers to students and how can the CLIL students' progress be measured? Assessment of the outcomes of CLIL instruction to students' progress and achievement appears as a "thorny" issue, due to the dual focus of the method on content and language which requires consideration of the goals of two different subject areas including knowledge, skills, competences and attitudes for both language and content.

The present article deals with the issue of assessment of students' progress in CLIL and presents the assessment practices of four EFL teachers who implemented CLIL at the Third (3rd) Model Experimental Primary School of Thessaloniki in Greece. It refers to an exploratory qualitative study which aims, on the one hand, to provide insights into when, why and how EFL teachers integrate assessment in CLIL and, on the other, to propose suggestions towards the development of an assessment framework which encompasses assessment, and methods, which exploit existing resources.

2. Theoretical considerations about CLIL

In educational settings, CLIL is rapidly establishing itself as a new educational approach which promotes learning innovation in teaching methods. As Coyle, Holmes and King (2009, p.6) point out, "*It [CLIL] encompasses a variety of teaching methods and curriculum models and can be adapted to the age, ability, needs and interests of the learners*", in this way making CLIL a very 'student friendly tool' for language teaching and learning.

The CLIL method broaches the subject of foreign language teaching and learning using content subjects, but it is not only that. In CLIL, language learning and content learning are tightly interwoven and integrated and neither seems to dominate the other even though greater emphasis may be placed more on one and less on the other at a particular point in time when there is a specific need. According to Dalton-Puffer and Smit (2013, p.546), "CLIL can be seen as a foreign language enrichment measure packaged into content teaching".

The theoretical framework for the implementation of CLIL, in primary education, has been shaped by theories which pertain foreign and second language teaching and have influenced relevant pedagogies. An insightful discussion of the impact of Krashen's Comprehensible Input Hypothesis, Swain's Output Hypothesis and Long's Interaction Theory is presented by Mattheoudakis et al (2013, p.218), who also discuss the role of cognitive and constructivist learning theories in the development of a "robust" theoretical base for CLIL. Additional support is offered by Kiely (2011, p.27) with reference to task-based learning, advocated by Communicative Language Teaching. He presents it as an approach, which provides "[...] a degree of conceptual fit between communicative language teaching and the pedagogy of other subjects" but incorporates the risk of prioritising language development over content

knowledge. In order to facilitate parity between language and content Kiely (ibid) suggests that the 4Cs (Content, Cognition, Communication and Culture), framework coined by Coyle (2007) has to be considered. Through the 4Cs, learners construct their knowledge and skills as well as their identity as learners, in a context culturally shaped by two languages. This enhances their understanding of both own and other cultures (see also, Korosidou & Griva, 2013), and promotes their communicative abilities, social skills and motivation to learn the foreign language.

From a socio-cultural perspective foreign language learning for primary school students involves the process of socialization. A child learning English, for example, does not only learn grammar and structure. A wide range of knowledge and skills are also developed such as “learning how to make meaning for communication”, “learning the discourse of the EFL classroom” or “learning the discourse of content areas of the curriculum”. Focusing on the children’s need “to learn the specific discourses of subject content areas such as science and social studies”, McKay (2006) stresses:

“Young learners are already engaging at an early age with beginning versions of discourse of specific content areas [...] as they progress through the elementary years, the content areas become more specialized, and the language used to talk about the content becomes more linguistically complex and academically demanding.” (McKay, 2006, p.33)

In relation to the above Johnstone (2000) introduces the notion of “embeddedness in the flow of events” and suggests that in the primary classroom the learners’ knowledge and experience, gained through subjects across the curriculum, can be linked to foreign language and appear in activities which encourage learners to “draw” knowledge from their L1 and expand it through to L2.

“This natural flow of events in which the foreign language pops in and out of relevant classroom activity reflects a view of the elementary school curriculum in which the universe of children’s knowledge is not divided into discrete areas called “subjects” but is organised more holistically into broader areas that allow children to integrate a variety of different experiences.” (Johnstone, 2000, p.129).

According to a case study of two bilingual students learning English as L3 (Papalexatou, 2013), Johnstone’s notion can expand to having the subjects use all languages interchangeably. Following Brown’s principles of learning, in the above study, there have been several instances of activities relevant to the learners’ interests that built on previous learning and contributed to ‘meaningful learning’, indicating, in this way, that such learners drew knowledge from various experiences and attributed specific roles to different individuals in different situations.

When engaged in CLIL, students, sometimes, have to respond to content meaning making needs which are beyond their present state of knowledge in the foreign language. For example, a child may be able to communicate effectively with the teacher or peers in the language classroom, but may find it difficult to use in L1 specific terminology related to the subject taught in L2. Research from bilingual settings (Cummins, 1987, 2000 in Kiely (ibid)

and in Mattheoudakis et al., 2013; Papalexatou & Zorbas, 2015a; Papalexatou & Zorbas, 2015b; Papalexatou & Zorbas, 2015c; Zorbas, Papalexatou & Griva, 2016) stresses the distinction between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) and highlights the contribution of CLIL to the development of students' critical thinking and meaningful use of the foreign language. With reference to the CALP component of language proficiency, Papalexatou (2013, p. 21) argues that "minority children, in particular, must have the common underlying proficiency well developed before entering the classroom, in order to cope with curriculum processes". This is in line with Kiely (ibid) who makes an interesting point about the role of the students' L1 particularly when CLIL is implemented in primary education:

"A key strategy in meeting the CALP challenge is continuing development of the pupil's first language, specifically in terms of the subject language used, in order to understand and explain subject concepts and processes [...] so that pupils are able to discuss their subject learning in L1 with parents and carers at the end of each day and in L2 in classroom or formal assessment contexts." (Kiely, 2011, p. 30)

Commenting on the changing role of the first language in CLIL he goes on to suggest that, recently, L1 implementation is enhanced "*for a range of reasons from ensuring subject comprehension to facilitating flexible and creative work in the classrooms*". In the same vein, Papalexatou and Zorbas (2015b) and Zorbas et. al (2016) suggest that teachers should help children retain their L1, by communicating messages about the value of learning foreign or additional languages; thus, highlighting the intellectual and linguistic value of bilingualism. Students are the ones to provide teachers with a 'knowledge bank' which the latter can make use of by linking various topics to students' personal experiences in order to enrich their classrooms both culturally and linguistically. This is also in line with Stathopoulou (2015) who suggests that when teachers facilitate the use of the mother tongue or other languages, brought into the classroom by the students, the latter are encouraged to understand that there can be different levels of proficiency in different languages, used in different situations and for a variety of purposes.

3. Assessment in young learners' language learning

Teaching is inextricably linked to assessment, which is a means for the documentation of knowledge, skills, attitudes and beliefs and is usually carried out in a measurable way. Defined by Genesee (2001, p.145) as "[...] that part of evaluation that includes the collection and analysis of information about student learning" assessment focuses on understanding student performance in class, identifying students' specific needs, monitoring the teaching process and providing information about individual students' progress.

Assessment happens in class continually and is usually discussed in terms of the purpose and the use of information that is provided through its processes. In the classroom it may be *formative* and *summative*. Formative assessment is carried out as part of the teaching process, and is central to effective teaching. It is also linked to the notion of "assessment for learning" (Black & William, 1998, in McKay 2006, p.140) and includes a broad range of tools for information gathering, such as self-assessment, peer assessment, performance

assessment and portfolio assessment. The information gathered from formative assessment may complement the input for summative assessment. Summative assessment aims to assess what has been learned at the end of a unit or a period of study. It may be constructed by the teacher, as a set of tasks implemented in the classroom or may come in the form of a formal test. Its outcomes are used to report to others (e.g. parents) about the individual learner's achievement, for scoring purposes and/or for promotion to the next grade. Summative assessment is not a feedback of the teaching process. On the contrary, it is high-stakes and can have an adverse "wash back effect" to the young learners' motivation to participate in the language classroom.

Despite the general tendency to define classroom based formative assessment as low-stakes, in comparison to high-stakes testing, Rea-Dickins (2000, p.237) warns us that "there may be cases when high-stakes decisions are made on the basis of a student's performance in class, which will negatively influence the attention the student gets from the teacher or provision of assistance". Therefore, when developing formative assessment activities teachers have to pay close attention to the aims of assessment as well as to how these aims will be achieved and how the assessment results will be interpreted and communicated. Formative assessment is frequently an additional element of a valid and reliable assessment plan.

An assessment is valid when it measures what it claims to measure. Reliability refers to the extent to which an assessment is consistent. As formative assessment concerns improving learning and is embedded in the classroom there is reconsideration of the way validity and reliability are examined in classroom based assessment according to McKay (2006). More specifically, she (ibid: 116-117) suggests, that validity and reliability should be "contextualised in the realities of formative assessment in the classroom" and goes on to encourage teachers to "keep a close eye on the characteristics of usefulness as they go about their formative assessment". The idea of teachers' self-inquiry when deciding on a formative assessment schedule, as implied by McKay, is discussed under the notion of "Fairness" or "Equity" by Cameron (2001, p. 226). More specifically, she mentions that (ibid: 226): "Equity principles require that children are given plenty of chances to show what they can do and that their language learning is assessed through multiple methods".

The issues raised so far, reflect theoretical underpinnings to assessment in foreign language learning and address the need to form the base for assessment in the context of CLIL.

4. Assessment in CLIL

The dual focus of CLIL on content and language implies, for language teachers, that they have to teach academic content which they themselves may not have mastered. Consequently, teachers are expected to assess students' development of language skills and comprehension of the content of the subject matter. Assessing content bears the characteristics of assessing non-language subjects and differs from the modes adopted to assess language proficiency. Usually tests in nature, the latter measure linguistic and communicative competence as well as accuracy, thus focusing on basic language skills necessary to respond to everyday social communication needs (BICS) as coined by Cummins (ibid) in the BICS/CALP distinction. CLIL, however, involves academic language (CALP) found

in subjects and requires use of language in a specific, formal context which does not resemble the way language is used for communication in social informal contexts. Students, who may be fluent speakers and who may have developed interpersonal communication skills, may not be equally proficient in their academic skills, which demand cognitive processes and take longer to develop.

It is pointed out that in CLIL the foreign language is the medium for mastering content (Coyle et al., 2010) therefore both in teaching and in assessment, content must be the focus. Integrating assessment of language and content is a crucial issue, which teachers who implement CLIL have to manage. The issue of integrating content knowledge with language competence in assessment is broached upon by Short (1993, pp. 629-630) who, referring to secondary bilingual contexts, suggests that some types of assessment instruments, such as reading comprehension and writing, involve both content knowledge and language skills. At the same time, she highlights the problem that arises for the teacher about how to assess each element separately.

The situation is not different in EFL contexts and it becomes more complicated with young learners involved in CLIL in the first years of primary education. These children are still in the process of developing their first language (L1) and they may face difficulties in understanding special discourse related to the content of different subject areas such as history, environmental studies or physical education, and furthermore in communicating using the appropriate discourse patterns in the foreign language (L2). Teachers should account for this when devising assessment tasks as well as when providing feedback about progress in content knowledge. The suggestion made by Kiely (*ibid*) that a bilingual (L1 and L2) approach to CLIL assessment can be adopted in order to ensure a balance between subject and language seems to find fertile ground. According to the suggested model, each child can choose whether to use L1 or L2 when speaking or writing about content concepts.

The idea of allowing alternation of languages, for purposes of monitoring comprehension during assessment, is critically discussed by Coyle (*ibid*, p. 118) as a problematic one “for both practical and pedagogical reasons”. On a practical level, it can fail because the input for content has been provided through the CLIL language, so it may be unknown in the L1. On a pedagogical level it fails to adhere to the basic aim of CLIL which is “to build capacity to cope fully in an additional language, which includes finding strategies to communicate and developing thinking as far as possible in that language.”

It could be argued here, that a balanced combination of L1 and L2 use in CLIL creates, for the students, a framework of “translanguaging”. The development of such a framework through FL programmes that support linguistic diversity and promote inter-/pluricultural competence, as well as plurilingual competences, in other words “[...] competences in a number of languages from desire or necessity, in order to meet the need to communicate with others [...]” (Coste, Moore & Zarate, 2009, p.17), including “translanguaging skills” which are strongly suggested by Stathopoulou (*ibid*, p.214). More specifically she explains that in today’s multilingual contexts, being able to cope with multiple intercultural experiences and to mediate effectively seem to be a prerequisite for an individual’s successful participation in such contexts.

It is up to the teachers to decide which approach to CLIL will be adopted but what needs to be stressed is that each approach requires an appropriate strategy to assessment. When planning assessment in the context of CLIL, the materials, the teaching and learning aims, the teaching method, the instruments of assessment and above all the students' cognitive and language level have to be considered carefully.

5. The study

5.1. The aims of the study

The present study (conducted in the school year 2015-2016) focused on the case of the 3rd Experimental Primary School of Evosmos in Thessaloniki and investigated the student assessment methods and practices followed by EFL teachers who implemented CLIL through teaching a curriculum subject, other than the foreign language, to students who learn English as part of their curricular studies. The aim was to provide baseline data on CLIL classroom assessment, within the context of young learners. As no previous empirical study of this nature had been conducted at the time, this was an exploratory study (Check & Schutt, 2012, p. 11) which attempted to lay the ground work for future studies in the area of CLIL assessment in primary education in Greece. The case-study was based on the following research questions:

- When and how do CLIL teachers plan learner assessment?
- Do CLIL teachers focus learner assessment on content or on language?
- What is assessed, in what ways and through what tools?
- What is the role of L1 in CLIL assessment?
- How are the outcomes of assessment 'put together', expressed and communicated?

5.2. Methodology of the study

In the context of the study both quantitative and qualitative data was collected in order to safeguard validity of the study (Cohen & Manion, 1997). In particular, online questionnaires, in Greek, were administered to CLIL teachers, through which data concerning the context, as well as the teachers' experience in CLIL instruction were collected. The research methodology involved mainly face-to-face semi-structured interviews in order to collect direct and accurate information and to identify variables in the teachers' assessment purposes and practices. Additionally, non-participant observation of two classes took place, in order to facilitate clarification of the teaching process and the assessment practices used during the CLIL sessions.

Overall, four teachers participated in the case - study, three female and one male, all qualified EFL teachers, who implemented CLIL lessons for two hours per week, to classes ranging from grade three to grade six (Table 1).

5.3. Presentation and analysis of the data

5.3.1. The context for CLIL implementation

The 3rd Experimental Primary School of Evosmos, which is supervised by the School of English, Aristotle University of Thessaloniki, is the only public school in Greece that provides intensive English language instruction from the first grade (see Table 1) and one where CLIL was introduced in 2010, on a pilot basis, and has since expanded (Mattheoudakis et al, *ibid*, p.223).

EFL teachers	CLIL subject area	Class level	CLIL taught hours per week	EFL taught hours per week
T1	History	3 rd grade (sections 1 &2)	2	8
		4 th grade	2	8
T2	Environmental education	3 rd grade	2	8
T3	Religious Education	5 th grade	2	8
		6 th grade	2	8
T4	Environmental education	4 th grade	2	8
	Geography	5 th grade	2	8

Table 1: CLIL subjects, class level and teaching time and learners' exposure to EFL.

Analysis of the data drawn from the contextual questionnaire show that the CLIL teachers were given some training before the introduction of the project, but most of their knowledge was the outcome of self study and cooperation with the content teachers as well as other EFL teachers who also teach CLIL classes. According to their responses, CLIL instruction in their classes focuses mainly on providing knowledge of the subject matter and on promoting L2 skills and communication. They also involved, in their aims, development of intercultural awareness and self-knowledge. CLIL teachers also reported co-operation with the content teacher and other language teachers for the development of the CLIL syllabus in order to exchange teaching ideas and suggestions concerning the evaluation of the CLIL project.

During the interviews, CLIL teachers explained that they designed the CLIL syllabus and developed their own material, taking into consideration the educational goal and the learning aims of the respective subject area, as they are described in the primary school curriculum. They stressed that this was a laborious task and highlighted the need for resources. Their syllabus design did not include assessment as a distinct area of concern nor the development of a set of guiding assessment principles or criteria.

For the needs of syllabus development, CLIL teachers selected, from the course books, written in Greek, areas which could be adapted into English, so that the language meets

their learners' level in L2 or areas in which the content implied use of specific to the subject vocabulary to learn:

"[...] at the beginning I had a look at the book and the syllabus suggested by the ministry, and I saw that some of the things could be left out. My syllabus was designed on the basis of what I can leave out. But I see that during the year you have to be flexible and re organize according to the needs of the students".

"I chose from the book chapters that included more scientific terminology and I looked at the description and the aims from the ministry, what the book included [...]"

Occasionally, the priority for selecting content concerned its compatibility with the teacher's knowledge, as well as the resources available and the estimated gains for the learners:

"[...] there are instances in these chapters with information that even I don't know. I decided to do things about Greece, because it would be more motivating and I have lots of pictures to show them, the vocabulary is also very good, because they will find it sometime in the future in their English classes".

The practice of 'teacher made teaching materials for CLIL' appears common in many EFL contexts. Steiert and Massler (2011, p.100), presenting an example from relevant practice in the context of the PROCLIL project, refers to it as a challenging task because it raises demands for the systematic correlation and integration of content and language learning with the selection of texts and information as well as their methodological design from the beginning.

All teachers in this study reported to use both printed material and ICT applications in their CLIL classes and stressed that multimodality in resources (also see Demace & Zafiri, 2010), facilitated their teaching and increased learner motivation and their participation. Carefully selected materials in CLIL instruction help the integration of content and language and according to Guerrini (undated: 82) they can be scaffolding tools for learning. ICT applications, in particular, connect the CLIL classroom to the students' everyday realities and practices and facilitate the development of digital literacy skills. In the context of the present study, ICT was also reported as a means towards the enhancement of the teachers' opportunities for assessment of the teaching process and of the learning processes and outcomes.

5.3.2. *Learner assessment*

5.3.2.1. Types and purpose of assessment

CLIL teachers in our study claimed to adopt *classroom formative assessment* in order to collect information about the students' learning and the teaching procedure: *"The children's answers show me where we stand. How much of the content has been assimilated"*.

The main areas assessed formally are content knowledge as well as competences in L2, use of L2 for communication purposes including the purposes of reception and production of the

written form of language and development of mediation skills. *Summative assessment* was also reported as a means towards assessing the students' progress in content knowledge at the end of a semester or at the end of the year. All teachers in this case-study claimed to keep a balance between assessing content knowledge and L2 development. According to the questionnaire findings students are assessed during every class formatively and after the end of a teaching unit, through a test. The teacher usually assesses students' understanding of the content, during the class, and they are also given opportunities for self and peer assessment.

5.3.2.2. Assessment tasks and techniques

During the process of devising assessment tasks to check comprehension of content, a serious point of concern seems to be the CLIL students' level of competence in L2. As the CLIL teachers in this study were EFL practitioners, they were aware of the progression of the L2 level of their CLIL students throughout the school year, so they adjusted the level of difficulty of their formative assessment activities and tasks, accordingly. The teacher of History at grade three explained:

“In the third grade, when we start History they haven't completed their phonics books, which teach them reading and writing, so I can't do much as far as reading content is concerned. So the first test they are taking after the first unit in Mythology, which is about the creation of the world, is a test in which they have to put pictures in the right order, so that I know that they know what came first and what followed. As the lessons proceed and they develop their phonics I give them simple matching tasks [...]”.

At the beginning of grade three, students had developed only aural/oral skills in L2 and were familiar with identifying facts and characters presented in pictures. So, they worked on an ordering activity which enabled them to show their knowledge of the content without requiring L2 production. Sometime later in the year, they were given a matching activity (Figure 1) that required reading at the word level, which they had developed in L2. It also combined image and language which facilitated scaffolding of both input and output.

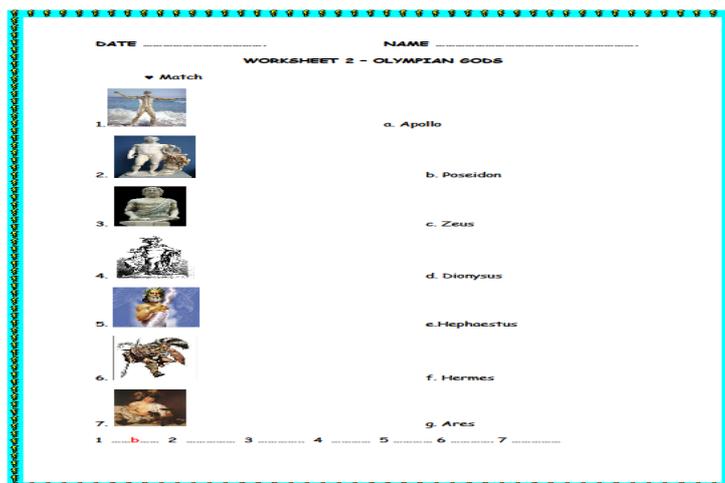


Figure 1: A picture – word matching activity in History - grade three

In Environmental Studies, in grade three, at the beginning stages of CLIL instruction, comprehension of content and L2 development were checked through arts and crafts. Students were given a map of Greece and, guided by the teacher, had to colour the geographical features.

“[...] they had to colour the mountains brown, the lakes and the rivers blue, the islands red. The instructions were read to them [...] and I checked their comprehension of the words “islands” [...] “mountains”, “plains”.

Additionally, they were given a black and white picture of a mountain with trees, bushes and a river and were asked to colour it and then present it to the class. Later on, as students’ literacy skills in L2 advanced, they worked on reading comprehension activities which integrated knowledge of the content and language (Figure 2 and Figure 3).

True or False?

- a) The olive tree is originally from the Mediterranean region. T / F
- b) Kotinos is the olive wreath given to the winners of the Olympic games. T / F
- c) There are many olive groves in Greece. T / F
- d) You can collect olives all year long. T / F
- e) The olives are ripe when they are ready to eat. T / F
- f) The olives fall down into big sacks. T / F
- g) The olive oil is good for the body. T / F
- h) The olive oil can be used only for food. T / F
- i) The olive is the symbol of peace. T / F
- j) The olives from Kalamata and Lesvos give a very tasty oil. T / F

Figure 2: A True-False reading activity

Circle the correct answer:

- a) Who brought the olive tree to Athens?
1) goddess Athina 2) goddess Demetra
- b) How much olive oil is produced from a sack of olives?
1) 17-20 litres 2) 7-12 litres
- c) How do farmers get the olives from the trees?
1) they climb up the trees 2) they beat the branches until they olives fall down in a net
- d) Why do chefs prefer using olive oil? Because
1) it’s good for the body 2) it’s cheap
- e) Why were the winners of the Olympic Games happy to get the “kotinos” as a prize?
1) Because it was beautiful 2) Because it was a symbol of peace and victory.

Figure 3: A multiple choice reading activity

The teacher’s process of grading the difficulty and varying the type of the activities according to the students’ cognitive development reflects the idea of “embeddeness” and the effort to “warm-up” in terms of the topic, the ideas and the language that students will need (Johnstone, *ibid*) in order to respond to the requirements of their tasks. It also provided the context for fair assessment.

CLIL teachers of grade three also referred to summative feedback, collected through activities, which were given as mid-year tests and involved production of written language in order to test content knowledge. The tests were marked and the results were communicated to the students and were available for their parents. According to the teacher of Environmental Education the mid-year test aimed at revising content knowledge and expected from students “[...] to write some sentences from the text which they had to study at home” in order to respond to open ended questions such as: “What do we need to do in order to help the planet?” to which the expected answer was: “we need to save energy”. The teacher explained that some students had difficulty in forming complete sentences and some others provided answers such as: “save energy”, “turn the computer off” or “plant more plants”. All these answers were accepted as correct because they provided evidence that students had understood the question and had transferred information from the subject matter. The students’ answers contained spelling errors, which, however, did not affect their final mark. As the teacher pointed out all answers were accepted “as long as I could understand that they [the students]comprehended the question and their answer gave me what I wanted [...] the information I mean”.

Although this activity functioned as a progress test, which provided a mark, the teacher highlighted its formative value in helping learners to focus on content information and language. Namely, she described a post - test process during which the class went through the answers to the test questions and reviewed language. Coyle (*ibid*: 2010, p.120) introduces the term “language clinic” and describes this process of reflecting upon language and content as “a necessary step to support better communication of content”. She suggests that it is a useful version of corrective feedback “which undermines content confidence”.

An activity in History (Figure 3) given to grade three learners at the end of the year, in order to collect summative feedback, is indicative of the CLIL teacher’s monitoring of the progress of L2 competences as well as of the effort made in order to scaffold content knowledge so that children will feel self secure.

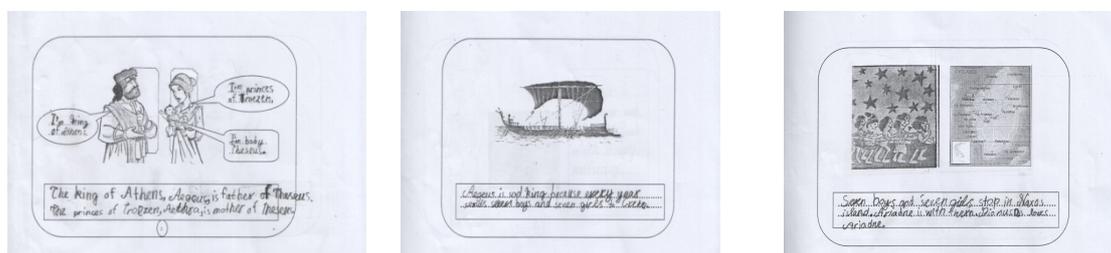


Figure 3: Activity in History – grade three

The activity was based on the production of written discourse and focused on the composition of a personal booklet for each student which involved pictures given by the teacher on one of the heroes studied within the subject matter of Greek Mythology. Each student had to provide content information in L2 using knowledge gained through CLIL History and through subjects from the general curriculum. The format of the assessment task facilitated the generation of ideas and stimulated information about the content thus, allowing learners to respond in the most direct way, according to their L2 capacity.

As is clearly coined by Coyle (ibid 2010, p.123) “such format activates and organizes thinking to support maximum demonstration of knowledge, thus forming part of the process of working within a student’s zone of proximal development”. In this test, the expected output was quite demanding for the learners as concerns their L2 competency. The CLIL teacher explained that although accuracy in L2 is expected from the students at the end of the school year, keeping a balance between testing knowledge of the content and examining language skills is the key priority: *“I’m lenient as far as language is concerned. As long as you can make out the meaning [...]”*.

Teacher-learner interaction was a technique adopted so as to acquire formative feedback on the students’ understanding of the content. As the CLIL teacher of Environmental Education in the third grade comments: *“Because up until Christmas, they couldn’t read or write [...], in every class, I asked them questions, different questions from what we had covered, up to a point, and I checked their comprehension.*

Referring to teacher-learner interaction Coyle (2007, p.556) argues that it is a means towards engaging learners cognitively and it generates new language use. Classroom observation, in the present case-study, provided evidence of questioning as a formative assessment strategy and also of strategies such as focusing on content, in order to identify content words, and elaboration when the teacher noticed that some students had not understood a word, a question or what was required by a task. Such strategies are also included in the findings of Tzagari and Michaeloudes (2013) who researched on the formative assessment patterns adopted by CLIL primary school teachers in Cyprus and concluded that ‘questioning’ was the main strategy teachers used to assess content and language. It was used to motivate learners and encourage them to use the target language.

“Understandability”, that is the degree to which students have understood content, is mentioned as the main assessment criterion, by the CLIL teachers, in this study. A second one refers to the ability to understand and use the *specific language or terminology* that is included in the CLIL content areas. As a third grade teacher comments: *“[...] if they managed to understand the terminology”*. At the level of input facilitating understanding of content specific language was practiced through teacher simplifications and interaction, as commented earlier in this section.

The issue of language output appropriate to the subject matter was raised by another teacher: *“[...] the aim is not if they write correct English, but after all it is science language that they are trying to use, so they should be rewarded for that, they should be encouraged [...]”*.

Therefore, assessment of language and literacy in content areas involves assessment of the learners' ability to use the language specific to each subject and, what is more, to use it appropriately for the purpose of the text and the context of communication. As children progress further into the content area the requirement for language appropriacy increases. With upper level grades (i.e. five and six) the complexity and/or sensitivity of the content as well as the aims set by the CLIL syllabus also affect the CLIL teacher's choices for student assessment. For example, in the context of Religious Instruction the CLIL teacher incorporated "Life skills" among the educational aims. This seems to have influenced both the type of assessment and the way through which assessment feedback was collected: *"Let's not forget that they are learning life skills and that I'm an English teacher. I'm interested in the language, this special language which is academic language, in a sense. [...] So, I have to explain. [...] What I do is give them examples from life. [...] they watch videos [...] then we talk about other religions"*.

The teacher described a visit to a worship place and explained that the students spoke with people and learned about differences, to conclude: *"There is an amazing amount of information that they picked up. How do you assess that? Well, you come back to class and have a discussion. [...] we draw idea maps sometimes and I see if they have understood the link between ideas and practices"*.

The interaction and elaboration of subject matter content, ideas and meanings, as implied by the aforementioned procedures, act as a scaffolding assessment process which provides formative feedback and stimulates participation, interest and the generation of knowledge.

5.3.2.3. CLIL assessment and project work

Teachers in our study referred to project work which they use in order to assess both content and language. They stressed the contribution of project work in assessing output in a differentiated manner, which allows each learner to show what has been learned according to his or her cognitive development and language abilities.

Referring to project work³, at grade five, on the theme "Love your neighbor" the CLIL teacher of Religious Instructions commented: *"The more competent students made a comic strip with a lot of language [...] a student who's excellent at drawing made a beautiful picture with some language. I could see that she had grasped the basic idea and she had some basic language. This is what I expected from her"*.

Similarly, grade five students demonstrated their content knowledge in Geography through projects⁴ which they elaborated upon individually or in groups. These projects provide abundant formative feedback about the students' learning of the content and their skills in using language specific forms in order to describe objects or facts.

³ those interested can see the students' projects uploaded on the school website, at: <http://padlet.com/nkdimos/Godislove>.

⁴ those interested can see the students' projects uploaded on the school website, at: <http://padlet.com/ziakaioa/meet-Greece>.

Assessing student knowledge and language development through project work informs the teacher about cognitive strategies and behaviours which are involved in learning and also helps to make instruction more responsive to the learners' needs.

5.3.2.4. CLIL assessment and L1 vs. L2

In a CLIL context, it is sometimes necessary to mingle L1 and L2 in assessment tasks and activities in order to help students, whose L2 is not sufficient to express content knowledge, to provide evidence of their progress. To this end, an activity in History constructed for grade four learners (Figure 4), presented its instructions in Greek (L1), so that the input language would not be a barrier.

Similarly, the priority to encourage learners, whose L2 skills are not sufficient, to produce oral output relevant to the content in L1 is stressed by the teacher of Religious Instructions: "If you need [...] you can say it in Greek, but I want to hear what you think about it".

The teacher explained that in mixed ability classes, slower students became intimidated by their classmates who were acquainted much earlier with the CLIL methodology and were eager to communicate in L2. In line with the teacher in our study, Massler (2011, pp.121-122), drawing from research and experience gained from the PROCLIL, EU funded project clearly states:

WORKSHEET ONE - THE DORIANS & THE 1st GREEK SETTLEMENT

1. Αν συμπληρώσεις σωστά τα τετραγώνια, στη χρωματισμένη στήλη θα σχηματιστεί το όνομα της διαλέκτου της Σπάρτης, στην οποία παρέμειναν οι Δωριείς.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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D I A L E C T

Eg. 1. The Dorians speak the Dorian dialect
 2. A river near Sparta
 3. The Dorians may have come to the Peloponnese through the Isthmus of
 4. The Mycenaean took place in the Peloponnese
 5. They were very strong
 6. A town near Evrotas river

2. Η ακροαρχίδα της αποικίας:

A _ _ _ _ _ η _ _ _ _ _ ο _ _ _ _ _ ι _ _ _ _ _ κ _ _ _ _ _ λ _ _ _ _ _ Α _ _ _ _ _	1. They leave from Thessaly 2. Some Dorians leave from there 3. The 1 st settlement doesn't happen in this way 4. They sail from Athens 5. The origin (καταγωγή) of all Greeks is... 6. Ancient Greeks meet there to celebrate 7. After the 1 st settlement this becomes a Greek Sea
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Figure 4: Activity in History-grade four (source: Koutalakidou, 2014)

"[...] in case students lack adequate L2 skills to do so, (show what they have learned in L2) they should either be supported to respond through non-verbal means or allowed to use their L1. Sometimes a mixture of L1 and L2 may be allowed in order for the students to express their content knowledge and so as not to put weaker students at a disadvantage. Overall, it could be argued that pre-primary and primary school children in CLIL programmes should be allowed to choose the language in which they respond to an assessment task [...]the

information provided to the teacher by the student's choice of language can provide valuable information as to their foreign language competence".

5.3.2.5. ICT and CLIL assessment

CLIL teachers, in our case - study, claimed to make use of the opportunities that ICT offers for raising students' motivation to work on and explore the subject matter as well as for facilitating teachers to monitor and assess their teaching: *"Learner assessment [...] comes every step of the way actually. I use a lot of ICT tools. I use a lot of games and I use them both to give practice, opportunity for practice for the students, but also as feedback for me to see what students understand, what I need to revise, what I need to go over again [...]"*.

The teacher also pointed out that interactive games in educational platforms motivated learners to use their knowledge of the CLIL content area in order to proceed to another game or do a crossword: *"... they have to answer questions (based on content) before they get to play"*. The challenge of providing an appropriate answer led to the learners' reflection upon content knowledge and raised their awareness of their progress. Thus, they were informally involved in a process of self-assessment. Interactive games in educational platforms were also been commented upon as useful sources of feedback about when and how many times students played a game and their scores. The same games, played in class can show *"[...] how they worked at home and how well they know their material"*. Moreover, as electronic games can be played at home, parents were able to see what their children had learned and could follow their progress.

6. Discussion of the study's findings and suggestions for further practice

Generally, the teachers in this study make a clear effort to integrate content and language in their assessment practices. They use formative assessment as a continuous process which is inherent in their teaching process, is linked to learning and to educational goals and appears as the outcome of interaction between the teacher and the learners or the learners and the learning content. Summative assessment occurs in the form of teacher made tests, the marks of which are communicated to the students and to their parents together with general comments about the students' overall performance. Thus, tests have both a summative and a formative function. McKay (2006, p.68) points out the distinction between formative and summative assessment is "blurred" for the teachers.

It can be argued that the assessment practices, recorded in the context of this exploratory study, do not appear as part of an assessment schedule, which would link to the aims of the syllabus and would incorporate clearly defined criteria for student performance and progress and a variety of types of assessment and more particularly alternative assessment. Such a schedule would reinforce validity and reliability of the formative and summative assessment processes. An example of assessment criteria, which is separate for content and language, is provided by Calabrese and Rampone (2009) on the Theme "Growing" (Table 2). These criteria are presented in the form of Can Do Statements.

Theme: Growing	
Content criteria	Language criteria
After completing the unit, students will be able to: <ul style="list-style-type: none"> • Distinguish living things from non-living ones • Identify the characteristics of living things • Sort and classify according to chosen criteria • Identify and describe living things in a work of art 	After completing the unit, students will be able to: <ul style="list-style-type: none"> • say what living things can do • say what non-living things cannot do • recognise simple words and match them with pictures • describe and complete a picture according to instructions • use content specific language

Table 2: An example of assessment criteria

Such criteria can be organised in a one-sheet table of descriptors that will be used by the teacher for both formative and summative assessment. The table should involve a column for the teacher’s rating, which can be presented through expressions such as ‘very well’, ‘well’, ‘unsatisfactory’.

It was quite clear, by the teachers’ stance in this study that they strongly believed in alternative assessment and practiced it informally. Alternative assessment techniques offer advantages, since they can help meet the needs of various learning styles, involve criteria which provide detailed feedback of what students can do and allow student involvement in self and/or peer assessment.

A self assessment instrument on the Theme “Growing”, presented above, could entail descriptors similar to the ones for the teacher, which have been adapted linguistically to meet the needs and understanding of young learners (Table 3).

WHAT I CAN DO			
I can classify animals according to the characteristics which they have in common.			
I can identify similarities and differences between animals.			
I can describe some animals in English.			
I can say in English what animals eat.			
I can say the names of some animal and their young ones in English.			
I can put pictures and phrases in order to show the growth process of a frog or a butterfly.			
I can write a comic story about the growth process of a frog.			
I can tell stories about animals.			

Table 3: Example of content and language descriptors for self assessment

Portfolio assessment can also be used as a tool of alternative assessment for summative assessment purposes. A student’s portfolio usually involves samples from his or her work over the year as well as tests and self-assessment forms.

An answer towards a framework for assessment, which integrates content and language, is attempted by Barbero (2012, p.42). It is based on Mohan's (1986) knowledge framework which considers knowledge in relation to language at the levels of: 1) classification/concepts 2) principles/processes 3) evaluation/creation and their language manifestations: 1) description 2) sequence 3) choices. Additionally, this "conceptual" framework involves thinking skills in the form of lower-order processing (e.g. defining, identifying) and higher-order processing (e.g. explaining, hypothesizing).

The development of frameworks for content and language assessment needs further research in order to assist teachers' understanding of the discourse features of content tasks and to enhance the validity and reliability of assessment.

7. Concluding Remarks

This study focused upon the assessment of students' learning in a Content and Language Integrated Learning (CLIL) and presents the findings of a case-study conducted at the Third (3rd) Model Experimental Primary School of Thessaloniki in Greece. The teachers of the aforementioned school designed their CLIL syllabus and developed their own material, taking into consideration the educational goals and the learning aims of the respective subject area, as this is described in the primary school curriculum. They, also, made a clear effort to integrate content and language in their assessment practices. They used formative assessment as a continuous process which was inherent in their teaching process, was linked to learning and to their educational goals and appeared as the outcome of interaction between the teacher and the learners or the learners and the learning content. Summative assessment occurred in the form of teacher made tests, the marks of which were communicated to the students and to their parents together with general comments on the students' overall performance. Thus, tests had both a summative and a formative function.

However, the CLIL syllabus design did not include assessment as a distinct area of concern, nor did it foresee the development of a set of guiding assessment principles or criteria. It can be argued that the assessment practices, recorded in the context of this exploratory study, do not appear as part of an assessment schedule which would link to the aims of the syllabus and would incorporate clearly defined criteria for student performance and progress and a variety of types of assessment and the particularly alternative assessment. Such a schedule would reinforce validity and reliability of the formative and summative assessment processes.

The data collected from this study clearly shows that, assessment in the context of CLIL is a challenge for the teachers who are obliged to develop their own materials rather than have access to materials designed for CLIL instruction. Moreover, the development of frameworks for content and language assessment needs further research in order to assist teachers' understanding of the discourse features of content tasks and to enhance the validity and reliability of assessment.

Nevertheless, this is a small-scale study, and despite the positive feedback of the teachers who participated, it is necessary that more research be conducted in the field, with more

teachers applying the CLIL and its assessment in their teaching process, before we can come to any safe conclusions.

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Sketching the Profile of the CLIL Instructor in Greece

Σκιαγραφώντας το προφίλ του εκπαιδευτικού που εφαρμόζει τη μέθοδο CLIL στην Ελλάδα

Marina MATTHEOUDAKIS and Thomaï ALEXIOU

The present paper aims to sketch the profile of CLIL instructor in Greece. By contrast to most European countries where CLIL instructors are mostly generalists or subject teachers, in Greece CLIL instruction has been assigned either to specialist foreign language teachers or to teams of foreign language and subject teachers. After the recent pilot implementation of CLIL instruction in Greek state schools, we interviewed English language teachers, generalist teachers and subject teachers who were involved in CLIL teaching, either in primary or in secondary schools. Based on the analysis of the interview data, we are going to sketch the profile of the CLIL instructor in Greece and we are going to discuss the implications for teacher education programmes.

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Η παρούσα εργασία έχει ως στόχο να σκιαγραφήσει το προφίλ του εκπαιδευτικού της CLIL στην Ελλάδα. Σε αντίθεση με τις περισσότερες ευρωπαϊκές χώρες, όπου οι εκπαιδευτικοί της CLIL είναι κυρίως εκπαιδευτικοί των γνωστικών αντικειμένων, στην Ελλάδα η διδασκαλία της CLIL έχει ανατεθεί είτε σε εξειδικευμένους εκπαιδευτικούς ξένων γλωσσών ή στηρίζεται στη συνεργασία εκπαιδευτικών ξένων γλωσσών και εκπαιδευτικών των γνωστικών αντικειμένων. Μετά την πρόσφατη πιλοτική εφαρμογή της διδασκαλίας CLIL στα ελληνικά δημόσια σχολεία, διεξήγαμε συνεντεύξεις με καθηγητές αγγλικής γλώσσας, δασκάλους και καθηγητές γνωστικών αντικειμένων που συμμετείχαν στη διδασκαλία της CLIL, είτε στην πρωτοβάθμια ή στη δευτεροβάθμια εκπαίδευση. Με βάση την ανάλυση των δεδομένων των συνεντεύξεων, θα σκιαγραφήσουμε το προφίλ του εκπαιδευτικού της CLIL στην Ελλάδα, και θα συζητήσουμε τις επιπτώσεις για προγράμματα εκπαίδευσης των εκπαιδευτικών.

Keywords: CLIL instructor, primary school, secondary school, EFL teacher, subject teacher, Greece.

1. Introduction

Content and Language Integrated Learning (CLIL) is an umbrella term that has been used to refer to a rich array of content-based approaches to language education. In the majority of those approaches, a language other than the language of the curriculum is used to teach school subjects other than the language lessons themselves (Eurydice, 2006; Wolff, 2002). This covers cases of foreign, regional or minority languages. The teaching of a foreign language through content is definitely not new in the field of language teaching. CLIL is in fact the European version of content-based instruction (CBI), usually associated with the Canadian immersion programmes, which started in 1965 (Cenoz, 2015; Zaga, 2004). The overriding conclusion from studies carried out in the Canadian educational contexts is that the integration of L2 with content matter is more effective than L2 instruction in isolation (Genesee, 1994, as cited in Pérez-Cañado, 2012). The integration of content and language is based on the idea that languages are not learned first and then used but that they are learned by being used (see Genesee & Lindholm-Leary, 2013).

CLIL has been welcomed by schools and policy makers in Europe as a convenient solution to the problem of achieving the best possible learning outcomes within the constraints of the school curriculum. This method allows language instruction to become more intensive, since it adds further input to that provided in the regular foreign language classes, without however overloading the school timetable. In this respect, CLIL can be effectively implemented with several foreign languages – even within the same educational setting – and thus promote plurilingualism (cf. Lasagabaster & Huguette, 2007; White Paper, 1995). Today CLIL is clearly regarded on the political level as the main strategy for creating a multilingual population in Europe. The EU has officially recognized its potential in promoting multilingualism and this is obvious in important policy documents issued the past 15 years (e.g. European Commission, 2008). Also, several CLIL projects have been funded by the Council of Europe aiming to support teacher training, materials development, research and dissemination.

CLIL is implemented nowadays at all educational levels; preschool, primary school, secondary school and higher education. It is a flexible approach and has been variously adapted to serve the needs of the different educational and cultural contexts where it has been adopted (see also Lasagabaster, 2008; Wolff, 2002). Coyle, Hood and Marsh (2010) have referred to this ‘transferability’ of CLIL across educational and cultural contexts as one of the reasons for its success. Coyle (2007) claims that this flexibility is both its strength and potential weakness. Its strength lies in the integration of both content and language learning in varied, dynamic environments while its potential weakness lies in the lack of a robust framework with clear aims and projected outcomes (Coyle, 2007, see also Ioannou-Georgiou, 2012).

The major innovation of the method is the emphasis it places on the balanced development of learners’ proficiency in both the non-language subject and the language in which this is taught. This however may prove its greatest challenge as well. Achieving this twofold aim calls for the development of an instructional approach, which promotes the teaching of the content subject not *in* a foreign language but *with* and *through* a foreign language. Such an approach requires that CLIL teachers should take into consideration not only how languages are learned and taught but the educational process in general (Eurydice, 2006). This multifaceted kind of knowledge has important implications for the professional identity of the CLIL instructor and the question that is raised is whether this should be a content or a language teacher (Habte-Gabr, 2009). Although a lot has been written about CLIL implementation in various European countries and its linguistic and cognitive gains for learners of various ages, very little

has been written about the profile of CLIL instructors (Escobar Urmeneta, 2013 being a recent exception). The present paper aims to look into the profile of CLIL instructors in Greece as this has been shaped through the recent CLIL experiences in Greek primary and secondary education.

2. CLIL in Greece

According to Eurydice (2012, p. 39),

“In nearly all European countries, certain schools offer a form of education provision, according to which, non-language subjects are taught either through two different languages, or through a single language which is ‘foreign’ according to the curriculum. This is known as content and language integrated learning. Only Denmark, Greece, Iceland and Turkey do not make this kind of provision”.

This was indeed very much the case in Greece until 2010 when CLIL started on the level of local grass-roots activity with the introduction of some CLIL instruction in a particular state primary school in Thessaloniki (3rd Primary School: Experimental School of Evosmos, supervised by the School of English, Aristotle University). This started as a pilot project and for the last 6 years CLIL has been expanding continuously within the school curriculum. Currently, the school is unique in Greece with regard to its CLIL programme. It has developed a well-structured CLIL curriculum that runs through grades 1 to 6. The school subjects that are offered through CLIL vary according to the grade: Physical Education and Arts for first and second graders, History and Environmental Studies for third and fourth graders, Geography, Science, IT and Religious Education for fifth and sixth graders. The CLIL programme runs in parallel with an intensive EFL programme which covers grades 1 to 6 and provides 5 hours of EFL instruction to lower grades and 8 hours to grades 3 to 6.

During the last couple of years, CLIL has also expanded within the borders of the country as a bottom-up process thanks to the initiative taken by the School of English, Aristotle University, some school advisors as well as the invaluable help and support of a group of CLIL teachers working at the 3rd Experimental Primary school of Evosmos. It is currently practiced on a pilot basis in few primary schools but also in some junior and senior experimental high schools in various Greek cities. Although to date there has been no official recognition of CLIL as a method of teaching in Greek state schools, we cannot ignore the enthusiasm and the motivation of teachers with various backgrounds and types of expertise who decide to experiment with this method and invest time and effort in order to train themselves and practice it effectively. The Greek case sounds very similar to the Italian one, where, as Infante, Benvenuti and Lastrucci claim (2009), CLIL has managed to flourish thanks to the initiatives taken by particular individuals working in some Italian educational institutions.

3. The CLIL instructor

There is no single blueprint of CLIL that could be applied in different countries and “no model is for export” (Beardsmore, 1993, p. 39); consequently there is not a single CLIL instructor profile that would apply in all CLIL contexts. In most European countries teachers do not need special qualifications to work in CLIL-type provision (Eurydice, 2008) but they are normally non-native speakers of the target language and are usually content rather than foreign language educators (Dalton-Puffer & Smit, 2013). Such choices are obviously related to local policies but also to well established practices in most European countries where, at least in primary education, languages are usually taught by the generalist teachers.

By contrast to those countries, the CLIL model in Greece seems to give priority to the foreign language specialisation and qualifications of CLIL instructors: As far as the primary education is concerned, CLIL has been implemented mainly by specialist English language teachers, while in secondary education, co-teaching between the English language instructor and the subject teacher is the rule. These choices are related to the equal emphasis we wish to place on the instruction of both the English language and the non-language subject, thus tuning in with the requirements of CLIL framework. What is more, foreign language education has been for years a strong and important component of the Greek educational system and assigning the teaching of CLIL subjects (*viz.* school subjects taught in and through English) to generalist teachers would obviously clash with such traditions.

On the whole, teachers – both L2 and subject ones – are not usually willing to implement CLIL teaching programmes (Infante et al., 2009). Of course one might claim that such reluctance can be justified because of the required dual focus on both language and subject: the role of the CLIL teacher does not involve simply knowing the L2 and having knowledge of a particular subject area, as Marsh (2002) has suggested; the greatest challenge for CLIL teachers is the integration of the target language with the subject content (Snow 1998 cited in Infante et al., 2009) and the successful balance between the two. Thus, CLIL teacher training needs to go beyond the training of a foreign language teacher or that of a subject teacher (Wolff, 2002).

As the qualifications of teachers is very important for the effective implementation of any teaching programme, the required competences, skills, types of knowledge and perhaps beliefs and attitudes of CLIL teachers need to go under the microscope. As Martin et al. (2007 cited in Bruning & Purmann, 2014) have suggested, if we are interested in the sustainability and development of CLIL, the training and professional development of CLIL teachers are of major importance. Of course, as CLIL is implemented in various countries with different educational systems and cultural characteristics, the local context needs to be taken into consideration as it will place its own demands on CLIL teachers.

Greece, as already stated, is one of the last European countries to adopt CLIL and teachers who have started implementing pilot CLIL programmes in the Greek state schools are not too many. They come from various areas of expertise and educational sectors but none of them holds any specific CLIL qualifications. Although we are still at the beginning of this enterprise, we believe that we should take stock in order to look closely at those teachers' profile and elicit their own views regarding their recent CLIL experiences. Their answers are expected to inform the discussions about CLIL teachers' competences, skills and attitudes and contribute to specific suggestions regarding CLIL teacher training programmes.

4. The present study

In our effort to sketch the profile of the CLIL instructor in Greece, we are going to carry a qualitative analysis of data from interviews given by CLIL instructors (both language and subject specialists) in three state schools in Thessaloniki, Greece (1 primary and 2 secondary schools). On the basis of this analysis, we are going to argue that training and supporting the CLIL instructor should be the central focus of any future planning in the area of CLIL instruction. Such training should aim to help CLIL practitioners develop in their students the ability to understand and acquire the content of school subjects in a language that is different from their native one (*cf.* Eurydice, 2006). To that aim, critical thinking, problem solving, communication and collaboration should be seen as the essential skills to be promoted (P21 Partnership for 21st Century Learning, 2015).

5. Research methodology

The present study took place in 2016. Its main aim was to sketch the profile of EFL and subject teachers who have taught CLIL in their classrooms both in state primary and secondary schools.

We used a qualitative approach and more precisely, we conducted interviews, as “qualitative interview data often gather more in-depth insights on participants’ attitudes, thoughts, and actions” (Kendall, 2008 cited in Harris & Brown, 2010, p.1). This tool was deemed necessary, as interview is “an attempt to understand the world from the subjects’ points of view, to unfold the meaning of their experiences” (Kvale, 2008, p.1). Questions posed to the teachers aimed at gaining insight into the CLIL experience, providing a CLIL teacher’s profile but also mapping the pattern of difficulties teachers and learners face in CLIL classrooms, as these are perceived by CLIL instructors themselves.

5.1 Participants

Eight (8) CLIL teachers participated in our study: three (3) of them are English language teachers and one (1) is a generalist teacher working in the primary sector; the rest are two (2) English language teachers and two (2) subject teachers (Maths and Physics) working in the secondary sector. The imbalance between English language teachers and subject teachers is to be expected, as English language instructors are nearly always involved in any type of CLIL instruction implemented in Greece in both primary and secondary sectors. Regarding the profile of those teachers, three (3) are male and five (5) female; their age ranges between 40-50 years old and they all have more than 20 years of teaching experience. With regard to their educational background, they are all holders of a postgraduate degree: Two English language teachers of the primary sector have an MA in the teaching of English as a second/foreign language; the rest of the participants are Ph.D. holders in various fields. As far as their experience in CLIL instruction is concerned, teachers working in the primary sector have been implementing CLIL for about 2-5 years and practitioners in the secondary sector for around 2 years.

5.2 Research instruments

Semi structured interviews were used in order to elicit teachers’ beliefs and views towards CLIL method. The interview also aimed to help those novice CLIL teachers to reflect upon their recent experience with CLIL instruction and to consider the effect of this experience on their teaching practices. Participants were also required to reflect upon the impact of the method on learners’ linguistic and cognitive achievements.

There were thirteen (13) questions in total; ten (10) of them referred to CLIL instruction from the teachers’ point of view and the last three (3) were concerned with students’ linguistic and cognitive gains. Out of the 10 questions, there was one (1) that addressed exclusively EFL teachers while all the rest addressed all CLIL teachers involved.

The interview started with introductory questions, such as the reasons for getting involved in CLIL, the effectiveness of CLIL compared to subject/EFL classes etc. Issues such as the role of the subject or language teacher in CLIL classes, the impact of each teacher’s expertise in the class they taught, the qualifications needed to teach CLIL and the need for training in CLIL instruction were raised. Several questions required teachers’ reflection on their CLIL experience, retrospective actions they might

consider as well as the impact of their CLIL experience on their EFL or subject teaching. Finally, teachers discussed the learning aspects of CLIL instruction; these included both content and L2 gains as well as cognitive gains and, in particular, the development of learners' critical thinking, problem solving skills, etc. Each participant was separately interviewed and interviews took place either at their school or at the university.

6. Results and Discussion

Below the results are discussed along with the questions from the interviews¹.

1. *Why did you decide to get involved in CLIL teaching?*

For most teachers, CLIL presented *a challenge* as it is an innovative method and they were curious and willing to experiment with their teaching. The subject teachers thought that it would be useful for the students, while secondary school EFL teachers suggested that 'the aim of teaching is different as communication becomes meaningful'. Another secondary school EFL teacher made reference to the actual linguistic gains:

'With CLIL, I can give them, I can help them catch a glimpse of what academic language is, of what science language is, of how it is that they can use language in different disciplines; other, I mean, than whatever it is that happens in the language classroom'.

The EFL teacher from the primary sector felt that 'it was also something that would break any 'boredom' that comes from doing similar things' and others agreed that it would also enhance motivation. So apart from the teachers' open-mindedness that is needed to embark on CLIL, motivation and willingness to make the lesson more interesting are good reasons for adopting CLIL instruction.

2a. *From the language teacher's point of view, what was taught more effectively during your CLIL classes as compared to the EFL classes?*

Vocabulary was thought easier for teachers to deliver and for learners to figure out; especially with the use of visual aids, such as pictures, because most concepts were connected to students' experiences and their knowledge of the world. Therefore, both the signifier and the signified (words and concepts) were easy to be stored and recalled. Moreover, an EFL teacher mentioned that lexical chunks and common grammatical structures, such as 'there is/are', (animal) usually live.../... eat...' were easily taught inductively and learners produced them effortlessly for communication purposes.

A different EFL teacher interestingly pointed out the accumulative effect of CLIL on learners' language use and academic discourse when the same group of students has been exposed to CLIL instruction for longer than a year or two:

'It's rewarding to see learners slowly speeding up once they learn how to "manage" their learning and the material introduced. And it is really surprising, every single year, to actually hear them integrating new vocabulary into their speech in their attempt to answer or pose questions and see them becoming

¹ Two of the subject teachers provided their answers in Greek; these have been translated into English by the authors.

subject-literate along the way. Their ability to use, correctly or not, in the beginning, passive voice and words such as "regulate", "classify", to replace structures, such as "it's a thing" with "it's an organism..." or "it's a mixture of gases...", to adopt new discourse norms, and doing it quite spontaneously, never ceases to surprise me. And the better they become at it, the more enthusiastic they get, since it is initially considered a rather difficult thing to do. That's why I believe that academic achievement in CLIL classes gives them a much greater sense of achievement and self-esteem which is very easily transferable to all other subjects, whether in their mother tongue or foreign language'.

Language learning strategies were mentioned by half the teachers: '... since students need to respond to higher linguistic demands with poor language means, they resort to various strategies; ...students were encouraged to find ways to get their message through'. Another EFL teacher emphasized that speaking can also be effectively developed in CLIL instruction: 'I had students whose competency in English, and especially in spoken English, actually improved; this helped me and encouraged me even more'.

2b. From the subject teacher's point of view, what was taught more effectively during your CLIL classes as compared to your conventional subject classes?

Subject teachers were more cautious when it came to the same question concerning their subject classes. The primary school teacher, in particular, said: 'I'm not sure about the possible benefits for the subject matter isolated. I could discuss with more certainty comparative benefits in metacognitive and affective elements, though'.

In addition, the Math teacher concluded that: 'The most interesting thing is the holistic approach that may be adopted in the teaching of any subject. In my case, students had the chance to see Maths in a new light with applications and examples from cultural elements and daily life'.

What CLIL instructors' responses indicate is their certainty about the benefits of CLIL. For EFL teachers this concerns vocabulary, academic discourse and oral fluency as well as the development of learning strategies. For subject teachers, CLIL instruction impacts positively on the development of learners' metacognitive skills and affective state.

3. Do you think that the fact that your expertise is in EFL and not the subject you taught restricted your lessons or the experience in general?

This question addressed exclusively the language teachers. Most of them claimed that this did not happen although they may have been initially hesitant. Perhaps the most informative answer given to this question is the following: 'I never believed that a teacher is or should look like a "know-all" guy. Perhaps it is because this is still the primary school we are talking about, and content is easy and not very complicated. However, I do believe that exploring a subject along with your learners, forces you to abandon any ideas of "power" and everyone is treated as an equal in class. Learners have always been very willing to research any "grey" areas where I honestly admitted no knowledge to a question they might have had and enjoyed bringing back to class information they found. Working "with" them, and co-searching, brings a new balance to the classroom and offers learners more opportunities and power. I actually enjoy, as much as they do, when they bring information that I or the other students in class do not know'.

Another EFL teacher acknowledges that this non-expertise did not restrict her but actually helped her in class. In particular she stated: 'It helped me find ways to make myself understood in cases when there was difficulty in explaining terms, such as "hibernation", "gulf" or "mainland". The fact that I knew my learners' language competence level helped me in the design and creation of appropriate material, e.g. worksheets'.

There were also once again affective gains in this process. One EFL teacher in particular stated that: 'My lack of subject knowledge and expertise boosted the psychological state of learners; they were not easily embarrassed when they didn't know something, since it was obvious that I did not know several things either'.

Judging from the answers above, it becomes apparent that EFL teachers' non-expertise in the subject taught did not seem to cause any problems or limit the effectiveness of their lessons. On the contrary, this lack of expertise actually boosted learners' self confidence and eventually increased their learning gains.

4. Do you think that after your CLIL experience you have changed the way you teach EFL or your subject?

The majority of EFL teachers believe that their CLIL experience has had a positive impact on their EFL teaching. One teacher succinctly points out that: 'I transferred techniques that worked well in my CLIL class to my EFL class and I think it "revived" or enriched me as an EFL teacher'.

Subject teachers appear to have been greatly influenced by practicing CLIL and consequently they have reconsidered the way they approach their subject. One subject teacher described this quite accurately when he said: 'I was depending too much on the safety of L1, thinking that learners understood concepts and phenomena because they could recognize the words phonetically even when it came to terminology. The use of the English language 'forced' me to give more emphasis on the explanation of words and differentiate my teaching. In a way, because of the use of another language for the teaching of my subject, the 'transformation' of academic to school knowledge was better achieved'.

ICT integration, more careful selection of materials, use of authentic materials often related to a discipline, more interaction and less lecturing are some of the things that teachers are now bringing in class, while learners are perceived to be more positive and cooperative.

5. What was the role of the language teacher and the role of the content teacher in CLIL classes?

Most of the participants seem to have realized that both EFL and subject teachers are essential parts in the CLIL instruction and they complement each other. This was especially true for subject teachers. 'Both the language and the content teacher played the role of the dumb student on the other teacher's subject triggering questions and activities and unlocking students' active participation'. The primary school teacher, in particular, argued that: 'Expertise doesn't matter but the will to do research, experiment and change perspective to differentiated learning.... the teaching of subject through CLIL focuses on methodology'.

One of the EFL teachers in the primary school provides a clear distinction between the roles of subject and EFL teachers: 'The role of the language teacher is to make sure that the L2 is used and pronounced properly. The role of the content teacher is to give the necessary extra information for the subject as

such, in order for the knowledge conveyed to students to be complete in every aspect. The content teacher can also give valuable help with arts-and-crafts suggestions, which can be used in class to make learning more vivid and creative for kids’.

Another EFL teacher describes the interaction between language and content and the cooperation between her and the Maths teacher in a very illustrative way: ‘When we first entered the CLIL lessons, I would, let’s say, introduce some terminology, ...some introductory terms, so I would give them let’s say a linguistic framework within which they could work. And then the mathematician would actually move on to introduce the content and the students would feel comfortable doing that. But as we moved along, and as we got more and more experience, especially as co-teachers, what happened is that I often found myself commenting on the Maths, on the content, and I often found my fellow teacher, the mathematician, helping me out with the language content, with the language aspect. So, we, sort of, in a way, sometimes switched roles, which was very interesting to see’.

On a different note, another EFL teacher argues that she does not feel like a language teacher in her CLIL classes. ‘I really don’t teach the target language; I just use it. What, however, my EFL orientation helps me with is the way I explain unknown vocabulary or paraphrase to make things clear’.

6. Do you think a content or a language teacher is more appropriate to teach CLIL?

The majority of the participants seem to agree that both teachers should coexist in the CLIL classroom; however, EFL training is of overriding importance. The most representative answer is provided by an EFL teacher: ‘It has to do with the skills and, especially, the communication skills and the collaborative skills of both teachers. I think that it would take a really, how would I put it, a subject teacher who has got somehow language - some type of language awareness - and not only in English of course; his level of English should be very good, but it’s not just that. He should be aware of how language works and how it is that language can be learned by the students. That’s number one. A language teacher can cope with CLIL, especially with things like science etc. if he is actually helped out by a subject teacher, because you need to have a more in-depth knowledge of what it is that you’re teaching. It’s not just on the surface. It’s not just terminology that you’re teaching. You are actually teaching the content. So it takes a special kind of language teacher or a special kind possibly of subject teacher but I think that collaboration between the two teachers works best’.

Another EFL teacher actually suggested that all CLIL teachers need to acquire EFL teacher training and this was an interesting comment: ‘Despite the fact that I believe that the aim of CLIL is to be eventually implemented by the content teacher, I have to admit that, so far, extremely few, if any, are able to do so effectively. I have come to believe that in order for content teachers to be able to deliver CLIL lessons, they should have some training in EFL as well, or, in case of alert professionals, they should go through some kind of coaching from EFL/CLIL teachers (which, for me, is rather a disappointment to realise)’.

In general, both EFL and content teachers come to a consensus that both types of teachers need to be present and they are both equally necessary and valuable as each has something to offer to the class. The Physics teacher, in particular, claimed that EFL teachers are better equipped for the CLIL method and the Maths teacher explained that co-teaching is necessary because neither the EFL teacher nor the content teacher has a thorough knowledge of both foreign language and subject teaching methodology.

7. In most European countries teachers do not need special qualifications to work in CLIL-type provision. What do you think are the basic qualifications that they need to have?

Both EFL and content teachers agree that a language certificate at a high level of competence is needed (C2 for content teachers). For EFL teachers, there should be some subject training (i.e. Physics, Maths, etc.), particularly if we are talking about secondary education, and for content teachers some training in EFL methodology (at the level of both pre-service and in-service training). A BA or MA in teaching methodology and basic certification on the use of computers, knowledge of terminology are also considered important qualifications.

8. Retrospectively, what would you have done differently in the CLIL class you taught?

Various responses were given to this question: Most of the teachers referred to changes in the organization, sequence and coherence of the thematic areas covered. Others mentioned that they would have used more gamelike activities, experiential learning, systematic evaluation, and a more balanced focus between language and subject content.

The Physics teacher said: 'Perhaps more experimental demonstrations and realia exhibitions, better coordination with the EFL teacher, more accurate planning of each class session, less lecturing and solving of problems on the blackboard by the teacher'.

9. What should a teacher consider before getting involved in a CLIL class?

Participants suggest that prospective CLIL teachers should consider the change of teaching focus CLIL requires, as well as the skills they need to develop in order to be effective CLIL teachers. In particular, when planning the content of their lessons, they should consider the knowledge, skills, and understanding their students need to develop and not only the information to be conveyed. CLIL teachers need to treat language interdisciplinarily. The language level of the teacher on the one hand is important; however, knowledge of the methodology emerges as a vital asset as well. One of the EFL teachers rightly supports that '...although the content teacher has to be sure of his/her good level in the L2, the FL teacher has to adopt a new methodology, since CLIL requires the teaching of a subject other than the "Foreign Language". So, for the FL teacher the challenge is greater as the focus of teaching should not be on the language as such. This means that the exercises created for consolidation of the material or for assessment need to have a different orientation, something that the FL teacher has not been trained for'.

The numerous difficulties faced by a CLIL teacher are mirrored in one of the EFL teacher's response: 'The teacher should be able to keep up with the hard work, both at home and in the classroom-CLIL classes, because the number of students, their different linguistic level and the high linguistic demands of the lessons are really exhaustive!'

Other participants mentioned that CLIL teachers should be self-confident, persistent, cooperative and willing to work long hours. They should have a positive attitude, lack inhibition and be ready to be 'exposed'. According to one of the subject teachers, the teacher has to devote ample time to material development, to adapting existing sources and adjusting the syllabus to the learners' needs and abilities; not the other way around. In addition, prospective CLIL teachers need to bear in mind that they are called to support their learners psychologically, esp. learners with low learning readiness.

10. Is there a need for training the CLIL instructor?

The majority of the teachers believe that training in CLIL is important. This again is especially the case when it comes to the content teachers. They mention the importance of 'diffusion of effective practices'. Another content teacher commented on the fact that although teachers are well acquainted with various teaching methods, approaches and techniques (e.g. connectionism, sociocultural approaches, differentiated instruction, etc.), they often tend to stick to the prescribed syllabi and coursebooks. According to the same teacher, CLIL instruction resolves this 'clash' between teaching methodology and teaching by the book. What he suggests is that anyone who embarks on CLIL instruction needs to be encouraged and regularly supervised by a mentor, but not necessarily go through proper CLIL training.

One of the EFL teachers highlighted the different aspects of CLIL instruction: 'I think that it will help them.... when you study also about CLIL you have so many different types etc., you know, one is bound to get lost in the methodology. You need to see how this works in practice. How this works in practice is basically through collaboration; so you either do it in the classroom or outside the classroom. [...] with the training you get some sort of sense of what it is, how it is that a subject can actually be taught so that you can integrate that with language learning as well'.

Two teachers also mentioned that with CLIL training there will be more extroversion and teachers would get motivated to go to conferences, publish their work etc. Only one teacher thought that training is not necessary 'as long as the teacher really understands the differences between a language and a CLIL course'.

11. Could you pinpoint some gains that your students had after their involvement in CLIL?

Most teachers put emphasis on the affective factors that come into play after CLIL. According to them, self-confidence is developed while learners' autonomy is promoted. All agree that learners become more risk-takers, participation increases while the silent students become more motivated. Even weaker students were found to gain more confidence and perform better as they observed that even the 'good' students in class experienced difficulties in expressing themselves.

When it comes to linguistic gains, the development of academic language prevails as a response. According to one EFL teacher: 'Another thing is that my students can now deal with what I would call "academic language". [...] academic language (in English) is rarely taught at schools'.

The Physics Teacher referred to the development of terminology and academic language from the subject's point of view: 'Learners became more "cosmopolitan" being exposed to the subject in its source language, they "demystified" science getting to know the origin of the symbols used and obtaining alternative views of the subject in the different languages; they learned terminology by experience and not by memorizing vocabulary entries (some terms and definitions even stuck in their minds and used them as they initially had learned them in the foreign language well after CLIL sessions had been completed'.

All teachers observed that students started paying more attention to the message that had to be conveyed rather than to the form of the language used and thus were liberated from the stress of

making language errors. As the primary school teacher noted: ‘...they started correcting themselves, paraphrasing and searching for alternative ways of conveying the message intended’.

CLIL is reported to have an impact on the way learners view not only language but also learning and teaching. This is what an EFL primary school teacher suggested: ‘When it comes to the language itself, it is not so much whether they understand more but the way they approach something they do not understand. While in the beginning they do not dare to make guesses and proceed on their assumptions, towards the end they can "juggle" with unknown vocabulary/expressions/text. And (as they say) they stop thinking that the teacher is the only means for acquiring information/knowledge. However, their respect for the teacher does not lessen; quite the opposite. I’ve seen over the years, with my sixth class students, that they do assess their own progress and independence, appreciate it and give you, the teacher, more credit for actually helping them arrive there. You get more respect, not less.’

12. Do you think that via CLIL languages (or your subject) is learned more effectively?

Most participants responded positively to this question; for example the following primary school EFL teacher: ‘Yes, I do believe it, since it’s more input as far as language is concerned. They are called to guess meanings and make associations that they normally do in their mother tongue. As far as my subject is concerned (Environmental Studies), there are many people who object and say that kids should know the terminology in L1 first and not in the L2. Based on my brief experience, I believe that this is a unique experience for my learners because they can comprehend concepts that they will encounter eventually in higher classes and so they will also learn the L1 term. For now, though, I believe that it is extraordinary the fact that the basis of this knowledge is in a foreign language which is not spoken outside the classroom. The learners’ higher thinking skills are activated and this helps them in the long run’.

Similar were the views of the Physics teacher regarding his subject: ‘Yes, because of the extra effort the students feel compelled to put (due to the foreign language) and because of the extra activities and resources (videos, demonstrations, etc.) the teacher must employ’.

However, one primary school EFL teacher was more skeptical regarding the purely linguistic gains of CLIL instruction. She actually brings forward and discusses other types of gains, equally important but less easily identifiable: ‘I’m really not sure. I am certain that CLIL does wonders with their learning strategies, reading habits, self-management and self-esteem. However, I would not dare to express absolute views with respect to language learning in itself. It surely has a washback effect, but I think it affects their strategies and habits rather than the language itself’.

13. Can you mention some cognitive gains that your students have after their involvement in CLIL?

The majority of the participants mentioned critical thinking, collaboration through work on projects and presentations, research skills, risk-taking, problem-solving and communication, among the cognitive gains of CLIL instruction. According to most of them, through CLIL instruction, learners develop resourcefulness, they try to view a topic from different angles, they reflect on their lessons and make associations with already existing knowledge, and they are eager to share these experiences in class.

As one of the EFL teachers pinpoints: 'I've seen students "bloom" after working on projects with their classmates. Would the same thing happen if the project was in their mother tongue? Don't know but rather doubt it'.

Another EFL teacher from the secondary school commented on the development of learners' metalinguistic gains. She observed that inferencing skills develop and learners realise that they do not need to know each and every word in a text. They understand that they can do more things with the language; they shy away from the ABCD 'multiple choice approach' and they become critical with the text.

The primary school teacher, the only generalist teacher who taught CLIL in this primary school, suggested that '...learners acquire critical thinking as they try to understand and assign meaning to the new concepts presented without actually knowing the words involved. Basically, this means that learners cannot relate the English word to its Greek translation equivalent but instead they are led to acquire a deep understanding of the content. What I found out is that the lesson planning in CLIL instruction is inevitably geared towards the development of critical thinking'.

'As to the problem solving skills', according to the same teacher, 'these are skills that Sciences target anyway since they base their methodology on observation-assumption-experimentation-conclusions. CLIL instruction promotes this procedure by default, as learners are encouraged to draw conclusions by observing, hypothesizing and experimenting, since they lack the naïve reassurance that their mother tongue provides them with'.

7. Conclusion and further recommendations

The recent pilot implementation of CLIL instruction in Greek state schools has created a new type of school teacher, the CLIL instructor. Eight CLIL teachers (both language and subject specialists) in primary and secondary schools in Thessaloniki, Greece, participated in the present study, which aimed to sketch their profile and discuss their views, reflections and suggestions regarding their experience with this innovative teaching method.

All participants shared similar educational backgrounds, all being postgraduate degree holders, with similar length of teaching experience. Their expertise and professional context (primary or secondary education) varied but despite these differences, their responses very often shared common patterns: In particular, all participants agreed that challenge, curiosity and interest for this innovative method were the main reasons behind their decision to embark on CLIL instruction. As to the learners' gains, all participants focused on the important affective impact CLIL seems to have on learners since it helps them increase their motivation, confidence, self-management, and self-esteem. Additionally, most teachers referred to the linguistic gains and, in particular, to the academic language learners acquire through CLIL as well as to the development of their speaking skills and oral fluency. What is more impressive, though, is teachers' reference to cognitive and metacognitive gains. This seems to be a view shared by all teachers in both primary and secondary education. Learners' ability to think critically, tolerate ambiguities, take risks when guessing and infer meanings based on the context are only some of the skills learners are reported to develop after being taught through CLIL. Interestingly, as subject teachers noted, the lack of L1 use in class 'forced' learners to employ higher order thinking skills in order to acquire the new knowledge. At the same time, this lack of L1 support worked both ways and equally affected teachers' teaching choices, since they couldn't depend any more "on the safety of L1" and had

to use alternative resources – besides linguistic ones – to make the content comprehensible. Finally, with respect to the qualifications and skills required for CLIL teaching, most participants, language and subject teachers alike, pointed out the need for CLIL training focusing on both language and subject teaching methodology. A relevant point is that all teachers agreed that CLIL instruction requires systematic collaboration between EFL and subject teachers; EFL teachers lack the expertise in specialized fields – especially in the case of secondary school subjects – whereas, subject teachers lack the methodology of teaching languages and thus, the skills required for teaching their subject through and in a foreign language. This last point was brought about by several EFL teachers, since they felt that such training would enable content teachers not to overcome the language barrier – this is a different issue – but to deliver unknown information in a foreign language effectively.

Based on this prolific information provided by the participants in our study, we would suggest that CLIL professional development should aim to provide mainly methodological competence in interactive teaching and learning approaches (British Council, 2014). This training should be integrated in both pre-service and in-service teacher education programmes. In a similar vein, dual track specializations or at least specialization in one subject through CLIL methodology for all teachers in pre-service education programmes would allow the development of teachers' CLIL competence and facilitate the implementation of CLIL instruction. In this respect, the design of a CLIL competence framework embedded into the CEFR would provide a common framework of reference to all CLIL trainers and this would impact positively on the pre-service and in-service training programmes.

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The Many Shades of CLIL: A Case Study of CLIL Application by English Teachers of Very Young Learners at a Greek Private School

Οι πολλές αποχρώσεις/σκιές του CLIL: Μια μελέτη περίπτωσης εφαρμογής της CLIL από εκπαιδευτικούς της Αγγλικής σε μικρούς μαθητές σε ένα Ελληνικό ιδιωτικό σχολείο

Eugenia P. ISKOS, Camilla RALLS and Sofia GEGKIOU

This study hones in on the practices and perceptions of a group of English teachers in a private school in Greece through analysis of semi-structured interviews and journals with NVIVO 7, a CAQDAS tool. The research was conducted to illuminate the application of CLIL at very young ages, pre-kindergarten to grade 3. Although there is a diverse application of CLIL at these ages, there is common ground more so because of the teacher and school approach. Findings also showed that teachers find CLIL to be an integral part of their lessons. Barriers to CLIL for the teachers are mostly a need for collaboration with others, time and planning.

3

Η εργασία αυτή εστιάζει στις πρακτικές και στις αντιλήψεις μιας ομάδας εκπαιδευτικών της αγγλικής γλώσσας ενός ιδιωτικού σχολείου στην Ελλάδα μέσα από την ανάλυση συνεντεύξεων και καταχωρήσεις ημερολογίων με τη χρήση NVIVO 7, ενός εργαλείου για ποιοτική ανάλυση. Η έρευνα διεξήχθη για να αναδείξει την εφαρμογή της μεθόδου CLIL σε πολύ μικρές ηλικίες, από το νηπιαγωγείο έως την 3^η τάξη του δημοτικού. Παρόλο που η εφαρμογή της CLIL γίνεται με διαφορετικό τρόπο σε αυτές τις ηλικίες, υπάρχουν κάποια κοινά στοιχεία λόγω των προσεγγίσεων των δασκάλων και του σχολικού περιβάλλοντος. Τα ευρήματα κατέδειξαν πως οι εκπαιδευτικοί θεωρούν ότι η CLIL αποτελεί αναπόσπαστο μέρος των μαθημάτων τους. Αυτά που θεωρούν εμπόδια για την εφαρμογή της CLIL είναι η ανάγκη συνεργασίες με τους συναδέλφους άλλων ειδικοτήτων, ο χρόνος και ο σχεδιασμός.

Key Words: CLIL, very young learners, case-study, teacher perceptions, implementation of CLIL.

1. Introduction

The learning of foreign languages and their cultures has been a staple in Europe. Learning various disciplines in non-native languages has had a more rugged development since its introduction in the 1990s (a summary of the actions can be found in the document 'European CLIL Milestones'). The culture and the different state educational systems affect how content areas for the teaching of English (CLIL) are applied. It may involve using native language teachers of a subject matter teaching a class and/or specific lessons as in Germany (Vasquez, 2009) or teaching modules of certain content within language classes in Italy (Ranieri, 2013). In Spain other different examples of CLIL are taught. English teachers or classroom teachers may teach specialized content in a modular form to younger students (Muñoz & Navés, 2009). The teaching of CLIL can thus be found in a large continuum (Banegas, 2012a).

1.1 *The teaching of CLIL in Greece*

1.1.1 *Foreign Language Teaching in Greece*

Learning English is encouraged from the early years in Greece. English is a required subject from grade 3 regular schedule or from grade 1 all day schools (Dendrinou et al., 2013). State schools have English classes for 3 hours per week. Private schools often have daily English classes from pre-K. A second foreign language is introduced in the 5th grade of primary school. However, CLIL has not been officially implemented state-wide (Eurydice, 2006, 2012). Opportunities for CLIL remain restricted to hours allocated for the teaching of foreign languages, within isolated projects or after-school classes when government restrictions do not apply. In some instances, there is the need for the procurement of special permission to teach foreign languages/CLIL during set flexible hours during the weekly school program that are reserved for revisions or more in-depth study during the course of the week.

1.1.2 *CLIL in Greek Schools*

Greece remains one of the countries which have not formally adopted some application of CLIL (Eurydice, 2012). Despite the institutional rigidity, a few schools in Greece seem to have shyly begun some form of application of CLIL. Experimental schools state schools have been at the forefront in applying aspects of CLIL. Experimental schools have a charter allowing them to divert from the state educational program in order to pilot new educational methods and content. The teaching of CLIL in these schools has delved into various content areas such as Environmental Studies, history, geography, religious studies and the Arts (see Korosidou & Griva, 2014; Papadopoulos & Griva, 2014). Most CLIL courses have had limited exposure time lasting from a few days to a short period of time with few exceptions such as the experimental school of Evosmos which has integrated a CLIL studies programs from the third until the sixth grade class (Matheoudakis et al., 2014). There have been some instances of secondary level state schools that have explored CLIL in different subjects and formats. The 3rd High School of Larissa implemented CLIL within a class project dealing with the topic of Democracy using both an English teacher and a content teacher using the native language (Kollatou, 2013). There was team teaching using both L1 (first language) and L2 (second language) languages. Another state school in a province of Larissa taught an Environmental unit in English with the local Greek student population and a group of foreign exchange students from Belgium (Oikonomou, 2012). In private schools that have Greek as their main language of instruction, there are no published data of how CLIL is taught. From information on websites, CLIL is seen to be taught after-school, in clubs or within the English program.

Most of the practices concerning CLIL from published reports (Kollatou, 2013; Korosidou & Griva, 2014; Matheoudakis et al, 2014; Oikonomou, 2012) have been limited to upper elementary classes and to secondary school students. CLIL in lower grades pre-k to grade 3 has had little published implementation in Greece.

1.2 Teacher Perceptions of CLIL

1.2.1 Training and Knowledge CLIL

Knowledge and training of teachers involved in teaching CLIL is vital for creating a quality program (Ioannou-Georgiou & Pavlou, 2011). Training for teachers in Greece in CLIL has been limited to Language Conferences and training sessions provided by the Greek Ministry of Education to its state teachers. According to Griva et al. (2014) most Greek and Cypriot ESL teachers perceived themselves as inadequately trained on CLIL.

1.2.2 Confusion concerning CLIL

Teachers have ambiguity concerning the aims and teaching of CLIL. Teachers in Pokrivcakova's study (2013) in Slovakia voiced concerns about what to assess, how to practically prepare for CLIL classes and how to teach in a way that was not compatible with the local schools. Vasquez and Rubio (2010, p.49) note the differences between teaching content in a foreign language and through a foreign language. "This means that the creative use of language could be the key to understanding, and use is not necessarily tied to accuracy". Finally, Lasagabaster and Sierra (2009) describe the confusion that teachers may have between immersion and CLIL programs in Spain.

1.3 CLIL for very Young Learners

1.3.1 Earlier Starts in the Teaching of English

The teaching of English in Greece is being implemented at even earlier ages within the national Greek curriculum. This aligns with the literature from a global perspective (Enever & Moon, 2008) showing that internationally parents and governments are applying pressure to initiate English at earlier ages. Although most public schools in Greece begin teaching English at the third grade of primary school, it has now been pushed onto the 1st grade (Eurydice, 2012).

1.3.1 Barriers to CLIL

CLIL requires knowledge in a specialized field along with knowledge of the English language and skills in engaging students to understand, use and apply vocabulary in a foreign language within a specific content field (Coyle, 1999). Banegas (2012b) review of the literature presents barriers to teaching CLIL from a top-down approach noting administrator aims and their lack of knowledge to teachers who may not understand what is expected from them and their own lack of knowledge of English or content. In Greece, isolated training has been available to teachers such as small pilot training courses at specific schools (e-CLILT, 2008), but not a comprehensive national effort.

2. Case Study

2.1 Aim of Case Study

This is a case study of the characteristics of CLIL encountered in the English department of a private school in Thessaloniki, Greece that teach to very young learners at the grades of Kindergarten to grade 3 elementary. The aim of the study is to understand the extent of CLIL within the English department and some qualitative characteristics that are involved in its teaching at the school. A major part of the CLIL at the school came in the form of the newly piloted Science Technology Engineering and Math (STEM) program taught in English in the second grade.

2.2 Description of the STEM program

The STEM program involves the teaching of Sciences in a lab environment for 2 hours a week, one of which is in English and one in Greek. Both the Greek and the English STEM lesson plans are designed by the English team teacher who holds dual degrees in English and in the Sciences. There are 3 classroom sections with 3 different classroom Greek teachers. The classroom teachers with the lead English teacher met weekly to discuss and revise the lesson plans jointly. The classes were held at a lab during the STEM hours. The English STEM class was under the main supervision of the English teacher while the classroom teacher, also present in class, played a supporting role.

3. Methodology

3.1 Case Study Design

This case study involved gaining descriptive data from two concurrent activities at the school, English teaching and STEM. The case study was bounded by the experiences of CLIL within the English department which according to Merriam's (2009) definition of case studies is, "An in-depth description and analysis of a bounded system" (p.37). A mixed method approach was utilized in order to be able to view the processes and grasp the ramifications involved in the application of STEM by the English department at the school. Three forms of data collection were used for this case study of teaching CLIL at very young learners. They included semi-structured interviews of the six English teachers involved in the teaching of K-3 grades, the use of journals/diaries from the English STEM teacher and finally examples of lesson plans involved in the STEM part of the case study. The research questions drew on the teachers' experience and understanding of CLIL and provided their perspectives on CLIL. The journal entries of the STEM teacher focused on the description of her experience and her reaction to the pilot project. Since, the STEM teacher is also one of the contributing researchers of this article, the collaborating researcher provided an objective viewpoint in the analysis and writing of the paper (Tenni et al, 2003). The inclusion of the lab handouts to the students provides a secondary source to the journal entries in order to triangulate the data available and provide validity to the research (Yin, 2013).

The teacher interviews were conducted in English during the months of April, May and October 2015. The STEM pilot program began in September 2015, so that qualitative data between the months of September and December were provided. This data involved personal journals written by the STEM teacher and the handouts provided for the students within the classroom.

3.2 Data Analysis

The teacher interviews, the journals and all of the material provided for the STEM classes were imported into NVIVO 7, a computer-assisted qualitative data analysis (CAQDAS) tool. These documents were analyzed using coding (Glaser & Strauss, 1967). Codes were used to formulate patterns within the data and draw conclusions during a continuous process. As described in Miles and Huberman's (2010) handbook of Qualitative Data Analysis, the use of coding, reflections, observations and continuous input of information, "social system models may then be developed, which specify the relationships within different phenomena".

4. Results

4.1 The Breadth of CLIL according to the English Teachers at the School

The English teachers at the school had a varied experience of using CLIL with respect to the content areas used and to the classroom time allocated to CLIL. CLIL spanned the range of taking up part of a class hour to being year-long courses such as STEM.

Teachers created CLIL lessons in a continuum. Some lessons focused on content in order to expand vocabulary and introduce students to critical thinking skills, computers, culture etc. "Also, with both 1st graders and Kindergarten kids when we did sea animals, we heard the whale sounds and they tried to imitate them and spoke about their size and intelligence compared to other sea animals. Then I showed them a book from the national history museum and saw the real whale that was on display in comparison to the other animals of the forest or jungle". "In 3rd grade we did a unit on planets. Students created a planet and learned how to use computers". Another teacher mentioned: "Also we talked about culture and taboos, tattoos and fashion as well as cuisine as a sign of culture. We said how all these are influenced by the region, the latitude and the religion".

Other lessons used content as a means to motivate learners into learning a grammar phenomenon or to practice speaking skills. The content, however, does not remain bounded by the language and can lead further to other kinds of understanding for the students. "Based on the vocabulary we have learnt (apple, mirror, basket, beautiful, girl etc.) I might tell or create a story (Snow-white and the 7 Dwarfs) which I repeat for a couple of days [...] Then we get to act these dialogues/ expressions out (here comes the Drama part)". "We will also use art such as in my 2nd grade class when we were discussing prepositions of place. I did a speaking activity using a painting of Van Gogh's bedroom. This led to students' curiosity by this form of art and to viewing and discussing different painters".

The teachers in the examples above used different content areas of CLIL such as Art, the Sciences and the Social Sciences in order to motivate student interest either in the English language or towards another content area. Content areas such as the example on the planet unit expanded further into other areas. Using CLIL in the classroom even for isolated lessons allows teachers to enrich students into more areas that they could possibly if the class remained an English language class in a stricter sense.

4.2 Issues involved in Teaching CLIL

The barrier that the teachers noted more prominently was one of organization and curriculum focus. Language and age of students were considered secondary issues in the application of CLIL at such young ages. Most teachers stated that having properly planned

for the language ability of the student, it was possible to teach for content even to students with limited language ability. Teachers considered their own understanding of content, the curriculum and time more often as limitations to teaching CLIL.

“I don’t see any barriers. If you think through the goals of the child at the level they are in. You need to think about what kind of language goals you have for a particular lesson, the student abilities, student attention span and accommodate for all these. Anything is possible if you think it through”.

“The curriculum and teacher knowledge of the content. The content area and time limitations [are barriers to teaching CLIL]”.

Adherence to a specific curriculum may not leave time to explore CLIL possibilities.

The teachers at the school also felt more comfortable with specific content areas depending on their educational and teaching experience. The subject areas that they felt less comfortable with were avoided, but not completely. Teachers with a Science background delved into mini CLIL science units. Teachers having Dance/Movement or Theatre expertise integrated these elements into their classroom. They created plays, stories or movements to teach English.

“We use theatre all the time in classes. Students get in front of the class and act out parts and use their speaking skills at the same time in English.”

“I don’t use the science areas as much in class, mostly in the arts”.

However, the language ability of the students was also a barrier at times, because teachers at the school do not use Greek in the classrooms and there is no Greek teacher present that can help with understanding.

“I think that sometimes it’s difficult to teach CLIL because of the language you have to use (we only use English in the classroom). For example, if you want to talk about the planets and your students don’t know what orbit is in their native language it is very challenging for a teacher to try to explain it in a language that the students are currently learning”.

CLIL was given different interpretations by the teachers. One teacher did not believe that she was applying CLIL at the school based on her understanding of it.

“I haven’t used CLIL in class in the true sense. I don’t assign equal weight to both content and English. I don’t test them on a specific subject. The only exception is Theater Club”.

Another teacher believed that she used CLIL constantly: “CLIL is not something new. You always use content and skills in the class. You need to use CLIL with whatever you can to teach English and develop all their skills. We use CLIL on a daily basis”.

The line between content and English becomes obscure. Are teachers concentrating on language skills? Are they concentrating on learning about a specific subject matter? At times content is a vehicle to teach English and at other times, English is used in order to include other skills and to expand student horizons.

4.3 CLIL and STEM

The STEM course differed in structure to that of the English classes in terms of implementing CLIL. It utilized a Greek classroom teacher that at times gave some instructions in Greek or interjected to clarify either a concept or procedures. It involved more hands-on activities and group involvement within the classroom. However, there was duality in aim here, too. This is similar to Gabillon's and Ailincăi's (2013) study of Science CLIL lessons in Tahiti. They also expressed two aims, both content and language. Both the content and the English were important for this STEM course. The balance as the teacher below expresses was not always easy.

“There are two goals in the class for me, both the English and the Science content and at times there seems to be a conflict. Do I turn away some students because of their inability to express themselves in English during the STEM class? I have to admit that I make some judgement calls”.

4.3.1 Description of the STEM class in English

The STEM class in English often had a preceding STEM class in Greek (two of the three classes). Some of the scientific concepts were already introduced, when the English teacher began her lessons. Students were given handouts describing the content and lab activity. However, the teacher went over the content not by reading the handout, but by asking questions to the students, by demonstrating a principle to raise awareness or even by drawing on the white-board. The teacher explains:

“Although written information was given to the students, due to time constraints, it isn't read to them or they are not asked to read in class. I have chosen to provide them with the material and allow them leeway to go over it on their own. I prefer not to spoil their experience of exploring science by making it seem too much like an English class.”

The preceding class in Greek had the benefit of setting the scene for the students to follow in English (appendix 1). Students were already aware of some of the key issues, so that less time was needed for explanations that may be difficult for the students to understand. Students in this class were not tested on the Scientific or the English content of the class. Assessment was done orally or by completing follow-up questions on the handouts (appendix 2).

“It helps having a task after the main activity for the students to practice the vocabulary or some of the lab concepts”. The content material was reviewed as a class in English, but also in Greek by the classroom teachers.

4.3.2 Challenges in the Teaching of a STEM class in English

The class presented challenges due to the nature of the activities required as a lab class and due to the young age and level of English that the students had. Students had to learn to handle lab equipment, work in groups and follow instructions. They had to learn skills such as completing data tables, setting up and cleaning up lab stations. This required good planning and assistance from the classroom teachers. However, at times, even the classroom teachers had difficulty helping because they also lacked knowledge of a lab

environment. Both the students and the teachers needed a period of adjustment to the climate of a more hands-on teaching classroom.

The use of English as a medium in teaching the class seems to have been a secondary concern for the STEM teacher with respect to acclimating the students in a lab classroom with different expectations.

“Language does not seem the biggest concern in conducting the class. I think that overseeing the smooth completion of the lab is the most critical point for me. Students become too excited and get off task and are learning to work in groups”.

Language appeared to be a problem when students asked questions beyond the immediate content and wanted to gain understanding that extended from the class objectives. There, the STEM teacher faced difficulties and had to make decisions on whether to give in to giving some feedback in Greek or explaining in English and accepting the limits of language understanding.

“In a couple of instances I have used some Greek words in order not to lose some students and keep them interested in the Sciences and in using their critical thinking. Although I have the Greek classroom teachers, because some concepts are unknown to them as well, they are unable to help me at the time”.

The crux of the matter for the teacher was for students to gain a meaningful experience and to keep them engaged in the Sciences when their English level could not always support them in this endeavor.

4.3.3 Practices used to Improve Teaching STEM in English

The practices used by the teacher to improve understanding in the English STEM class involved extra linguistic artifacts (Gabillon & Ailincui, 2013) such as images, demonstrations etc , careful planning of the content and the use of English involved and meeting with classroom teachers to make their assistance more productive in class.

“The English level requires careful planning of what I say and the kinds of words I use to introduce topics. I simplify in the beginning some concepts and/or use drawings on the board to help them understand”. Another teacher stated: “we (STEM and classroom teachers) arranged meetings with them to show them what is to be done before the lab begins and what both parts of the STEM class will be doing. Lab handouts are given a week in advance so that the teachers have time to study the information and ask questions or even have time to get their own ideas on the content”.

The fact that the STEM teacher also taught 2nd grade English courses helped her in understanding the level of English that the students could function at. It helped in honing in on specific terminology and content for the classroom and not adding more confusion by using more complex classroom vocabulary. Key words on worksheets were highlighted, repeated and required in application tasks so that students learned the vocabulary crucial to understanding the content.

The STEM teacher noted that careful planning of the content both in terms of the English used and age-appropriateness was crucial for learning in class. However, all parameters

were not always perfectly planned. At times, the labs took more time than the expected or students raised questions that were not easy to answer and be understood in English as seen by the journal excerpts below:

“I think that I also need to pace my class a bit slower because I end up not doing everything that I plan. It seems that it doesn't matter if I cover everything. Students need some time to digest concepts and to revise them too”.

“In a couple of instances I have used some Greek words in order not to lose some students and keep them interested in the Sciences and in using their critical thinking”.

5. Discussion

The implementation of CLIL had different interpretations at this lower elementary school. CLIL spanned different time intervals from small enrichment lessons to full courses. CLIL was seen as a vehicle for not only learning content, but also language, culture, art and the sciences as seen through descriptions of CLIL activities in the interviews of the English teachers. The scope of CLIL also varied due to their different understanding of it. Some teachers used it almost daily and some less often or very limited. Some teachers believed that CLIL primarily involves a content aim and not a language aim. Others seemed to involve both. CLIL is an approach not clearly understood by many teachers as also seen from the literature. (Massler, 2012; Rowe & Coonan, 2011). The teachers at the school knew of the term, but not all of its ramifications.

CLIL was seen more as a vehicle to enhance learning of the English language within the lower Elementary English teachers. However, the STEM class was considered both as an approach to the teaching of Science, but also of English. This stemmed in part to the time allotted for the teaching of content within the English courses. Within the English classes, communicative skills have a priority within the course description. CLIL must find a space somewhere in-between. As Marsh (2012, p.229) points out, “CLIL is seen as providing a framework for best practice without imposing undue strain on either curriculum time or resources”.

CLIL seems to be more of a challenge for teachers than students. As one of the teachers describes: “There is a case that the students will get too excited and impatient about what it is to follow but then again the result is compensating as they will have enjoyed the lesson more and will also remember and conquer the language more easily and with less effort.” Students enjoy the meaning they receive with CLIL even if they may have some difficulties at times with the language.

The STEM class, on the other hand, had less of an English focus and more of a content focus. Both content and language were equally important. It was a collaborative effort between the STEM English teacher and the Greek classroom teachers. The classroom teachers assisted with the smooth operation of the class in terms of organization and use of some L1 directions. They were also effective in setting some of the basic concepts in L1 before the STEM teacher entry and teaching in the English language. There were, though, issues of coordination and fine-tuning between them. This was probably due to the novelty of the course both in terms of the content and the methodology for all those involved. Teaching two sections alongside with similar, but not identical concepts is an innovative approach which highlights the versatility of CLIL in its use.

The diversity in CLIL probably also stems in its lack of formal status in Greece. A top down encouragement of CLIL would more likely set standards to follow. Stakeholders in the government and at schools need to see CLIL as an important aspect of learning foreign languages and integrate it formally into the schools or isolated initiatives become a hit or miss event. However, as Ioannou-Georgiou (2012) points out CLIL is also dependent on the specific context and perhaps each school and each teacher requires specific materials and approaches that are necessary for their particular situation and the subsequent support to meet the goals.

6. Conclusion

This case study presents unique insights into the realities of practicing CLIL with very young learners within the Greek educational system. It highlights the diversity of CLIL applied and the potential uses that teachers find in it. It also raises the need for CLIL to gain a more formal standing within the educational system so it does not remain as an optional program, but gains credence to be integrated in a more organized and systematic fashion. Although, the study involves six teachers, it provides a unique picture of how CLIL is applied at very young learners and some of the challenges it involves.

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